

Early Phonics Stages – Level 1 Twinkl phonics

E – Environmental Sounds, I – Instrumental Sounds, B – Body Percussion, R – Rhythm and Rhyme, A – Alliteration, V – Voice sounds, O - Oral blending and segmenting.

Stage 1	E - I can notice sounds around me. I - I can explore the sounds that instruments make. B – I can explore sounds our bodies make. R – I can join in with songs and rhymes. A – I can explore the initial sounds of words. V – I can explore different mouth movements and sounds.
Stage 2	E – I can recognise that different objects make different sounds. I – I can show that I have to act upon an instrument to make a sound. B – I can join in and copy actions with familiar songs. R – I can recognise familiar rhythms and rhymes. A – I can select objects with a given initial sound from a choice of two. V – I can copy different voice sounds and mouth movements. O – I can show an awareness that words can be broken into phonemes.
Stage 3	E – I can start to identify sounds and name them. I – I can start to identify the sounds of familiar instruments and name them. B – I can join in with a body percussion pattern. R – I can recognise words that rhyme. A – I can identify initial sounds of words. V – I can recognise different voice sounds. O – I can choose the correct object when hearing the word broken into phonemes.

<p>Stage 4</p>	<p>E – I can describe and compare sounds. I – I can show that I am aware of how a sound changes dependent on how you act on it (the harder you hit the drum, the louder it is) B – I can copy a body percussion sequence. R – I can copy and keep to a simple beat. A – I can match objects with the same initial sounds. V – I can make a variety of different voice sounds, including animal sounds. O – I can say simple CVC and VC word after hearing it broken into phonemes.</p>
<p>Stage 5</p>	<p>I - I can follow instructions to recreate a sound using an instrument (shake the tambourine quietly) B – I can change a body percussion sound. R – I can join in and copy breaking words into syllable with a beat. A – I can play with alliteration. V – I can say speech sounds clearly. O – I can join in with segmenting CVC and VC words into phonemes.</p>
<p>Stage 6</p>	<p>I – I can describe and compare instrumental sounds. B – I can create my own sequence of body percussion. R – I can make up my own rhyming words. V – I can describe and compare voice sounds. R – I can break words into syllables with a beat.</p>
<p>Stage 7</p>	<p>B – I can follow instructions to recreate body percussion (stamp your feet) R – I can create my own beat. V – I can create my own ideas for voices of characters. V – I can imitate voices. O – I can start to blend the phonemes of longer words. O – I can segment CVC and VC words into phonemes. O – I can identify how many phonemes are in a CVC or VC word.</p>

Children will then move onto Read Write Inc or POPS reading pathways.