



Fitzwaryn Pre-Phonics Curriculum



Pupils will:				
1	Briefly share attention with an adult	Share attention 1:1 with an adult for a few minutes when focused on a motivating activity	Share attention alongside a peer and a supporting adult.	Regularly sit with a small group to focus on a learning activity.
2	Be exposed to a range of stories, songs, rhymes and alliteration	Show an interest in stories, rhymes and alliteration presented in a variety of ways such as in books, on an iPad, on a computer screen or recited orally	Engage with a familiar story, rhyme or alliteration when it is shared 1:1 with an adult	Join with a small group as an adult shares a familiar story or rhyme.
3	Show a response to a sensory story or rhyme	Show anticipation to a sensory story or rhyme through active involvement, e.g., pressing a switch, or touching objects	Anticipate repeated words and phrases in familiar stories, songs and rhymes, communicated in their own way	Show anticipation of what is going to happen by, for example, turning the page, vocalising or completing an action
4	Show an awareness of and response to a variety of sounds in the immediate environment e.g., human voice, music, environmental sounds	Watch as an adult points to the text and look carefully at the pictures or photos	Focus on and respond to pictures, objects or sounds linked to a song or story by touching, looking or listening	Correctly indicate pictures of characters and objects, responding to questions such as "Where is (the) ...?"
5	Show a consistent response to a repeated and familiar sound	Attempt to vocalise / make a sound in response to a familiar cue	Recognise and anticipate some actions	Join in with some actions or repeat words or phrases, when prompted
6	Be exposed to a range of stories songs and rhymes	Have some favourite stories, songs or rhymes. Express a preference for particular books, stories, songs or rhymes using own method of communication	Look at books and have some understanding of how they work, e.g., hold the book the right way up, turn the pages one at a time, 'read' from front to back of the book	Show understanding of a shared text, e.g., respond to questions or sequence events using the pupil's preferred method of communication

Begin the Read Write Inc Phonics Programme

Pre-Key Stage One Standards

Pre-Phonics and The Engagement Model

Exploration	Realisation	Anticipation	Persistence	Initiation
Whether a pupil can build on their initial reaction to a new stimulus or activity. For example, whether they display more than an involuntary or startled reaction to the activity. Exploration becomes more established when it is presented in different contexts e.g., a different time of day/place.	How the pupil interacts with a new stimulus or activity or discovers a new aspect of a familiar stimulus or activity. The pupil will often show what familiar adults consider to be 'surprise' 'excitement' 'delight' or 'fear'. They will display behaviours that show they want more control of the stimulus.	How much the pupil predicts, expects or associates a stimulus or activity with an event. Anticipation becomes more established when the pupil shows awareness that a familiar activity is about to start or finish. It is important in measuring understanding of cause and effect.	Whether the pupil can sustain their attention in a stimulus or activity for long enough that they can actively try to find out more and interact with it. Persistence becomes more established when the pupil shows a determined effort to interact with the stimulus or activity. They will do this by showing intentional changes such as gaze, posture or hand movement.	How much, and the different ways, a pupil investigates a stimulus or activity in order to bring about a desired outcome. Initiation becomes more established when the pupil shows they understand how to create an impact on their environment in order to achieve a desired outcome.
	Environmental <i>(Water sounds, outdoor walk, animal and weather sounds)</i>	Instrumental <i>(Drumbeats, pots and pans, shakers, bells)</i>	Body Percussion and Voice Sounds <i>(Action sounds, mirror sounds)</i>	Rhythm, Rhyme and Alliteration <i>(Clapping, patting, stamping, quiet and loud, fast and slow)</i>
The Exploration thread feeds into and can be demonstrated across the remaining 4 threads.	<p>Pupils will discover sounds from their indoor and outdoor environment e.g., animal sounds, traffic, routine sounds.</p> <p>Pupils will be taught to turn towards familiar sounds.</p> <p>Pupils may be startled by loud noises.</p> <p>Pupils will be taught how to make eye contact for longer periods.</p> <p>Pupils will recognise and be calmed by familiar voices.</p>	<p>Pupils will discover a variety of sounds from a range of instruments and music cues.</p> <p>Pupils will use gestures like waving and pointing to communicate. -Pupils will be taught to reach for or point to something they want.</p> <p>Pupils will imitate gestures, words and sounds.</p> <p>Pupils will be taught to imitate what adults do, taking turns in conversation and activities.</p>	<p>Pupils will discover a range of voice sounds and mouth shapes through interactions with staff.</p> <p>Pupils will anticipate noises and begin to make sounds with their bodies.</p> <p>Pupils will be taught to communicate needs and feelings in a variety of ways.</p> <p>Pupils will turn towards the familiar sound and voices.</p> <p>Pupils will be taught to react in interactions with others.</p>	<p>Pupils will discover rhythm and rhyme through interaction with their bodies.</p> <p>Pupils will move parts of their body to sounds they enjoy, such as music or a regular beat.</p> <p>Pupils will listen to and enjoy rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations.</p> <p>Pupils will begin to join in with repeated refrains and</p>

	<p>Pupils will be taught to concentrate intently on an object or activity of their choice.</p>	<p>Pupils will listen and respond to a simple instruction.</p> <p>Pupils will repeat actions that have an effect.</p> <p>Pupils will be interacted in and explore sounds made by banging and tapping familiar objects.</p>	<p>Pupils will be taught to imitate and mirror voice sounds, including the 44 phonemes.</p>	<p>anticipate key events and phrase in rhymes and stories.</p> <p>Pupils will be taught to begin to focus attention and change their attention focus.</p>
--	--	--	---	---