Alfreton Nursery School – Phonics Progression

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| At Alfreton Nursery School our children are immersed in language from the very beginning. Our stimulating and enriching environment stimulates curiosity and an enthusiasm to explore, communicate and learn. We have a high percentage of children that are referred for Speech and language, either before attending, or through very early identification, once their nursery journey begins. Our story led curriculum, continuous sharing in talk throughout their learning, singing and signing with Makaton, supports and encourages inclusive opportunities for Communication and Language. Our journey through phonetics progression begins right at the beginning of supporting, developing and extending all our children’s Communication and Language skills inclusively. |
| **Supporting Communication and Language Skills:*** We employ our own SLT support Teacher to support our children, families and the team, to create specific Communication, Language and Literacy (CLL) programmes, fine-tuned for individual learning needs.
* We have 2 fully trained ECAT (Every Child a Talker) professionals to work alongside our SLT (Speech and Language Team) to continue developing CLL skills for our referred children, alongside supporting CLL for children that aren’t referred, but still need specially identified CLL needs
* We use Makaton signing inclusively, introducing new fortnightly signs that the children learn, alongside using key signs in everyday learning and specific areas, i.e. home corner play. Singing Hands, Lucinda and Nicky and Mr Tumble also extend their opportunities to Makaton exposure.
* Bucket Time (Attention Autism) is used for specifically identified children, at appropriate levels for their needs, to support their listening and attention skills, alongside supporting and encouraging simple turn taking and language opportunities.
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| **Learning through Songs and Rhymes:*** Listening, attending and responding through songs and rhymes
* Tuning in to pitch, rhythm, dynamics, and the steady beat within musical exploration
* A music area with instruments musical scores, music books and a cosy space to explore singing and music making independently, or with adult engagement to extend their singing and signing.
* Singing and signing is a daily part of every story time and we have 2 identified new rhymes per fortnight that are also shared with families to encourage singing and signing at home too.
* The children help to scribe the new rhymes together with a team member and these are illustrated and displayed in each story area.
* Meta Steam uses nursery rhymes to support Metacognition language
* Social singing time happens weekly and supports children to have the confidence to share in their verbal communication through the power of music and the support of friends around them.
* Roly Poly Friday focuses on simple repetitive rhymes for them to respond with body and voice.
* Copying rhythmic beats, listening for how many syllables and then repeating using voice, body movement and instruments
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| **Learning through Stories:*** A story led curriculum with a fortnightly story focus
* Sharing stories and books, commenting and questioning, repeating words and phrases, and using book cues to support sequential storytelling skills.
* Notice and talk about the print and illustrations within the book.
* Story inspired writing opportunities for emergent and purposeful writing
* Story vocabulary displayed in the writing area for the children to decode and read, using visual aids to support these skills.
* Begin to make connections with the phonemes and graphemes within the words they see within the story.
* A fortnightly phoneme is explored, chosen in connection with the story, and explored in a whole range of curriculum areas and activities.
* Children explore the phoneme, look at how to form the letter correctly and have real meaningful connections within their learning to help them make sense of the phoneme they are exploring.
* Story suitcase with props and sequential images from the story to encourage retelling and sequencing within their storytelling skills
* Mr Ben’s dressing up hut, costumes from the story to encourage rein acting the language and reinforce their storytelling skills.
* Fortnightly focus story Drama session, encouraging the language of performance within their opportunity to rein act and sequence the story through drama.
* Makaton signs connected to the story, and signing brought in to some storytelling sessions.
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| **Voice sounds:*** Explore their voice range, changing their voice to higher and lower pitches and exploring a whole pitch run from low to high and vise versa.
* Respond to noises and make their own i.e. the noises from Peace at last, the clock ticking in Hickory Dickory… distinguishing different sounds and copying them as they explore through stories and rhymes.
* Explore the pitch of others, copying an individual note.
* Explore the pitch of others, copying a melodic shape (tune) of a familiar song
* Copy a sound pattern i.e. la, ee, shhh
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| **Oral Segmenting and Blending:*** Literacy Target time explores a range of Phonemes through play, and helps children to listen and identify initial sounds alongside subsequent sounds within words.
* Literacy Target Time and Frogs story time explore oral segmentation within CVC and simple words
* Help and support children to sound out within their everyday talk
* Listen to and identify environmental sounds around them, helping them to really zoom in on their listening and ability to identify specific sounds.
* Robot arms help the children to identify individual sounds within words supporting segmenting and blending.
* Children are encouraged to observe robot arms and then repeat themselves: using ‘My turn, our turn, your turn’ approach.
* Blending buttons and a magic reading finger, are used to support the children hearing oral blending, using ‘My turn, our turn, your turn’ approach.
* Repetitive rhymes and rhythms to support their oral blending i.e. ‘chop, chop, choppity chop’
* Look at (phonicsplay.co.uk) recommended by feeder Reception Teacher

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