



Foundation for Phonics Little Stars		
<p style="text-align: center;">Sharing high quality stories and poems using a balance of reading styles:</p> <ul style="list-style-type: none"> - dialogic – where the children are active participants in the reading (rather than just reading to the children); talking about and around the book, rather than just focusing on the text <ul style="list-style-type: none"> - pause reading – where the practitioner pauses and encourages the children to talk (Colmar, 2014) - use of props or objects – particularly effective for children with low levels of language (Wasik and Bond, 2001) - use of elaborative reminiscing – where the practitioner and children relate events in the story to events in the children’s life (Reece et al., 2010). <p style="text-align: center;">Learning a range of nursery rhymes and action rhymes:</p> <ul style="list-style-type: none"> - Use a wide range of nursery rhymes and action rhymes. <ul style="list-style-type: none"> - Repeat these often, so that children learn the words and actions for themselves. <ul style="list-style-type: none"> - Use actions and clapping. - Use different voices and sound effects. - Use kinaesthetic approaches. 		
Activities that develop focussed Listening and Attention		
Autumn Term	Spring Term	Summer Term
Developing children’s listening skills and awareness of sounds in the environment through: Listening walks	Developing children’s listening skills and awareness of sounds in the environment through: Listening moments Experiencing and developing awareness of sounds made with instruments and noise makers through: Adjust the volume Story sounds	Developing children’s listening skills and awareness of sounds in the environment through: Drums outdoors Socks and shakers Experiencing and developing awareness of sounds made with instruments and noise makers through: Grandmother’s Footsteps Matching sounds Experiencing and appreciating rhythm and rhyme and developing awareness of rhythm and rhyme in speech through: Songs and rhymes Finishing the rhyme
Autumn	Spring	Summer
LW Tuning into Sounds Voice Sounds	LW Tuning into Sounds Play with sounds	LW Tuning into Sounds Name play

<p>Environmental Sounds Sound lotto Sound stories</p> <p>Instrumental Sounds Which instrument Story sounds</p> <p>Body Percussion Roly Poly</p> <p>Rhythm and Rhyme Songs and Rhymes Finish the rhyme</p>	<p>Bertha the bus goes to the zoo</p> <p>LW Oral Blending Can you touch your</p> <p>Environmental Sounds Mrs Browning has a box</p> <p>Body Percussion Noisy Neighbour</p> <p>Rhythm and Rhyme Listen to the beat Rhyming soup</p> <p>Introducing frieze cards for sounds: s, a, t, p, i, n, m, d, g, o</p>	<p>What's in the box</p> <p>LW Oral Blending What's that noise (e.g. what noise does a c-a-t make?) Can you do the actions (e.g. can you c-l-a-p)</p> <p>Rhythm and Rhyme Rhyming bingo Rhyming pairs Odd one out</p> <p>Aliteration I spy Digging for treasure</p> <p>Voice Sounds Metal Mike</p> <p>Oral Blending Toy talk Which one Cross the river</p> <p>Introducing frieze cards for sounds: c, k, e, u, r, h, b, f, l, j, v, w, x, y, z, qu</p>
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