

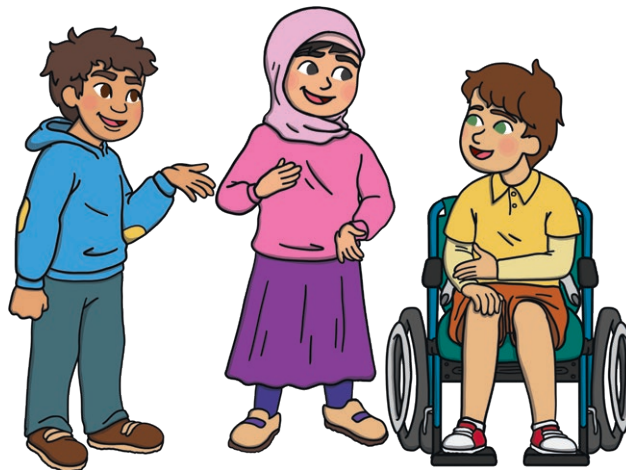
Termly

Phonics

Summary

Term 1:

- Distinguishes aurally between different sounds, especially at the beginning of their own name.
- Identifies a sound that does not belong in a sequence: 'Which sound does not belong - **b, b, k, b; d, d, d, t** ?'.
- Identifies whether two given sounds are the same or different: **/p/, /p/** [same]; **/p/, /d/** [different].
- Can identify that oral sentences are made up of individual words: clap on each word in a sentence where all words have only one syllable.
- Begins to recognise that words are made up of sounds: gives the beginning sound of own name.



Term 2:

- Distinguishes aurally between different sounds, especially at the beginning of words.
- Listens for the odd word in a sequence where all words begin with the same sound.
Example: ring, rose, round, pose
- Identifies whether two given sounds are the same or different. **/c/, /c/** [same] or **/c/, /g/** [different].
- Divides multisyllabic words into syllables: uses clapping or drum beats on each syllable in the word.
- Identifies rhyming words in well known rhymes and songs. For example, Humpty Dumpty sat on a wall - Humpty Dumpty had a great fall.
- Anticipates rhyming words in new songs and rhymes and completes the line or sentence.
- Recognises initial spoken sounds especially at the beginning of own name.
- Understands that words consist of more than one sound. For example, sat - **s-a-t** done aurally.
- Can recognise sounds at the beginning of some words such as friends' names.



Term 3:

- Segments oral sentences into individual words using words of one syllable first.
- Divides multisyllabic words into syllables: uses claps or drum beats on each syllable in words and names.
- Identifies rhyming words in well known rhymes and songs and in sequences of rhyming words.
- Substitutes rhyming words in common songs and rhymes. For example, Humpty Dumpty sat on a ball. Humpty Dumpty said "Oh! I'll fall".
- Recognises and names some letters of the alphabet, especially in own name.
- Recognises aurally and visually some initial consonants and vowels especially at the beginning of common words.
- Understands that words consist of more than one sound. For example, 'hand' has four sounds **h-a-n-d**.
- Recognises sounds at the beginning of some words: friends' names or names of animals.



Term 4:

- Segments oral sentences into individual words. For example, claps on each word in a sentence using words of one syllable first - 'It is time for lunch'.
- Divides multisyllabic words into syllables: crocodile - croc-o-dile.
- Identifies rhyming words in well known rhymes and songs and in sequences of rhyming words.
- Recognises aurally and visually some initial consonants and vowels, especially at the beginning of common words.
- Recognises and names some letters of the alphabet such as letters in own name
- Relates sounds to letters and words and understands that words consist of more than one sound: duck is **d-u-ck** - done aurally.
- Recognises sounds at the beginning of some words.
- Begins to recognise that words are made up of sounds such as the beginning letter/s of their names.

