



# Teacher Planner

## Systematic Synthetic Phonics (SSP)

Phonemic Awareness:

Phase 1



The Science  
of Reading

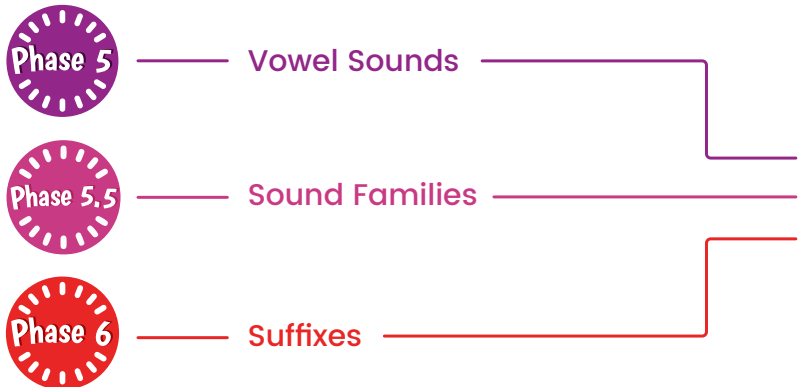
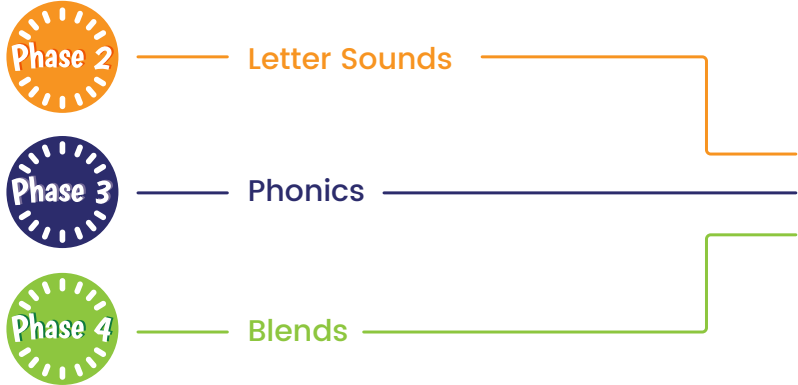
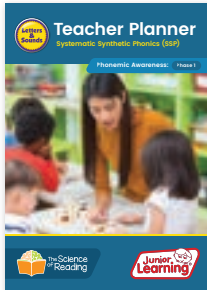
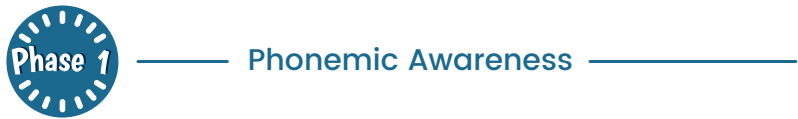
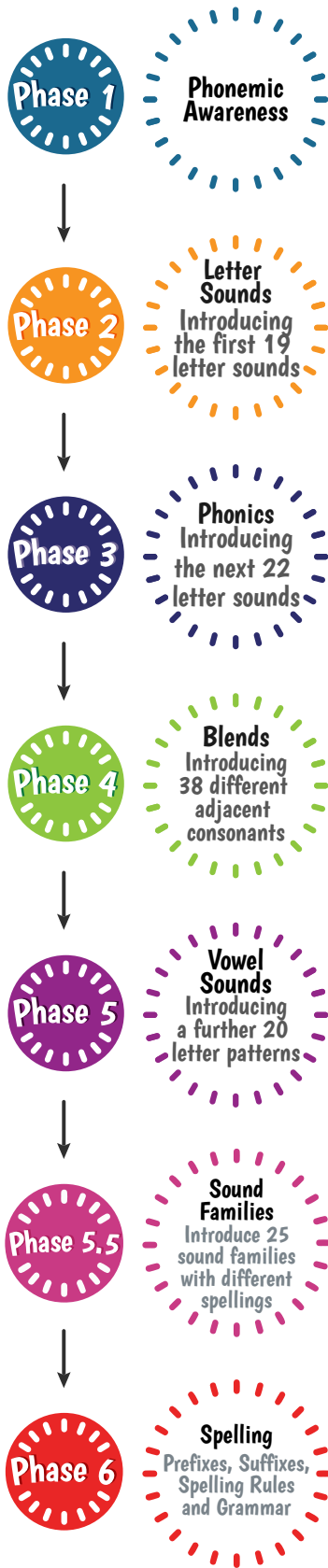


Letters & Sounds

Letters & Sounds is a phonics-based reading program designed to teach the letter patterns of the English language, with the aim of helping children become fluent readers by the age of seven. The program follows a systematic progression, where children are introduced to letters in a specific order (s, a, t, p, i, n, m...) and are encouraged to build words and play with these sounds.

Letters & Sounds accepts that there are a number of common exception words (tricky words) in the English language and many of these words are high frequency and appear in early reading. As such, these highly-frequent exception words have been incorporated into the Scope and Sequence, so that children can become familiar with these ‘oddball’ words within the progression. Here children are encouraged to decode (sound out) the regular parts of a common exception word, but must learn by rote the correct pronunciation based on the whole word form.

The key to Letters & Sounds progression is the 6-part phase progression on which it is built. Overall, the detailed phase by phase program can be introduced in terms of the development of phonemic awareness, built upon with the introduction of letter sounds, and move onto more complex spelling patterns and rules in the second and third years of school. Letters & Sounds teaches suffixes at Phase 6 and naturally follows on to punctuation and grammar instruction.



Letters & Sounds is fully compatible with the wider, language-rich curriculum. It helps practitioners and teachers adapt their teaching to a range of children’s development abilities, common in most settings and primary classes. The aim is to make sure that all children progress at a pace that benefits their enlarging capabilities.

Teachers will need to make principled decisions based on reliable assessments of children’s learning to inform planning for progression within and across the phases. Letters & Sounds enables children to see the relationships between reading and spelling from an early age, such that the teaching of one reinforces understanding of the other. Decoding (reading) and encoding (spelling) are treated as reversible processes. However, children generally secure accurate word reading before they secure comparable accuracy in spelling. It follows that the teaching and learning of spelling will need to continue beyond Phase 6.

How the Teacher Planner Works

This Teacher Planner provides lesson plans based around the seven aspects of Phase 1. These are: Environmental Sounds, Instrumental Sounds, Body Percussion, Rhythm & Rhyme, Alliteration, Voice Sounds, and Oral Blending and Segmenting. There are 15 activities presented for each aspect. Aspect 1 - 6 are introduced throughout the year, with two to three lessons per week. Aspect 7 is presented at the end of the year, as it is crucial for the preparation of early sounding out or decoding skills that are introduced at Phase 2.

Each lesson is divided into Objective, Activity, Teach, Resources and Extension. The objective clearly identifies the purpose of the lesson. The activity describes what children will be working on during the lesson. The teach section provides detailed teacher notes for preparing and presenting the lesson. In particular, examples are model for explaining and demonstrating the lesson. Finally, resources include the various resources used in the lesson and extension provides a fun, easy to apply extension activity.

The lessons at Phase 1 are more fluid than in the other teacher planners as the progression is flexible. Teachers can move in and out of different aspects, building and consolidating learning. Towards the end of the phase, children will be ready for Aspect 7 which will involve the modelling of oral segmenting and blending. By the end of Phase 1, children will be familiar with various phonemes, and will be able to identify and manipulate them within words. With this foundation, children starting Phase 2 will be introduced to some of the various graphemes that represent these common sounds.

Phase	Term Week	Phase Week	Weekly Aspect Progression	Suggested Sessions		
1	1	1	Aspect 1	1	2	3
1	2	2	Aspect 2			
1	3	3	Aspect 3			
1	4	4	Aspect 4			
1	5	5	Aspect 5			
1	6	6	Aspect 6			
1	1	7	Aspect 1	4	5	6
1	2	8	Aspect 2			
1	3	9	Aspect 3			
1	4	10	Aspect 4			
1	5	11	Aspect 5			
1	6	12	Aspect 6			
1	1	13	Aspect 1	6	7	8
1	2	14	Aspect 2			
1	3	15	Aspect 3			
1	4	16	Aspect 4			
1	5	17	Aspect 5			
1	6	18	Aspect 6			
1	1	19	Aspect 1	8	9	10
1	2	20	Aspect 2			
1	3	21	Aspect 3			
1	4	22	Aspect 4			
1	5	23	Aspect 5			
1	6	24	Aspect 6			
1	1	25	Aspect 1	10	11	12
1	2	26	Aspect 2			
1	3	27	Aspect 3			
1	4	28	Aspect 4			
1	5	29	Aspect 5			
1	6	30	Aspect 6			
1	1	31	Aspect 7	1 – 2		
1	2	32	Aspect 7	3 – 4		
1	3	33	Aspect 7	5 – 6		
1	4	34	Aspect 7	7 – 8		
1	5	35	Aspect 7	9 – 10		
1	6	36	Aspect 7	11 – 12		

(additional sessions in each aspect available for extensions or CP activities)



Daily activities are presented with the learning objective first which can be shared with the children. When children understand the objective of the lesson, it can become more engaging and purposeful for them.

The 'Teach' section involves a teacher-led activity where children engage with the learning through a multi-sensory activity. Detailed notes are provided on what and how to teach key learnings through this activity.

Lessons have a suggested 'Resources' section which lists items and materials that can be used for the activity. These may include; picture cards, toys, instruments or sound makers, books, worksheets or printouts, craft materials or puppets. As Phase 1 is largely sound based, it is recommended teachers have computer access to play songs or sounds from, many of which can be found online for free. This helps children to build better phonemic awareness skills and can make lessons more engaging, allowing teachers to play music videos, nursery rhymes and interactive games with children.

Both Junior Learning and Beanstalk Books offer Phase 1 products that encourage reading and rhyming skills, as well as printable pages in this planner that are designed to be versatile and suit individual teaching needs including picture cards, nursery rhyme cards, colouring pages and many more. These can be used in activities as prompts either printed out, scaled up as posters or even stuck to popsicle sticks to act as puppets.

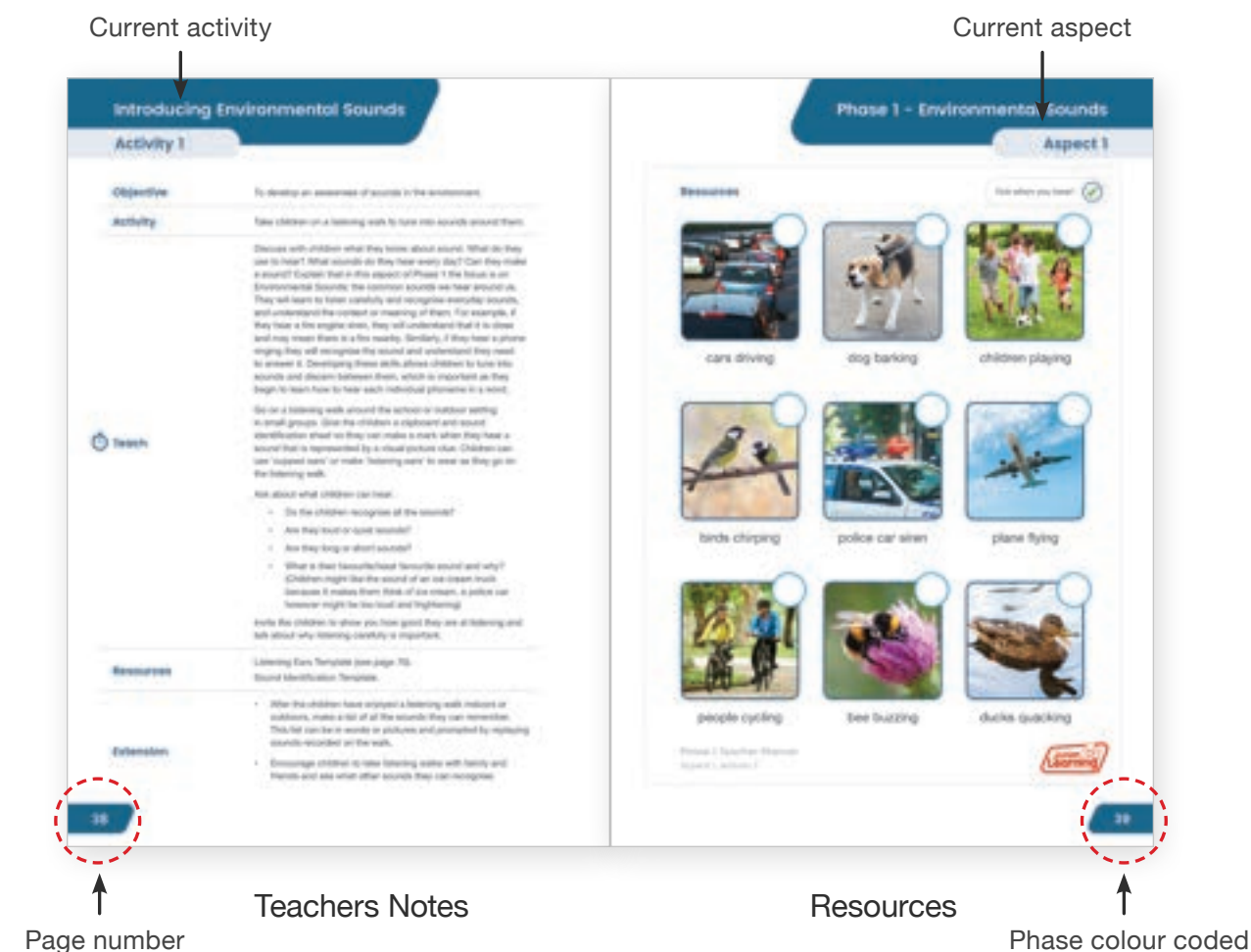
The 'Extension' section suggests opportunities for further development and attainment of skills, and may reference other games or resources teachers can introduce to children. This provides the children with a further opportunity to consolidate learning.

These activities are designed to develop through play:

- Playing and exploring
- Active learning
- Creating and thinking critically

Follow-up questions and comprehension:

- Common Play Behaviours
- Play Skills
- Adult Role and Questioning Ideas
- Resources
- Observation space (record how YOUR cohort accesses the provision, and how they respond & adapt)



The importance of getting children off to a good start cannot be overstated, so practitioners and teachers are urged to take particular account of the following points related to Phase 1.

Phase 1 recognises the central importance of developing speaking and listening skills as a priority in their own right and for paving the way to making a good start on reading and writing. Put simply, the more words children know and understand before they start on a systematic programme of phonics work the better they are equipped to succeed.

Purpose

The purpose of this phase is to develop speaking and listening skills in relation to sounds. Children will learn an understanding of sounds and their patterns within words. Before any exposure to letters, children can hear, play and manipulate sounds within words. This understanding is called phonemic awareness - an understanding that the spoken word is made up of units of sounds (phonemes) that can in turn be manipulated.

Aim

The overarching aim of Phase 1 is for children to experience regular, planned opportunities to listen carefully and talk extensively about what they hear, see and do. The boundaries are flexible and not fixed: teachers should plan to integrate the activities according to the developing abilities and interests of the children in the setting.

The main focuses are:

- Tuning into sounds (auditory discrimination).
- Listening and remembering sounds (auditory memory and sequencing).
- Talking about sounds (developing vocabulary and language comprehension).



Teaching materials at this stage are based around a series of activities that follow these different aspects of sound and phonemic awareness training.

Activities are mainly adult-led, with the intention of teaching young children important basic elements of the Letters & Sounds programme such as oral segmenting and blending of familiar words.

Each aspect builds on its cognitive complexity.

Activities are designed to help children:



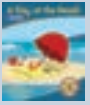
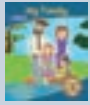
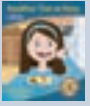
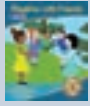

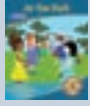


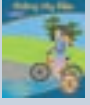
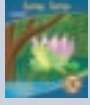
1. Listen attentively.
2. Enlarge their vocabulary.
3. Speak confidently to adults and other children.
4. Discriminate phonemes.
5. Reproduce audibly the phonemes they hear, in order, all through the word.
6. Use sound-talk to segment words into phonemes.

Phase 1 Contents	
Aspect 1	Environmental Sounds
Aspect 2	Instrumental Sounds
Aspect 3	Body Percussion
Aspect 4	Rhythm & Rhyme
Aspect 5	Alliteration
Aspect 6	Voice Sounds
Aspect 7	Oral Blending and Segmenting





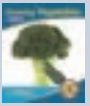
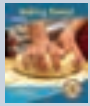
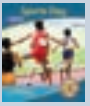


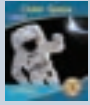
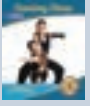

Phonemic Awareness Readers

Phonemic Awareness Readers have been designed for teaching phonemic awareness at the shared reading level. Letters presented in these readers can be read by teachers using their phoneme sounds (i.e. /ssss/ for letter s). Books can also be turned into an ‘I Spy’ game to support learning and assessment.

Set 1 – Fiction (JL380)

Book Cover	Book Title	Phase and Set	Date Read
 	Day on the Farm	Letters & Sounds Phase 1 Set 1 Fiction	
	Where Do I Live?	Letters & Sounds Phase 1 Set 1 Fiction	
 	A Day at the Beach	Letters & Sounds Phase 1 Set 1 Fiction	
	My Family	Letters & Sounds Phase 1 Set 1 Fiction	
 	Breakfast Time at Home	Letters & Sounds Phase 1 Set 1 Fiction	
	Playtime with Friends	Letters & Sounds Phase 1 Set 1 Fiction	
 	Traffic Jam	Letters & Sounds Phase 1 Set 1 Fiction	
	At the Park	Letters & Sounds Phase 1 Set 1 Fiction	
 	Mud Puddles	Letters & Sounds Phase 1 Set 1 Fiction	
	First Day at School	Letters & Sounds Phase 1 Set 1 Fiction	
 	Riding My Bike	Letters & Sounds Phase 1 Set 1 Fiction	
	Jump, Jump	Letters & Sounds Phase 1 Set 1 Fiction	


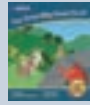

Set 1 – Non-Fiction (JL386)

Book Cover	Book Title	Phase and Set	Date Read
 	Wheels that Move	Letters & Sounds Phase 1 Set 1 Non-Fiction	
	Bugs Alive	Letters & Sounds Phase 1 Set 1 Non-Fiction	
 	Baby Animals	Letters & Sounds Phase 1 Set 1 Non-Fiction	
	Under the Sea	Letters & Sounds Phase 1 Set 1 Non-Fiction	
 	Growing Vegetables	Letters & Sounds Phase 1 Set 1 Non-Fiction	
	Baking Bread	Letters & Sounds Phase 1 Set 1 Non-Fiction	
 	Sports Day	Letters & Sounds Phase 1 Set 1 Non-Fiction	
	Musical Instruments	Letters & Sounds Phase 1 Set 1 Non-Fiction	
 	My Pets	Letters & Sounds Phase 1 Set 1 Non-Fiction	
	Outer Space	Letters & Sounds Phase 1 Set 1 Non-Fiction	
 	Dancing Divas	Letters & Sounds Phase 1 Set 1 Non-Fiction	
	Games Galore	Letters & Sounds Phase 1 Set 1 Non-Fiction	

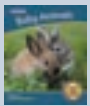


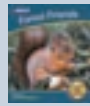


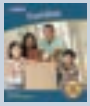
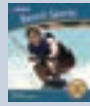

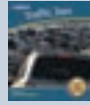
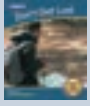

Wordless Readers

Wordless readers provide children the opportunity to become familiar with books. Children can discuss what is happening on each page and identify the characters. After reading, children can retell the story and discuss the meaning.

Set 2 – Fiction (BB124)

Book Cover	Book Title	Phase and Set	Date Read
 	Goldilocks and the Three Bears	Letters & Sounds Phase 1 Set 2 Fiction	
	Stuck in the Mud	Letters & Sounds Phase 1 Set 2 Fiction	
 	Go to Bed!	Letters & Sounds Phase 1 Set 2 Fiction	
	The Three Billy Goats Gruff	Letters & Sounds Phase 1 Set 2 Fiction	
 	Flying to the Moon	Letters & Sounds Phase 1 Set 2 Fiction	
	The Grunch and the Children	Letters & Sounds Phase 1 Set 2 Fiction	
 	Cat and Dog	Letters & Sounds Phase 1 Set 2 Fiction	
	Jack and the Giant	Letters & Sounds Phase 1 Set 2 Fiction	
 	The Farm	Letters & Sounds Phase 1 Set 2 Fiction	
	Animals Move	Letters & Sounds Phase 1 Set 2 Fiction	
 	Pirate Booty	Letters & Sounds Phase 1 Set 2 Fiction	
	Ballet Class	Letters & Sounds Phase 1 Set 2 Fiction	

Set 2 – Non-Fiction (BB125)

Book Cover	Book Title	Phase and Set	Date Read
 	Baby Animals	Letters & Sounds Phase 1 Set 2 Non-Fiction	
	Kite Flying	Letters & Sounds Phase 1 Set 2 Non-Fiction	
 	What's the Weather Today?	Letters & Sounds Phase 1 Set 2 Non-Fiction	
	Forest Friends	Letters & Sounds Phase 1 Set 2 Non-Fiction	
 	World of Gardens	Letters & Sounds Phase 1 Set 2 Non-Fiction	
	Playing Around	Letters & Sounds Phase 1 Set 2 Non-Fiction	
 	Families	Letters & Sounds Phase 1 Set 2 Non-Fiction	
	Beach Sports	Letters & Sounds Phase 1 Set 2 Non-Fiction	
 	Scary Animals	Letters & Sounds Phase 1 Set 2 Non-Fiction	
	Traffic Jam	Letters & Sounds Phase 1 Set 2 Non-Fiction	
 	Don't Get Lost	Letters & Sounds Phase 1 Set 2 Non-Fiction	
	Food in the Fridge	Letters & Sounds Phase 1 Set 2 Non-Fiction	



## Sound Discrimination



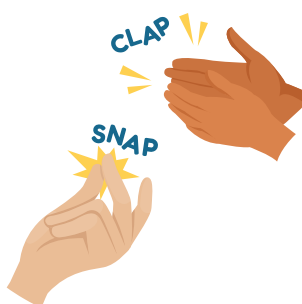
### Aspect 1 – Environmental Sounds

The first step in the process of developing phonological awareness is to improve children's general sound awareness and listening skills. You can begin by making them aware of the everyday sounds they hear around them such as animal sounds and machine noises.



### Aspect 2 – Instrumental Sounds

Then we help children to learn to tell the difference between contrasting sounds. They can play games in which they identify loud and soft sounds, guess what a particular sound is, hear the different sounds made by different musical instruments, or choose the 'odd sound out'.



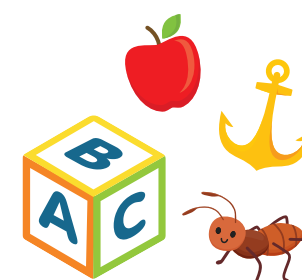
### Aspect 3 – Body Percussion

Once children are able to clap to a beat they can begin to develop their awareness of the parts of words by clapping out syllables. As they listen to rhymes in songs and picture book stories they will become familiar with pairs of words such as *hill / bill* or *take / lake* which are similar in sound, but have different meanings because of a slight sound difference.



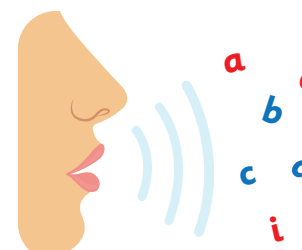
### Aspect 4 – Rhythm & Rhyme

Children become attuned to rhythm through simple musical activities. Instruments that develop a sense of rhythm include drums, shakers and tambourines. Physical activities include marching or clapping to a beat, moving to action rhymes and singing or chanting along to simple songs or nursery rhymes.



### Aspect 5 – Alliteration

When children listen to nursery rhymes or other poetry they learn to recognise both individual sounds and sound patterns.



### Aspect 6 – Voice Sounds

We teach the children that language is like a song with its own tune or rhythm, its own lyrics or words, and its own notes, which are the vowels and consonants it uses. You will not be able to pick out individual lyrics until you become familiar with the rhythm you hear, and only then will you be able to pick out individual notes.



### Aspect 7 – Oral Blending and Segmenting

Before beginning a formal synthetic phonics programme you will show children how to break words down into their individual sounds (segmenting) and how individual sounds are put together to form a word (blending). Segmenting is taught by showing the children an object, saying its name, and then asking the children what sounds they hear in the name of the object. Blending is taught by showing an object, saying the sounds in its name and then asking the pupils what the object is.





Main purposes

Tuning into Sounds

To develop children’s listening skills and awareness of sounds in the environment.

Listening and Remembering Sounds

Further development of vocabulary and children’s identification and recollection of the difference between sounds.

Talking about Sounds

To make up simple sentences and talk in greater detail about sounds.

Activities

Listening Walk	Sound Stories
Sound Lotto	Describe It and Find It
What's in the bag?	Sound Sequence
Animal Sounds	What Sound Do I Make?
Transport Sounds	Drum Outdoors
Sorting Sounds	What's that Sound?
Seasonal Sounds	Favourite Sounds
Socks and Shakers	

Resources

Environmental Sound Picture Cards (see page 71).  
Device access to play songs and sounds like a tablet or computer.  
Variety of objects, small toys, puppets or images that represent sounds and provide a visual prompt for use in activities.  
Items to put inside sound shakers and seasonal resource boxes.  
Listening Ears Template (see page 70).  
Good Listener Guide (see page 27).  
Sound Identification Template.  
'Loud Lion' and 'Quiet Mouse' prompt cards.  
Sound Lotto Audio (different audio tracks, including animal sounds, transport sounds, seasonal sounds etc. There are plenty of free resources available online for use).  
Story books, nursery rhymes or interactive storytime videos.  
Props to use during story-time.

Assessment

Evaluation & Assessment

- Look, listen and note how well children:
- Recall sounds they have heard.
  - Discriminate between sounds.
  - Describe the sounds they hear.

Considerations for practitioners working with Aspect 1

- Use picture or symbol prompts to remind the children how to be a good listener. These could be displayed on the wall, on a soft toy or in a quiet listening den (see page 27).
- As with all listening and attention activities, it is important to be aware that a busy environment can really hinder a child’s ability to tune in. Keep a listening area free from overly distracting wall displays, posters and resources in order to support very young children or those who find it hard to focus on listening.
- A small group size is preferable, to allow all of the children to have sufficient time to participate in and respond to the activity.
- Using gestures such as a finger to the lips alongside ‘shhh’ and a hand to the ear alongside ‘listen’ will give vital clues to children who have difficulty with understanding or those who find it difficult to listen to the spoken instruction alone.
- Scan the group before giving any sound cue. Use a child’s name if necessary then make the sound immediately now that you have their attention.
- If parents or carers speak languages other than English, find out the word for ‘listen’ in the school community languages and use it when appropriate.
- If the children seem to recognise an object, but can’t recall its name, help them by prompting with questions, such as: What would you do with it? Where would you find it?
- As you lead the singing, take care to slow the song down. Slowing the pace can make a huge difference, helping children to understand the language used as well as giving them time to prepare and join in with the words or sounds.
- Forget conventional sound effects. For example, dogs don’t always bark woof. Big dogs can sound like WUW WUW WUW and little ones give a squeaky Rap rap. Vary the voice to add interest. These sounds are often more fun and even easier for the child to attempt to copy. Be daring. Include some less conventional animals (e.g. a parrot, a wolf) and see what sounds you come up with. You might include dinosaurs – many children love them and no one knows what noises they made so children can be as inventive as they like.
- Where parents or carers speak languages other than English, find out how they represent animal noises. Are woof, meow and quack universal? Which examples from other languages are the most like the real sounds?

Adapted from *Letters & Sounds: Principles of High Quality Phonics* (2007) first published by DfES, UK.



Objective

To develop an awareness of sounds in the environment.

Activity

Take children on a listening walk to tune into sounds around them.

Discuss with children what they know about sound. What do they use to hear? What sounds do they hear every day? Can they make a sound? Explain that in this aspect of Phase 1 the focus is on Environmental Sounds; the common sounds we hear around us. They will learn to listen carefully and recognise everyday sounds, and understand the context or meaning of them. For example, if they hear a fire engine siren, they will understand that it is close and may mean there is a fire nearby. Similarly, if they hear a phone ringing they will recognise the sound and understand they need to answer it. Developing these skills allows children to tune into sounds and discern between them, which is important as they begin to learn how to hear each individual phoneme in a word.

Go on a listening walk around the school or outdoor setting in small groups. Give the children a clipboard and sound identification sheet so they can make a mark when they hear a sound that is represented by a visual picture clue. Children can use 'cupped ears' or make 'listening ears' to wear as they go on the listening walk.

Ask about what children can hear:

- Do the children recognise all the sounds?
- Are they loud or quiet sounds?
- Are they long or short sounds?
- What is their favourite/least favourite sound and why? (Children might like the sound of an ice cream truck because it makes them think of ice cream, a police car however might be too loud and frightening)

Invite the children to show you how good they are at listening and talk about why listening carefully is important.

Resources

Listening Ears Template (see page 70).  
Sound Identification Template.

Extension

- After the children have enjoyed a listening walk indoors or outdoors, make a list of all the sounds they can remember. This list can be in words or pictures and prompted by replaying sounds recorded on the walk.
- Encourage children to take listening walks with family and friends and see what other sounds they can recognise.



Resources

Tick when you hear! ☒



cars driving



dog barking



children playing



birds chirping



police car siren



plane flying



people cycling



bee buzzing



ducks quacking

Phase 1 Teacher Planner  
Aspect 1, Activity 1



### Objective

To develop an awareness of the different sounds objects can make together.

### Activity

Children make their own sound shakers, choosing the contents and trying different combinations of items.

Introduce children to a sound shaker and ask them to identify the contents from the sound it makes. Show them how the items inside make a unique sound when the shaker moves, and how the sound can change when the items inside are different; e.g. dry rice inside a shaker will make a different sound than if water is inside the shaker.

Explain to children they will be making their own sound shakers. Children can choose a sock, a plastic cup or bottle, a glass jar or a recycled yoghurt pot as the container for their sounds (lids or tape can be used to seal the containers).

They then choose small objects to place inside the container such as dried rice, lentils, marbles, coins, or pasta (be sure not to overfill so the sound is still audible). Children can experiment with their shakers and compare sounds, swapping out the items inside to make different combinations.

Ask follow-up questions about their sound shakers such as;

- Where would you find shells and sand?
- What do we normally use pasta for?
- Why do you think your items are making this noise?
- Does your shaker make a loud or quiet sound?

For the container use either a sock, a plastic cup or bottle, a glass jar or a recycled yoghurt pot.

For items inside the container use; dried rice, lentils, corn kernels, cereal, beans, marbles, buttons, coins, pebbles, shells, sand, frozen peas or pasta. To compare hard sounds to soft sounds try using cotton balls, ribbon, fuzzy pipe-cleaners or feathers.

Use tape, clingwrap, rubber bands or lids to seal shakers.

- Using the sound shakers, children can follow along to nursery rhymes such as 'Mary Had a Little Lamb' or 'Twinkle, Twinkle, Little Star', and experiment by creating different shakers with different materials. They can also be used in other activities, particularly in Aspect 2 as an instrument.

### Teach

### Resources

1

Choose your container



2

Choose your items and fill the container



3

Then...

What other sound shaker combinations can you make?





Objective

To experience and develop awareness of sounds made with instruments and noise makers.

Activity

Hide a set of instruments and play them one at a time, with children listening carefully then identifying them by name.

Show children two sets of identical musical instruments and name each of them. Play each instrument to introduce the sound it makes, then let children have a try at making the sound also.

Once the children are familiar with each instrument's name and sound, hide one set under a piece of fabric or behind a screen so they can still see the second set. Play the instrument so that the children can't see and have to listen to the sound to identify the instrument. They then guess which instrument it is, and can use the second set for reference (optional to let them experiment with the second set to confirm). Take the instrument out slowly so children can see if they recognise the shape of the instrument – it could be shown through the fabric without fully revealing it or by only revealing parts of the instrument.

The activity can continue with children taking over the role of hiding the instrument and having others identify the sound.

Try playing a simple beat or song children know using the hidden instrument and have them sing along. The children will have to concentrate on identifying the instrument whilst staying in time to the music. This activity can be replayed in Aspect 4, where rhythm and rhyme is covered further.

Resources

Two sets of identical musical instruments.

Extension

- Instruments can remain in the provision area to allow independent access to play them.



Teach





Objective

To use a wide vocabulary to talk about the sounds instruments make.

Activity

Have children match up instrument sounds to animal sounds.

Show children a range of animal toys, figurines, puppets or picture cards and a range of instruments. Encourage the children to play with the instruments and the animals, and to swap instruments between each other. Talk about matching instrument sounds to the animals with the children, and if necessary revisit Aspect 1, Activity 4. They can match either the sound the animal makes verbally or sounds they make through movement (i.e. for an elephant it could be the trumpet noise made using their trunk or the stomping sound they make when they walk or run).

Give a choice of two different instruments to represent a child's chosen animal and ask them to choose which sound better represents the animal. Once children have chosen, ask them questions about their selection such as:

- Which one sounds most like a *(insert animal name)* and why?
- Could this instrument also make a loud noise to suit a louder animal, such as a lion or elephant?
- If the instrument that wasn't selected was swapped for a *(insert instrument name)*, would that instrument's sound match your animal better?

Look, listen and note how well children:

- Choose appropriate words to describe sounds they hear (e.g. loud, rough, squeaky, smooth, bumpy, high, low, wobbly).
- Match sounds to their sources.
- Use sounds imaginatively to represent a story character.
- Express an opinion about what they have heard.

Resources

A set of instruments.

A range of animal toys, figurines, puppets or picture cards. They can either be a random selection of animals or themed; e.g. farmyard, jungle, forest, everyday backyard or underwater.

Extension

- Children can continue with the activity, swapping instruments and animals to see what matches they can make.



Objective

To develop awareness of sounds and rhythms.

Activity

Using a body percussion song, have children follow a sound pattern and create their own patterns.

Introduce a body percussion song to the children that invites them to repeat the pattern.

For example;

*“Clap your hands and wiggle your fingers,  
clap your hands and wiggle your fingers,  
clap your hands and wiggle your fingers,  
now we’ve made a pattern”.*

The teacher can substitute “*clap your hands and wiggle your fingers*” for different instructions such as “*shake your head and blink your eyes*”, “*bend your knees and stamp your feet*” and “*tap your head and tap your elbows*”. The pattern can continue with different combinations of actions, with teachers ensuring that children are still listening carefully to the instructions and following them correctly.

Once children are confident with the format they can take turns creating their own repeating patterns. Picture cards can be used to map out body percussion patterns.

Resources

Red 'Stop' card and green 'Go' prompt cards.

Extension

- Children can take turns at being the leader of the group and creating body percussion patterns for others to perform.
- This activity can also be adapted into a game of 'Simon Says' where the leader calls out a command prefaced with "Simon says", e.g. "*Simon says pat your knees*". If a child does the action when the sentence doesn't begin with "Simon says..." then they are eliminated and have to sit down.

Resources



clap your hands



wiggle your fingers



shake your head



tap your head



blink your eyes



click your fingers



bend your knee



tap your elbow



stamp your feet

Phase 1 Teacher Planner  
Aspect 3, Activity 3





Objective

To distinguish between sounds and to remember patterns of sound.

Activity

Teacher has children perform body percussion to a beat.

Children have experimented with body percussion and the different sounds they can make without the use of instruments throughout Aspect 3. The teacher can show children videos of body percussion routines online that they can follow along with and complete with action cues.

In this activity the teacher acts as an orchestra conductor and assigns different body percussion actions to the children, for example one group of children might be clapping, one group might be clicking and another stomping. When the teacher points at or flashes the 'Go' card at a particular group, they will perform their body percussion until the teacher indicates to stop, then the next group performs their body percussion. Students can experiment with the speed of the actions and try making the body percussion sound quietly or loudly. The teacher then creates a song out of the various actions.

The teacher can record the song the class makes together and play it back for the students to listen to. The roles can also be swapped around, and children can have a try at being the conductor.

This activity can also be played using body percussion prompt cards, where all children make the same sound at the same time and alternate with different sounds.

Look, listen and note how well children:

- Copy a body percussion sound or pattern of sounds.
- Identify hidden sounds.
- Suggest ideas and create new sounds for the story.

Resources

Red 'Stop' card and green 'Go' prompt cards.

'Fast Cheetah' and 'Slow Snail' prompt cards.

Extension

- Children can be sorted into smaller groups to create their own short body percussion patterns that they can then perform to the class together.
- Teachers can model some clapping games for children to practise playing such as 'Pat-a-cake' or 'Mary Mack'.





Activity 1

Objective

To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech.

Activity

Review nursery rhymes children are familiar with and explain what a 'rhyme' is.

It is important to note that all children may not have been exposed to these nursery rhymes prior to starting in an education setting. Also, different cultures will have different children's rhymes and it is useful to speak to parents about this prior to teaching this aspect so all children can feel included in sharing favourite rhymes.

Explain to children that in Phase 1 we sing a lot of nursery rhymes, and clarify that a rhyme is when two words sound very similar to each other such as 'fall' and 'wall', or 'are' and 'star'. Invite the children to name some of their favourite rhymes, then model singing them with the children's help as an introduction to this aspect.

Create a list of the children's favourite nursery rhymes so that they can create a nursery rhyme bag or box. Once the list has been created the teacher can help children make a visual prompt for each nursery rhyme so they can associate the rhyme with a picture clue. The list is likely to include rhymes such as Humpty Dumpty, Incy, Wincy Spider, Twinkle, Twinkle Little Star, Baa, Baa Black Sheep and Hickory Dickory Dock.

*Singing nursery rhymes at any time of the day in class should be a daily opportunity and not just a one time activity in Aspect 4.*

Look, listen and note how well children:

- Understand the pattern of syllables in the words presented to them.
- Sing or chant the rhyming string along with the adult.
- Recognise that the words rhyme.

Resources

Visual prompts such as finger puppets, toys or picture cards to support rhyme association. Puppets can be made in class by attaching paper characters to popsicle sticks, which children can colour in and customise.

Extension

- Children use visual prompts in provision to access the rhymes independently and practise reciting them.



Teach

Aspect 4



**Objective** To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech.

**Activity** Have children select matching rhyming pair cards or props.

Share the following props with the children; a bowl, pot or box, a large mixing spoon and a collection of rhyming pair cards or small toys/ objects that rhyme.

Introduce the silly soup song to the tune of Pop Goes the Weasel;  
*"I'm making silly soup,  
I'm making soup that's silly,  
I'm going to put it in the fridge to make it nice and chilly."*

Explain to children we can only add rhyming pairs into the silly soup. Lay out rhyming cards or objects from previous activities and sing the silly soup song. Children have to select rhyming pairs such as 'head' or 'bed' and add it to the bowl for the teacher to stir. After each turn, stir the soup and sing the song to recite the growing list of things that end up in the soup;  
*"In goes...a hat... a cat... a bat..."*

Some examples may include:

peg	leg	top	mop
fish	dish	boat	coat
shell	bell	parrot	carrot
fox	box	socks	clocks

This continues as the teacher chooses different words, singing the silly soup song again with a different child selecting an appropriate rhyming pairs card. This activity can be modelled in a large group and followed up in a smaller group activity to ensure children understand which words rhyme.

- Look, listen and note how well children:
- Understand the pattern of syllables in the words presented to them.
  - Sing or chant the rhyming string along with the adult.
  - Recognise that the words rhyme.
  - Join in with simple or complex rhythms.
  - Copy the rhythm.
  - Keep to the beat.

**Resources** Rhyming pair cards, picture cards, toys or objects.

**Extension** Children can continue the activity in provision either supported by an adult or independently.

*I'm making silly soup,  
I'm making soup that's silly...*





Objective

To develop understanding of alliteration.

Activity

Introduce alliteration to children through a game of 'I Spy'.

Explain to children that alliteration is the occurrence of the same letter sound at the beginning of adjacent or closely connected words. Model this by playing a game of 'I Spy' with the children, beginning with an example of items in the classroom.

"I spy with my little eye something beginning with..."

A: abacus, atlas, art.

B: building blocks, books, backpack.

C: crayon, calculator, clock.

D: desk, door, dice.

Once children understand how the game works, sound out a letter and then show photos of various objects that start with the target letter sound. These can include animals, food, everyday objects, colours, clothing, transport, instruments etc, as long as children are familiar with them. The teacher can suggest another letter sound and have children point out or select objects.

The children can practise these identification skills with 'I Spy' worksheets, where the sheets have a variety of items and children must circle all the items that begin with the target letter sound. These can be made in class or found online.

Look, listen and note how well children:

- Identify initial sounds of words.
- Reproduce the initial sounds clearly and recognisably.
- Make up their own alliterative phrases.

Resources

'I Spy' worksheets or books, which have pictures of various items starting with different letters mixed up. These can be made using online images or by arranging and photographing objects.

Extension

- Children can play this game in provision area and find objects with the same sound / letter such as 'wall' and 'window'.
- Beanstalk Books offers a range of resources to help teach children alliteration; Phase 1 Set 1 readers can be turned into an 'I Spy' game, whilst the accompanying Teacher Books and Phase 1 Workbook have photocopiable worksheets to support learning, all of which do not require the ability to read words.



I spy with my little eye...

Classroom





Objective

To listen to sounds at the beginning of words and hear the differences between them.

Activity

Using sets of various items, have children sort them into groups based on the initial letter sound in their name.

This activity can be played in the classroom or outdoors, and requires a set of objects that all begin with four different initial letter sounds. Set up a rough square with each of the four corners labelled with a letter sound; this can be done by putting up printed signs, drawing with chalk on the ground or by placing four visual prompts representing a sound.

For example, corner 1 might be a **s**nake prop representing 's', corner 2 might be an **a**pple representing 'a', corner 3 might be a **t**urtle prop representing 't' and corner 4 could be a **p**en representing 'p'. Before beginning the teacher should label the four corners and name the props aloud so children know what each corner is; e.g. "Corner 1 is 's', sssss".

Then place a basket of objects sharing the four initial sounds in the middle of the square. Invite small groups of children at a time to look in the basket and select an object, then go to the correct corner to match up the initial letter sound so all the props are grouped alliteratively.

Spacious area to play the activity.

Baskets of items children are familiar with to represent letter sounds. Prepare these before the activity and group into sets of four; one sound for each corner. The number of items per corner can depend on availability and the amount of children playing.

- This activity can be played in many different ways depending on the resources available. The outdoor area or playground can be made into an 'obstacle course', where the basket and letter sound are far apart, and children have to first check the corner then retrieve the correct items, testing their memory skills. To make the activity more challenging, tell children they must follow hopscotch courts or chalk lines to reach the basket. Try putting children into teams where each group has a letter sound basket and must pick and return the correct items, making up an alliterative sentence to score a point.

p





Objective

To distinguish between the differences in vocal sounds, including oral blending and segmenting.

Activity

Experiment with various mouth movements and facial shapes.

Developing oral motor skills is a key component of developing children's ability to recognise and produce voice sounds, and helps to build the coordination required for sound production and articulation. Explain to the children that the focus for this activity is on mouth movements.

Ask the children to point to their mouth and explain what it is used for. Can they make shapes with their mouth? Explore different movements with the children, for example; blowing, sucking, tongue stretching, tongue rolling, tongue clicking and tongue wiggling. Experiment by blowing up a balloon or putting a straw in a tall glass and sucking up a drink.

- Can children touch their nose with their tongue?
- Can they reach their chin with their tongue?
- Can they curl their tongue?

Practising these movements regularly to music can be fun and helps children with their articulation. Find a song that has a clear beat for children to follow with their mouth movements.

Resources

Straws, paper and watery paint to practise blowpainting with.

Extension

- Teachers can give out straws and cups of water for children to practise drinking with, observing what happens when they suck up the straw compared to when they blow through it.
- The teacher can set up a painting area for children to experiment with blowpainting, where each child has a drinking straw and a piece of paper. The teacher puts a drop of watered down paint onto the paper, and children blow at the paint through the straw, experimenting with different angles and strength of breath.





**Objective** To distinguish between the differences in vocal sounds, including oral blending and segmenting.

**Activity** Children make trumpets in class to experiment with voice sounds.

In this activity the teacher helps children create their own sound trumpets, made from rolled up card or paper in a cone shape. Once children have their trumpets, model some voice sounds for them to try and copy such as the honk sound of a horn, the ding-dong of a doorbell, the wailing of a siren or the moo-ing of a cow. Invite children to use their Phase 1 knowledge from the previous aspects to think of sounds to make, and encourage them to experiment with contrasting volume (quiet and loud), pitch (low and high) and speed (fast and slow) when making sounds through their trumpet.

Some voice sounds can include:

- Animal sounds; what animals can children create sounds for? A loud lion roar, a tiny mouse squeak, an elephant trumpet, a rooster crowing, an owl hoot, a sheep "baaaa".
- Emotion sounds; what emotions can children create sounds for? A happy laugh or a cat purring, a sad sigh or baby crying "waaaah", an angry "grrr" or a cat hissing.
- Sound effects; what everyday noises can children create sounds for? An ambulance siren wailing, a clock ticking, a doorbell ringing, a train choo-chooing, a person sneezing.

Sound trumpets are a fun way for children to experiment with different sounds and encourages them to first listen, remember and then recreate it, which helps with oral blending and segmenting in Phase 2. They can also be used to sound out phonemes beginning each child's name, e.g. "B; b-b-ben".

**Resources** Trumpet craft materials; paper or card, scissors, tape. Children can experiment with different trumpet materials and varying sounds using cardboard rolls or tubes, paper cups, plastic cones etc. Teachers can also prepare trumpets beforehand and theme each one; e.g. an animal themed trumpet to make animal sounds with, a lion themed trumpet to make loud sounds with, a smiley-face themed trumpet to make happy emotion sounds with etc.

- Extension**
- Children can take turns at being the leader of the group and instructing what voice sounds to perform.
  - Sound trumpets can be used in other activities such as 'Complete the Rhyme', 'Simon Says', 'I Went to the Market' or when reading Sound Stories or reciting Tongue Twisters.





Objective

To talk about the different phonemes that make up words.

Activity

Practise counting sounds in segmented words using fingers.

Once children are familiar with oral blending and segmenting and have had practise at doing both, they can begin counting how many phonemes, or separate sounds, are in a word.

The teacher can model the word pig; /p/.../i/.../g/. How many phonemes can the children hear in pig? Invite them to repeat the word and use their fingers to count out the 3 phonemes. Ask the children to show the number of sounds on their fingers and repeat the phonemes again, then blend them by putting their fingers side-by-side together to make the whole word.

Continue the activity and experiment with other simple words such as cup, pen, fox, hat. When children are confident with shorter VC or CVC words the teacher can introduce words that are longer such as ship, moon, bell, rain.

Look, listen and note how well children:

- Identify the number of phonemes that make up a given word.

(optional) Visual prompts; these can include picture cards, finger puppets, magnetic objects or props that have short CVC names. These are not necessary for this activity but can help with prompting children and developing phonemic awareness skills.

Resources

Junior Learning offers a variety of CVC themed products that can aid in the visualisation of a word and help children understand the segmenting of sounds. Several products have 'sound buttons' or physical manipulatives that teachers can use to count out phonemes with children.

Extension

- Teachers can set up a basket of CVC objects that children can practise with independently.
- Once children are practised at segmenting sounds and counting out phonemes, the teacher can model clapping for each sound heard. Place a CVC object in the middle of a circle of children and name it, then segment the name, clapping for each sound heard. Invite the children to join in on clapping and try choose their own CVC object to clap out the sounds for. Instruments like a bell or a xylophone can also be used to signal a separate sound, aiding children in representing the breaking up of sounds. This activity can be good to replay as revision for Aspects 2, 3 and 7.





Objective

To listen to phonemes within words and to remember them in the order in which they occur.

Activity

Use Phoneme Frames to practise vowels in CVC words.

Remind children how to use a phoneme frame and that each box represents a segmented sound in a word. Using a blank phoneme frame, place a familiar CVC object or image in the top half of the frame and say the name aloud, for example 'peg'. Repeat the word but break it up to say one phoneme at a time; /p/-/e/-/g/, adding a counter in the boxes for each sound.

Now that children remember how to use a phoneme frame, explain that the colour of the counters are going to represent the type of sound; red for vowels and blue for consonants. Revisit the Vowel Hand song to remind children of the five short vowels a e i o u, gesturing on separate fingers. Explain that every word contains at least one vowel, and it is important for them to listen for short and long vowel sounds. Swap the object or image for a different one and have children place the counters themselves, ensuring they place the coloured counters in the boxes correctly.

When children are confident with segmenting simple CVC words, teachers can introduce words with long vowel sounds in them. Start with a blank phoneme frame and place an image of a cat in the upper half. Children sound out the word 'cat' as /k/-/a/-/t/, placing the coloured counters in the correct boxes (blue-red-blue). The teacher then swaps the cat for an image of a coat, naming it as they place it and introducing green counters to represent long vowel sounds. Children segment the sounds as /k/-oa/-t/ and recognise that the vowel in the middle is now a long vowel sound, not a short vowel sound, and instead of a red counter place a green one (blue-green-blue). They then say the blended word.

The activity can now be repeated with other CVC objects or pictures that contain short or long vowel sounds.

Resources




Blank phoneme frames (see page 314).  
Red, blue and green counters for sound buttons.



Phoneme Frame Cards  
JL689



Continuous Provision Activities and Enhancements

<div></div> <div>Reading</div>	<div></div> <div>Writing</div>	<div></div> <div>Maths</div>
<div>Sound Stories</div> <ul style="list-style-type: none"><li>'A Huge Hog Is a Big Pig' by Francis McCall and Patricia A. Keeler.</li><li>'Snow Music' by Lynne Rae Perkins.</li><li>'Runny Babbit' by Shel Silverstein.</li><li>Beanstalk Books - Letters &amp; Sounds Phase 1 Set 1 and Set 2, Phase 2 Set 1 and Set 2.</li></ul>	<ul style="list-style-type: none"><li>Children can practise segmenting and blending with phoneme frames and counters.</li><li>Paper and pencils for 'Listen and Draw' activity where teacher segments a word, then children blend and draw the word they heard.</li></ul>	<ul style="list-style-type: none"><li>Small animal toys and plastic counters for counting.</li><li>Practise counting out segmented phonemes on beadstrings, sliding beads across for each sound heard and then pushing together to visualise blending the word.</li></ul>
<div></div> <div>Role Play</div>	<div></div> <div>Arts &amp; Craft</div>	<div></div> <div>Small World</div>
<ul style="list-style-type: none"><li>Pretend to operate a shop selling CVC objects. Children can exchange objects with the shop, but must segment and blend the names to trade. Children can take turns at buying and selling.</li><li>Practise sound talking like a robot, segmenting words.</li></ul>	<ul style="list-style-type: none"><li>Make CVC animal masks or crafts. Children can walk around the class and swap their craft for another if they are able to segment and blend the name of the next animal. Can also practise animal voice sounds.</li></ul>	<ul style="list-style-type: none"><li>Children can play 'I Spy' with small world themed scenes, such as a farm, supermarket, park, kitchen or seasonal.</li><li>Retell a nursery rhyme or story using finger puppets, segmenting one word in each line. Children fill in the blanks with the blended word.</li></ul>
<div></div> <div>Construction</div>	<div></div> <div>Sand</div>	<div></div> <div>Water</div>
<ul style="list-style-type: none"><li>Recreate structures from a story, e.g. for 'The Three Little Pigs' build little houses from craft materials or natural materials found outside. Other examples could be a barn from 'Old MacDonald Had a Farm' or a cave from 'We're Going on a Bear Hunt'.</li></ul>	<ul style="list-style-type: none"><li>Allow for a variety of containers in the sand area such as plastic tubs, sieves, small and large pans and encourage children to listen to sounds made by them.</li><li>Children can play with CVC objects in the sand area and practise segmenting sounds.</li></ul>	<ul style="list-style-type: none"><li>Experiment with equipment for making different sounds e.g. jugs for pouring, sieves, watering cans.</li><li>Teachers can 'bury' CVC objects in a sand tray or bucket of water, and children can only fish them out if they blend the name correctly.</li></ul>
<div></div> <div>Music</div>	<div></div> <div>ICT</div>	<div></div> <div>Outdoor</div>
<ul style="list-style-type: none"><li>Practise sounding out phonemes by clapping, clicking, stomping, ringing a bell, knocking a woodblock or shaking a tambourine for each sound heard.</li><li>Practise segmenting sounds loudly vs. quietly, e.g. <b>vowels</b> loudly vs. <b>consonants</b> quietly.</li></ul>	<ul style="list-style-type: none"><li>Phonics Play – Phase 1, Aspect 7 games.</li><li>Phonics Bloom– Phase 1, Aspect 7 games.</li><li>Access to a device to record segmented sounds on. Try recording individual sounds and then build a blended word from the phonemes.</li></ul>	<ul style="list-style-type: none"><li>Practise the segmented sound cheer outside, alternating between loud and quiet.</li><li>Play 'Cross the River' outside on a course marked with chalk. Draw circles, each with a sound in them, where children make whole words by jumping from sound to sound.</li></ul>

<div></div> <div>LETTERS &amp; SOUNDS</div> <div>PHASE 1</div> <div>Child's Name</div>		Aspect 7 - ORAL BLENDING & SEGMENTING																	
		Follows instructions with the last word segmented, e.g. Stand <b>U-P</b> .	Joins in when playing 'toy talk', copying the toy with support to sound talk a word.	Joins in clapping and saying phonemes in a word, then blends them orally.	Helps the talking toy find an object when the toy sound talks the objects name, e.g. <b>d-o-g</b> .	Selects the correct object that the teacher or talking toy sound talks and says the objects name.	With support, will sound talk a word, e.g. "I drink out of a <b>c-u-p</b> ."	Begins to speak in sound talk e.g. asks friends to find the <b>d-u-ck</b> from a group of objects.	With support, begins to count the phonemes in words, representing with fingers.										







CVC Picture Cards

These can be printed and used in activities



CVC Word List: dog, cat, rat, bug, hen, fox, cup, pot, pen, jam, run, dig







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Phase 1 is largely sound based, and develops a child's ability to 'tune into' sounds and discriminate between the different types. As they progress through the seven aspects they are introduced to rhythm, rhyme, alliteration, voice sounds and how to orally blend and segment sounds, all of which are crucial before beginning phonics work in Phase 2. The activities in this planner are designed to be adult-led and cover the basic skills required in later phases, and can be repeatedly revisited and replayed. As children acquire these skills and gain confidence they can practise them independently, with the teacher correcting them as needed.

There is no formal assessment for Phase 1, instead teachers are encouraged to monitor children's progress and support their learning. Each aspect chapter in this Phase 1 planner includes an evaluation checklist for teachers to record each child's attainment of skills so they can assess which need further support.

Beyond developing listening skills, the activities as well as the continuous provision and enhancement challenges in this planner also help with building fine motor skills, visual recognition skills, sorting and sequencing skills, listening skills, and communication skills, all of which are necessary to successfully learn phonics. Children learn through play, and these activities are designed to both engage and educate them whilst developing essential skills.

In Phase 1, blending and segmenting activities have been purely oral, involving no letters, for example; an adult pronounces the sounds to be blended rather than expecting the children to pronounce them in response to letters. In Phase 2, however, children learn to pronounce them in response to letters, before blending them, and thus start reading simple VC and CVC words. The reverse process is that they segment whole spoken words into phonemes and select letters to represent those phonemes, either writing the letters, if they have the physical coordination, or using magnetic letters to encode words.

Phase 1 will have provided children beginning Phase 2 with a wide range of listening opportunities through the daily teaching of songs, stories, and rhymes. They should be able to distinguish between speech sounds, and many will be able to recognise rhyming words as well as blend and segment words orally. Inability to do this however does not prevent children moving on to Phase 2, as these speaking and listening activities continue.







# Teacher Planner

## Systematic Synthetic Phonics (SSP)

This Teacher Planner provides lesson plans based around the seven aspects of Phase 1. These are: Environmental Sounds, Instrumental Sounds, Body Percussion, Rhythm & Rhyme, Alliteration, Voice Sounds, and Oral Blending and Segmenting. There are 15 activities presented for each aspect. Aspect 1-6 are introduced throughout the year, with two to three lessons per week. Aspect 7 is presented at the end of the year, as it is crucial for the preparation of early sounding out or decoding skills that are introduced at Phase 2.

Each lesson is divided into Objective, Activity, Teach, Resources and Extension. The objective clearly identifies the purpose of the lesson. The activity describes what children will be working on during the lesson. The teach section provides detailed teacher notes for preparing and presenting the lesson. Finally, resources include the various resources used in the lesson and extension provides a fun, easy to apply extension activity.

Teachers can move in and out of different aspects, building and consolidating learning. Towards the end of the phase, children will be ready for Aspect 7 which will involve the modelling of oral segmenting and blending. By the end of Phase 1, children will be familiar with various phonemes, and will be able to identify and manipulate them within words. With this foundation, children starting Phase 2 will be introduced to some of the various graphemes that represent these common sounds.

### Lesson Plans



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