



Long term overview – Phonics Bears

Tuning into sounds: Progression and planning overview

Term	Progression of sounds	Sound focus	Oral blending focus
Autumn 1	No sounds – focus on Rhyme time and settling children into your setting's routines.	<ul style="list-style-type: none"> Teach one sound each week, in the order listed on the left. (The terms are provided as a guide only – teach the sounds in order according to your setting's calendar.) In each session, play: <ul style="list-style-type: none"> What's in the box? (Learn the sound) One of these sound games: Voice sounds, Name play, Bertha the bus, Play with sounds (Practise the sound). The sound games focus on awareness of sounds in general, and words do not need to include the focus sound from the day's session. 	<ul style="list-style-type: none"> In each session, play: <ul style="list-style-type: none"> Blend from the box (Blend with the sound) One of these oral blending games: Can you do the actions? Can you touch your ... ? What's that noise? (Practise blending) The oral blending games focus on awareness of sounds in general, and oral blending words do not need to include the focus sound from the day's session.
Autumn 2	s a t p i n m		
Spring 1	d g o c k e		
Spring 2	u r h b f l		
Summer 1	j v w y z q u c h		
Summer 2	ck x sh th ng nk		
<ul style="list-style-type: none"> See the Tuning into sounds session template for an overview of the session. See the Tuning into sounds prompt cards for details of each game. 			

Tuning into sounds: Teaching and blending with sounds

You will need a box and objects or images of the words below for the What's in the box? and Blend from the box activities. Images are available to download from the Phonics area of the Foundations programme content.

Autumn 1

No sounds in Autumn 1.
Focus on Rhyme time and settling children into your setting's routines.








You will find everything you need to teach Rhyme time, including planning, videos and illustrated rhymes, in the Phonics area of the Foundations Programme content. The nursery rhymes included are:

1, 2, 3, 4, 5 Once I Caught a Fish Alive
 Baa, Baa, Black Sheep
 Hey, Diddle, Diddle
 Humpty Dumpty
 Jack and Jill
 Miss Molly Had a Dolly
 Pat-a-cake
 Round and Round the Garden
 The Grand Old Duke of York
 Twinkle, Twinkle, Little Star
 A Sailor Went to Sea
 Down at the Station







Hickory, Dickory, Dock
 Incy Wincy Spider
 Mary, Mary, Quite Contrary
 One, Two, Buckle My Shoe
 Ring-a-ring-a-roses
 Row, Row, Row Your Boat
 The Wheels on the Bus
 Wind the Bobbin Up









Autumn 2

Sound	What's in the box? (Words and objects/images)	Blend from the box (Words and objects/images)
	sock sun star snake	s-o-ck s-u-n s-oa-p s-a-ck
	ant apple arrow astronaut	Omit Blend from the box for this sound.
	teddy toast teeth tiger	t-ee-th t-i-n t-a-p t-o-p
	pencil pizza peg penguin	p-e-n p-e-g p-i-n p-a-n
	insect invitation igloo iguana	Omit Blend from the box for this sound.
	nurse nose nest net	n-e-t n-oa-z (nose) n-e-ck n-u-t
	moon marble monkey mouse	m-oo-n m-ou-se m-a-p m-a-n








Spring 1

Sound	What's in the box? (Words and objects/images)	Blend from the box (Words and objects/images)
	dog door dinosaur duck	d-o-g d-u-ck d-o-ll d-e-n
	grapes glue glasses goat	g-oa-t g-ai-t (gate) g-oo-se g-ir-l
	orange otter ostrich octopus	Omit Blend from the box for this sound.
	car cup crown cat	c-a-t c-u-p c-a-p c-oi-n
	kangaroo kettle ketchup kite	k-igh-t (kite) k-i-d k-i-t
	egg elbow envelope elephant	Omit Blend from the box for this sound.







Spring 2

Sound	What's in the box? (Words and objects/images)	Blend from the box (Words and objects/images)
	under (something under a table) upset umbrella	Omit Blend from the box for this sound.
	rocket rabbit rice rainbow	r-a-t r-e-d r-oa-d r-i-ng
	hat hammer house helicopter	h-a-t h-ou-se h-or-se h-ea-d
	ball bus bird bear	b-oo-k b-u-s b-ir-d b-a-g
	fish frog flower flamingo	f-i-sh f-a-n f-oo-t f-ar-m
	leaf lips lemon lollipop	l-ea-f l-i-d l-o-ck l-o-g

Summer 1





Sound	What's in the box? (Words and objects/Images)	Blend from the box (Words and objects/Images)
	jam jug jellyfish	j-a-m j-u-g j-e-t j-ee-p
	volcano van vegetable	v-a-n v-e-t
	wave wig web	w-i-g w-e-b w-ai-v (wave)
	yellow yap (dog) yo-yo	y-a-p
	zebra zip zoo	z-i-p z-oo
	queen quack (duck) quick (action)	qu-ee-n qu-a-ck qu-i-ck
	cheese chick chips	ch-i-ck ch-i-n ch-o-p ch-i-p

Summer 2

Sound	What's in the box? (Words and objects/Images)	Blend from the box (Words and objects/Images)
	neck lock tick sock	s-o-ck d-u-ck n-e-ck r-o-ck
	fox box wax (candle)	f-o-x b-o-x w-a-x s-i-x
	ship shoe shark	sh-e-ll sh-ir-t sh-o-p sh-e-d
	thumb three bath	th-u-mb t-ee-th m-o-th th-igh
	ring king wing	r-i-ng w-i-ng k-i-ng
	pink sink bank	p-i-nk t-a-nk w-i-nk s-i-nk

Tuning into sounds: Session template

- This template provides an overview of the Tuning into sounds session. The Tuning into sounds prompt cards include detailed guidance for each game – you will find these on the Support for practitioners tab in the Phonics area of the Foundations Programme content.
- The sessions should last between five to six minutes and include each of the four activities below. Teach at least three sessions a week.

Sound focus		Blending focus	
Learn the sound	Sound game	Blend with the sound	Oral blending game
1 minute Play What's in the box? every session.	2 minutes Choose one of the games below for each session. Refer to the prompt cards for detailed guidance.	1 minute Play Blend from the box every session.	2 minutes Choose one of the games below for each session.
You will need: a box, objects or images for What's in the box? (see pages 4-6).	You will need: name cards for each child in your group, a bag and objects/pictures.	You will need: a box, images for Blend from the box (see pages 4-6).	You will need: a list of words for oral blending games (see page 10).
<p>What's in the box?</p> <ul style="list-style-type: none"> Say: <i>Let's play What's in the box?</i> For each object/image: <ul style="list-style-type: none"> Say – don't ask – what the object is. Say: <i>This is a [name of object e.g. star].</i> Emphasise the focus sound. Say: <i>[Name of object e.g. star] starts/ends with [say the sound e.g. s].</i>  <ul style="list-style-type: none"> Say: <i>Copy me.</i> Say the sound and the name of the object several times, with the children copying. Make up a simple sentence containing the name of the object so that the children understand what it is [e.g. <i>We can see stars in the sky at night.</i>]. 	<p>Voice sounds</p> <ul style="list-style-type: none"> Say: <i>Let's play Voice sounds.</i> Model making different voice sounds.  <ul style="list-style-type: none"> Say: <i>Copy me.</i> <p>Name play</p> <ul style="list-style-type: none"> Say: <i>Let's play Name play.</i> Pull the children's name cards out of a bag, one at a time. Show each card and say the name. Make up fun alliterative sentences with each name. (See pages 7-9.) <p>Bertha the bus</p> <ul style="list-style-type: none"> Chant the rhyme: <i>Bertha the bus is going to the zoo. Who does she see as she passes through?</i> Pull models or pictures of the animals she sees out of a bag and say the name of each animal. Say: <i>[Name of animal] starts with the sound [clearly enunciate the initial sound].</i> <p>Play with sounds</p> <ul style="list-style-type: none"> Say: <i>Let's play with sounds.</i> Use the children's names or objects to make up alliterative phrases. 	<p>Blend from the box</p> <ul style="list-style-type: none"> Say: <i>Let's play Blend from the box.</i> For each object: <ul style="list-style-type: none"> Sound-talk the word twice [e.g. s-o-ck s-o-ck].  <ul style="list-style-type: none"> Say: <i>Copy me.</i> Sound-talk and blend the word.  <ul style="list-style-type: none"> Say: <i>Copy me.</i> Show the children the object. Check that they know what it is. 	<p>Can you do the actions?</p> <ul style="list-style-type: none"> Say: <i>Let's play Can you do the actions?</i> For each action: <ul style="list-style-type: none"> Say: <i>Can you [e.g. c-l-a-p your hands]?</i> Check that the children are doing the correct action. Sound-talk and blend the word [e.g. c-l-a-p, clap] and then clap. <p>Can you touch your ... ?</p> <ul style="list-style-type: none"> Say: <i>Let's play Can you touch your ... ?</i> For each body part: <ul style="list-style-type: none"> Say: <i>Can you touch your [e.g. b-a-ck]?</i> Check that the children are touching the correct part of their body. Sound-talk and blend the word [e.g. b-a-ck, back]. <p>What's that noise?</p> <ul style="list-style-type: none"> Say: <i>Let's play What's that noise?</i> For each animal: <ul style="list-style-type: none"> Say: <i>What sound does a [e.g. f-r-o-g] make?</i> Check that the children say the correct animal. Sound-talk and blend the word [e.g. f-r-o-g, frog].