Term	Phase 1 Phonics and Literacy Overview- 3-4 year olds		
Autumn 1	**Environmental Sounds** • Develop awareness of sounds in the environment • Listen to the sound around them • Recognise that the different objects make different sounds • Develop children's identification and recollection of the different sounds • Develop vocabulary related to the sounds • Talk about the environment sounds, describing, comparing.	Autumn 2	**Instrumental Sounds** • Explore instrumental sounds • Build awareness of how to use instruments to make sounds • Appreciate the difference between the different sounds • Start to identify the sounds of familiar instrument, naming them • Build awareness of how you act upon an instrument affects the sound it makes • Talk about instrumental sounds, describing and comparing them • Use instruments to recreate a sound from a given instruction
Spring 1	**Body Percussion** • Explore the sounds and rhythms their bodies make • Know the difference between body sounds • Build awareness of how body percussion sounds can change • Join in and copy body percussion patterns and sequences • Create own sequences of body percussions • Join in with longer sequences of body percussion • Talk about the sounds we can make with body • Follow instructions to recreate body percussion sounds	Spring 2	**Rhythm and Rhyme** • Join in with songs and rhymes • Recognise familiar rhythms and rhymes, words that rhyme • Play with rhyme • Copy and keep a simple beat • Join in and copy breaking words into syllables with a beat • Make up their own rhyming words • Complete sentences with their own rhymes orally • Break words down into syllables with a beat • Create their own beat
Summer 1	**Alliteration** • Explore initial sounds of words • Select objects with a given initial sound from a choice of two • Identify initial sounds of words • Match to objects with the same initial sound • Play with alliteration **Voice Sounds** • Explore different mouth movements and sounds • Copy different voice sounds and mouth movements • Recognise different voice sounds • Make a variety of different voice sounds, icnl. animal sounds • Explore and say speech sounds clearly • Talk about different voice sounds, describe and compare them • Create own ideas for voices of characters/ imitating voices	Summer 2	**Oral Blending and Segmenting** • Identify initial sounds of words • Build awareness that words can be broken up into sounds • Chose the correct object when hearing the word broken into sounds • Blend and say a simple CVC/ VC word after hearing it broken down into sounds • Segment CVC and VC words into their individual sounds • Start to blend the sounds of longer words • Identify how many sounds are in CVC or VC word