

## Introduction

The Primary English and Literacy Team at Lancashire Professional Development Service (LPDS) have developed a planning programme titled *Red Rose Letters and Sounds, Communication, Language and Literacy, Phonological Awareness – Phase 1*. This planning programme has evolved from Letters and Sounds 2007 and is underpinned by extensive research in Communication, Language and Literacy, with a key focus on Phonological Awareness and the foundations of literacy. It has been developed by literacy experts at LPDS and piloted by effective classroom practitioners across a range of settings.

### **What is the intent behind *Red Rose Letters and Sounds, Communication, Language and Literacy, Phonological Awareness – Phase 1*?**

The intent behind *Red Rose Letters and Sounds, Communication, Language and Literacy, Phonological Awareness – Phase 1* is to provide a rigorous and thorough planning programme in order to strengthen the teaching and learning of Phase 1 Phonological Awareness. It will ensure children become successful communicators, paving the way for them to make a good start on their reading and writing journey.

### **What is included to implement *Red Rose Letters and Sounds, Communication, Language and Literacy, Phonological Awareness – Phase 1*?**

The programme includes:

- a carefully planned clear skill progression embedding the continuum of phonological awareness
- a planning framework exemplifying the seven aspects of phonological awareness: Aspect 1 : Environmental Sounds, Aspect 2 : Instrumental Sounds, Aspect 3 : Body Percussion , Aspect 4 : Rhythm and Rhyme , Aspect 5 : Alliteration, Aspect 6 : Voice Sounds, Aspect 7 : Oral Blending and Segmenting. These have been written in teaching blocks, with a focus on the three strands: Tuning into Sounds, Listening and Remembering Sounds, Talking about Sounds.
- comprehensive sections of learning following revisit / review, teach, practise, apply
- a skills tracker for coverage and assessment
- maximum exposure to quality texts, songs, rhymes and poems
- direct teaching and promotion of speaking, listening and attention skills
- explicit teaching of new vocabulary which is activated and reviewed
- opportunities to develop, enhance and enliven provision, and strengthen quality interactions
- links to all Areas of Learning within the Early Years Foundation Stage Framework

### **Who can use *Red Rose Letters and Sounds, Communication, Language and Literacy, Phonological Awareness – Phase 1*?**

This planning programme is suitable for EYFS settings prior to starting any systematic, synthetic phonics programme which begins at Phase 2 or equivalent. It can be used within nursery, with Reception children where needed, for children with SEND or as an intervention. Planning materials have been created in a user-friendly format, are easily accessible and can be adapted according to the children's needs. It is recommended that all adults delivering this programme are trained to the same standard to ensure maximum impact.

### Aspect 3 Body Percussion

Teaching Block 1			Teaching Block 2			Teaching Block 3		
Strand: Tuning Into Sounds			Strand: Listening and Remembering Sounds			Strand: Talking About Sounds		
Section 1	Section 2	Section 3	Section 1	Section 2	Section 3	Section 1	Section 2	Section 3
Skill focus:  Join in with words and actions from familiar songs and rhymes.	Skill focus:  Perform actions increasing and decreasing the speed and loudness.	Skill focus:  Join in with words and actions from new songs and rhymes.	Skill focus:  Copy a pattern of body sounds and actions.	Skill focus:  Copy a more detailed pattern of body sounds and actions.	Skill focus:  Create a new simple sequence of sounds and perform.	Skill focus:  Identify and discuss sounds being made by different parts of the body.	Skill focus:  Identify sounds using the different criteria of fast, slow, loud and quiet.	Skill focus:  Use a wider range of vocabulary to talk about sounds heard, e.g. <i>click, stamp</i> .

### Aspect 4 Rhythm and Rhyme

Teaching Block 1			Teaching Block 2			Teaching Block 3		
Strand: Tuning Into Sounds			Strand: Listening and Remembering Sounds			Strand: Talking About Sounds		
Section 1	Section 2	Section 3	Section 1	Section 2	Section 3	Section 1	Section 2	Section 3
Skill focus:  Join in with words and phrases in songs and rhymes.	Skill focus:  Join in with words and phrases in stories.	Skill focus:  Move in time to the beat and/or rhythm.	Skill focus:  Identify words that rhyme, focusing on onset and rime.	Skill focus:  Identify words that rhyme, focusing on onset and rime.	Skill focus:  Identify words that rhyme in pairs.	Skill focus:  Recognise syllables in words.	Skill focus:  Continue a rhyming string.	Skill focus:  Use appropriate rhyming words to complete a sentence or phrase.

## Aspect 7 Oral Blending and Segmenting

### Teaching Block 4

Strand: Tuning Into Sounds			Strand: Listening and Remembering Sounds			Strand: Talking About Sounds		
Section 1	Section 2	Section 3	Section 1	Section 2	Section 3	Section 1	Section 2	Section 3
<p>Skill focus:</p> <p>Listen to an adult orally blending two or three phonemes, using sound talk to blend a word. (Onset different but the rime the same)</p>	<p>Skill focus:</p> <p>Listen to an adult orally segmenting two or three phonemes, using phonic fingers to segment a word.</p>	<p>Skill focus:</p> <p>Listen and respond to an adult orally blending and segmenting two or three phonemes in words with the same initial phoneme.</p>	<p>Skill focus:</p> <p>Copy an adult orally blending phonemes in cvc words by listening and remembering.</p>	<p>Skill focus:</p> <p>Copy an adult orally segmenting phonemes in cvc words by listening and remembering.</p>	<p>Skill focus:</p> <p>Listen and respond to an adult orally blending and segmenting two or three phonemes in words.</p>	<p>Skill focus:</p> <p>Talk about phonemes whilst orally segmenting cvc words, with completely contrasting phonemes.</p>	<p>Skill focus:</p> <p>Talk about phonemes whilst orally segmenting cvc words, focusing on the initial, medial and final positioning.</p>	<p>Skill focus:</p> <p>Independently talk about and enunciate clearly the phonemes whilst blending and segmenting cvc words.</p>

**Phase 1 Aspect 4  
Rhythm and Rhyme**

**Teaching Block 2 – Listening and Remembering Sounds**

	<b>Section 1</b>	<b>Section 2</b>	<b>Section 3</b>
<b>Skill Focus</b>	<b>Identify words that rhyme, focusing on onset and rime.</b>	<b>Identify words that rhyme, focusing on onset and rime.</b>	<b>Identify words that rhyme in pairs.</b>
<b>Revisit/ Review</b>	Sing selected rhymes with actions if desired, e.g. <i>Hickory Dickory Dock, I'm a Little Teapot, Five Little Speckled Frogs, Sing a Song of Sixpence etc.</i> (Consider progression of rhymes from Teaching Block 1)	Sing selected rhymes with actions if desired, e.g. <i>1,2,3,4,5 Once I Caught a Fish Alive, Mary had a Little Lamb, One, Two, Buckle My Shoe, Miss Polly had a Dolly etc.</i> (Consider progression of rhymes from Teaching Block 1)	<b>Stand - Up Bingo</b> Provide a small number of rhyming objects/ images recently explored to the children. Focus on the familiar onset and rime, e.g. <i>-at, -og, -ar, -ox</i> . Adult says a word and children who have the corresponding rhyming objects all stand up. The whole group then say the rhyming words.
<b>Teach</b>	Adult has a selection of rhyming objects/images, e.g. <i>hat, bat, cat, mat, rat</i> . Adult says the word 'hat' (shows object) and children copy. Repeat with other objects emphasising the rime <b>-at</b> . Explain that all these words sound the same at the end and are called rhyming words. Pass each object in turn around the group, encouraging children to say the words and hear the rime <b>-at</b> .	Explore a small selection of rhyming objects/images which have two distinct rimes, e.g. <i>hat log</i> <i>bat dog</i> <i>cat frog</i> <i>mat jog</i> Adult models saying each word at a time, emphasising onset and rime and children copy. Place two hoops in the middle of the circle, putting the 'hat' in one hoop and the 'log' in the other. Model placing the other rhyming objects in the corresponding hoop, by emphasising the onset and rime.	Explore approximately three or four pairs of rhyming images from the selected examples below: <i>cat bat, dog frog, van fan, star car, box fox, coat boat, sock clock, rug slug, boy toy, house mouse, well bell, head bed, rake snake, nose toes, fish dish</i> . Adult to focus again on the onset and rime by saying each word in turn. Mix up the selection, with images displayed face up and place in the middle of the group. Model choosing one card at a time, encouraging children to say the word and find its matching pair. Repeat until all pairs have been found. Extend by playing the game with the images turned face down.
<b>Practise</b>	<b>Silly Soup</b> Place the rhyming objects explored into the middle of the group. Pass round a large bowl, inviting children to place rhyming items in to create a 'silly soup'. Whilst passing the bowl around the group, sing: <i>We're making lots of silly soup, We're making sop that silly, We're going to put in the fridge, To make it nice and chilly!</i>	<b>Hoop Sort</b> Play the hoop sorting game as modelled in the teach session, focusing on different onset and rime, e.g. <i>car, star, jar and fox, box, socks</i> .	<b>Rhyming Pairs</b> Play the game above again in small groups. To adapt the learning, consider the choice of rhymes and the number of pairs provided for the group.

**Phase 1 Aspect 6  
Voice Sounds**

**Teaching Block 3 – Talking about Sounds**

	Section 1	Section 2	Section 3
<b>Skill Focus</b>	<b>Use voice sounds to add sounds to a story.</b>	<b>Use appropriate vocabulary to describe different voice sounds.</b>	<b>Use appropriate vocabulary in rhymes and poems to describe different voice sounds.</b>
<b>Revisit/ Review</b>	<p><b>Noisy Animals</b> Provide multiple toys/images/masks of a variety of farm animals. Recap the noise that each animal makes. Provide an animal for each child, ensuring there are more than one of the same animal. Children move round the space making their animal noise and find other children making the same animal voice sound. This could be played again with jungle animals.</p>	<p>Shared read the text <i>Dig, Dig, Digging</i> by Margaret Mayo and Alex Ayliffe. Encourage children to join in with the voice sounds and talk about the noises that the images provoke, e.g. <i>the diggers moving, workers chatting</i>.</p>	<p><b>Voice Sound Song</b> Sing to the tune of <i>This Old Man</i>: <i>My voice song, what's the word, Listen carefully to the noise heard, With a ding, dong, ding, dong, Hear the bells ringing, Can you her the ding, ding, dinging?</i> <i>My voice song, what's the word, Listen carefully to the noise heard, With a zzzz, zzzz, zzzz, zzzz, Hear the bee buzzing, Can you hear the buzz, buzz, buzzing?</i> <i>My voice song, what's the word, Listen carefully to the noise heard, With a woof, woof, woof, woof, woof, Hear the dog barking, Can you her the woof, woof, woofing?</i></p>
<b>Teach</b>	<p>Shared read a text which encourages children to add voice sounds, such as, <i>Farmer Duck</i> by Martin Waddell. Whilst shared reading, either from the book or using an online version, pause and model making the various animal voices and environmental sounds, e.g. <i>duck – quacking, sheep – baaing, farmer – yawning, rain – pouring, duck – sawing, farmer - chewing, stairs – creaking</i>. Encourage the children to join in.</p>	<p>Choose an image from the following selection of voice sound cards, e.g. <i>car, baby, bee, slide, train, clock, snake, finger on lip, dog, tap, rocket, bell, drum</i>. Show the image and encourage children to make the voice sound, e.g. <i>dog and the children say woof, woof</i>. Teach the vocabulary of the description of the noise, e.g. <i>barking</i>. Play my turn your turn with the word barking. Activate the word by singing the word chant below: <i>Say the word... (barking)</i> <i>Whisper the word... (barking)</i> <i>Shout the word...(barking)</i> <i>Clap the word... (barking)</i> <i>Act the word... (barking)</i> Extend by modelling the word within a sentence.</p>	<p>Shared read several times, <i>The Sound Collector Poem</i> by Roger McGough. <i>A stranger called this morning Dressed all in black and grey Put every sound into a bag And carried them away</i>  <i>The whistling of the kettle The turning of the lock The purring of the kitten The ticking of the clock</i>  <i>The popping of the toaster The crunching of the flakes When you spread the marmalade The scraping noise it makes</i></p>

		<p>e.g. <i>I heard the dog barking</i>. Encourage children to copy. Repeat with other words during further sessions to ensure a variety of voice sound vocabulary has been explored before moving on to the practise session.</p>	<p><i>The hissing of the frying pan</i>  <i>The ticking of the grill</i>  <i>The bubbling of the bathtub</i>  <i>As it starts to fill</i></p> <p><i>The drumming of the raindrops</i>  <i>On the windowpane</i>  <i>When you do the washing-up</i>  <i>The gurgle of the drain</i></p> <p><i>The crying of the baby</i>  <i>The squeaking of the chair</i>  <i>The swishing of the curtain</i>  <i>The creaking of the stair</i></p> <p><i>A stranger called this morning</i>  <i>He didn't leave his name</i>  <i>Left us only silence</i>  <i>Life will never be the same</i></p> <p>Return to specific verses asking children to discuss and describe the objects and the sounds they make, using the vocabulary from the poem.</p>
<b>Practise</b>	<p>Select other quality texts which have opportunities to pause and create more voice sounds. Consider interests and themes when selecting. Some examples are:</p> <p><i>The Animal Boogie</i> by Debbie Harter  <i>Whatever Next</i> by Jill Murphy  <i>We're Going on a Bear Hunt</i> by Michael Rosen  <i>What the Ladybird Heard</i> by Julia Donaldson  <i>Rhyme - Jelly on a Plate</i></p>	<p><b>Matching Voice Vocabulary</b></p> <p>Place a selection of the images previously explored in the middle of the group of children. Adult models making a voice sound, e.g. <i>ding, dong</i>. Invite children to talk about which object links to the sound that is being made. Encourage the use of the newly taught vocabulary, e.g. <i>ringing</i>. All children repeat the word ringing, to encourage maximum participation. Extend in a sentence, such as, the doorbell is ringing. Repeat with other images.</p>	<p>Re-read the verse:</p> <p><i>The whistling of the kettle</i>  <i>The turning of the lock</i>  <i>The purring of the kitten</i>  <i>The ticking of the clock</i></p> <p>Provide images to learn and memorise the verse using a simple poetry map, e.g. <i>kettle, lock, kitten and clock</i>. Involve children in creating actions and voice sounds to bring the verse alive.</p>
<b>Apply</b>	<p>Ensure there are plenty of quality texts available in the environment, which support the application of voice sounds. Also, consider placing voice sound visual prompts throughout the provision to embed. Ensure all adults are promoting the use of voice sounds with the children, indoors and out.</p>	<p><b>Matching Voice Vocabulary</b></p> <p>Play the game again in small groups, focusing more on applying the new vocabulary within sentences. Consider placing voice sound images within the provision to embed. Ensure all adults promote the effective use of the new vocabulary and make links with parents.</p>	<p>Practise the verse previously learnt with actions and then perform to others. Consider learning and performing other verses to extend.</p>

<b>Resources</b>	Animal toys, images or masks <i>Farmer Duck</i> by Martin Waddell Suggested texts: <i>The Animal Boogie</i> by Debbie Harter <i>Whatever Next</i> by Jill Murphy <i>We're Going on a Bear Hunt</i> by Michael Rosen <i>What the Ladybird Heard</i> by Julia Donaldson	<i>Dig, Dig, Digging</i> by Margaret Mayo and Alex Ayliffe. Images for voice sounds: <i>Car horn – beep, beep – beeping</i> <i>Baby – waaah – crying</i> <i>Bee – zzzzzz - buzzing</i> <i>Clock – tick, tock - ticking</i> <i>Snake – ssssss – hissing</i> <i>Finger on lip – shhhh – whispering/being quiet</i> <i>Dog – woof – barking</i> <i>Rocket – zzzzoom – zooming</i> <i>Bell – ding, dong – ringing</i> <i>Drum – bang/tap – banging/tapping</i>	<i>The Sound Collector Poem</i> by Roger McGough Images relating to the poem
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Phase 1 Aspect 7

Oral Blending and Segmenting

Teaching Block 4 – Tuning into Sounds

	Section 1	Section 2	Section 3
<b>Skill Focus</b>	<b>Listen to an adult orally blending two or three phonemes, using sound talk to blend a word. (Onset different but the rime the same)</b>	<b>Listen to an adult orally segmenting two or three phonemes, using phonic fingers to segment a word.</b>	<b>Listen to an adult orally blending and segmenting two or three phonemes in words with the same initial phoneme.</b>
<b>Revisit/ Review</b>	Provide pairs of rhyming objects or images, e.g. <i>cat bat, dog frog, van fan, star car, box fox, coat boat, sock clock, rug slug, boy toy, house mouse, well bell, head bed, rake snake, nose toes, fish dish</i> . Adult to say the onset and rime, e.g. <i>c-ar</i> and children repeat then say the word. Invite a child to collect the object/image whilst all saying <i>c-ar, car</i> . Repeat the game until all the rhyming objects have been found.	<b>Which One?</b> Place on the floor a selection of objects/images with names containing two or three phonemes, e.g. <i>pen, hat, zip, cup, ball, boat, chair, cow, ring, shell, chick</i> . Ensure the children know the names of the objects. Red Rose Rufus sound talks the word <i>c-u-p</i> . The adult repeats what the toy has said, modelling blending hands, <i>c-u-p</i> and says the word <i>cup</i> . Invite children to find the object and say the word. Repeat with other objects.	<b>I Spy</b> Place on the floor a selection of objects/ images which have the initial phonemes s, t, p and n, e.g. <i>sock, table, pen, net</i> . (NB s a t p i n are the first graphemes children learn in Phase 2) Ensure the children know the names of the objects. Play the game I spy...using the initial phonemes, e.g. <i>I spy with my little eye something beginning with s...</i> Adult models saying each object focusing on the initial phoneme. Invite a child to select the correct object and encourage all the children to say the phoneme and the word.
<b>Teach</b>	<b>Toy Talk</b> Explain to the children that Red Rose Rufus can only speak in ‘sound talk’ today and that they need to listen carefully to all the phonemes he is saying. The toy whispers into the adult’s ear and the adult says the phonemes out loud, e.g. <i>c-a-t</i> . Model using blending hands, saying the phonemes again <i>c-a-t</i> , merging them together to blend the word before finally saying the full word, <i>cat</i> . Encourage children to repeat the word. Repeat with <i>at, bat, sat, mat, chat</i> .	<b>Segmenting Sid</b> Explain to the children that Segmenting Sid (soft toy) is struggling to hear the phonemes in words. Today we are going to help him segment the phonemes using phonic fingers. Adult shows an object/image e.g. <i>pig</i> and says the word <i>pig</i> , then models using phonic fingers. Ensure the adult leaves a short gap between each phoneme to help children tune in. Repeat with the same word several times, ensuring each finger is displayed clearly when a phoneme is said slowly. Repeat with other words e.g. <i>hat, ship, light, car, boy, rain, chair</i> .	Use the objects <i>sun, sock, soap</i> . Model saying the name of each object focusing on the initial phoneme. Select the ‘sun’ and model orally blending the phonemes using blending hands to ‘sound talk’ then say the full word. Following modelling children copy. Using the same word ‘sun’, adult models oral segmenting using phonic fingers, leaving a short gap between each phoneme to help children tune in. Following modelling children do the same. Consider using CVC words initially, as words containing adjacent consonants are more difficult to blend and segment.
<b>Practise</b>	Repeat as above with different rhyming words containing two or three phonemes: <i>an, fan, tan, ran, can, man, van</i> <i>log, dog, jog, fog, cog, hog</i> <i>fun, run, sun, bun</i> <i>wet, pet, net, get, set, vet</i> <i>it, fit, lit, sit, pit, bit</i> <i>fish, wish, dish,</i> <i>ring, wing, sing, ding</i> Consider adding stretch and challenge with words containing four phonemes e.g. <i>frog, plan</i> .	Repeat as above with different objects. This time encourage children to copy the adult, using their own phonic fingers. NB: if children are finding phonic fingers difficult, still encourage them to join in with the oral segmenting.	<b>My Turn, Your Turn</b> Adult models orally blending the word <i>s-i-t</i> with blending hands, and the children then copy. Adult then segments the word <i>sit</i> using phonic fingers and once again the children copy. Repeat with words <i>sip, suck, sad, sell</i> . Extend with longer words, such as, <i>stop, slug, star</i> . Repeat with words containing a different initial phoneme, e.g. <i>pen, pot, pig, push/ ten, top, tin, till</i> .



<p><b>Apply</b></p>	<p><b>Blending Silly Soup</b> Provide objects/real images of a mixture of the rhyming words used above, e.g. <i>cat, man, sun, dog, net, fish, ring</i>. Ensure the children recognise the objects first before the adult places them into a large soup bowl. Whilst passing the bowl around the group, sing: <i>We're making lots of silly soup, We're making soup that silly, We're going to put in the fridge, To make it nice and chilly!</i> After each verse, ask a child to select an object from the bowl and say the word. Adult models using blending hands and 'sound talk' to say the word. Repeat with different objects.</p>	<p><b>Segmenting Silly Soup</b> Provide objects/real images of a mixture of words e.g. <i>box, peg, rat, duck, key, jar, pan, book, boat, chip</i>. Ensure the children recognise the objects and place in the middle of the group. Whilst passing an empty bowl around the group, sing: <i>We're making lots of silly soup, We're making soup that silly, We're going to put in the fridge, To make it nice and chilly!</i> After each verse, ask a child to select an object and say the word. Adult models using phonic fingers to segment the word orally, e.g. <i>b-o-x</i>. Following modelling, children copy. The object is then placed in the bowl. Repeat with the different objects in the middle.</p>	<p><b>Shopping Game</b> Provide objects/real images of a mixture of words containing the same initial phoneme, e.g. <i>bat, boat, book, ball, box, bed, bath</i>. The adult takes on the role of the shopkeeper and children are invited to 'buy' items from the shop. When children are asked to buy an item, the adult models orally blending or orally segmenting before the children select the item, e.g. <i>b-o-x</i>. Encourage all children to copy the adult before the chosen child selects the corresponding item. Repeat with other items.</p>
<p><b>Resources</b></p>	<p>Red Rose Rufus Bowl Spoon Cat, man, sun, dog, net, fish, ring</p>	<p>Segmenting Sid (soft toy) Bowl Spoon Pen, hat, zip, cup, ball, boat, chair, cow, ring, shell, chick, pig, box, peg, rat, duck, key, jar, pan, book, boat, chip</p>	<p>Sock, table, pen, net Microphone Till Basket Coins Bat, boat, book, ball, box, bed, bath</p>