



Barrow Hedges Phonics Journey



- Phase 1
- Phase 2
- Phase 3
- Phase 4
- Phase 5
- Phase 6
- Phonics through the curriculum



Children are ready to learn Phase 2 Phonics in Reception. By the end of Phase 1 children will have learnt to discriminate between sounds and are ready to begin to learn phoneme-grapheme correspondence.

Oral Blending and Segmenting: Children begin to hear and identify initial sounds in words with the below phonemes: 's', 'a', 't', 'p', 'i', 'n'

Oral Blending and Segmenting: Children begin to hear and identify initial sounds in words with the below phonemes: 'm', 'd', 'g', 'o', 'c', 'k'.

Oral Blending and Segmenting: Children will learn and practise oral blending and segmenting skills. For blending skills, the teacher could say some sounds, such as 'c-u-p' and see whether the children can pick out a 'cup' from a group of objects. For segmenting practise, the teacher could hold up an object such as a 'sock' and ask the children which sounds they can hear in the word sock 's-o-ck'.

Alliteration: Activities including I-Spy type games and matching objects which begin with the same sound.

Voice Sounds: Children are continually being exposed to voice sounds through the environment and clear adult modelling.

Voice Sounds: Children distinguish between different vocal sounds and begin oral blending and segmenting. Children play lots of word play games whereby they categorise objects into different sounds. Eg. 's' and 'a' and know that snake starts with a 's' phoneme and apple begins with an 'a' phoneme.

Alliteration: Children learn a range of alliteration games and this supports children to hear initial sounds in words.

Rhythm and Rhyme: Develops children's appreciation and experiences of rhythm and rhyme in speech.

Rhythm and Rhyme: Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.

Body Percussion: Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary. Children play with musical instruments and distinguish between different types of sounds.

Environmental Sounds: Activities include children go on listening walks within the EYFS environment and see what they can hear. For example, dog, car, bird etc.

Instrumental Sounds: Develop children's awareness of sounds made by various instruments and noise makers.

Body Percussion: Develops children's awareness of sounds and rhythms.

Instrumental Sounds: Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.

Voice Sounds: children distinguish between different vocal sounds and to begin oral blending and segmenting.

Environmental Sounds: This raises children's awareness of the sounds around them and develops their listening skills.

Children develop an awareness and learn to discriminate between sounds through play and exploration.

Phase 1 Phonics concentrates on developing children's speaking and listening skills.

