


**Scope and
Sequence**

**Foundation R
Term View**


SOUNDS
IN FOCUS™



Sounds in Focus

Foundation R Programme

The *Sounds in Focus* Foundation R Programme is divided into two main phases: **Exploring Sounds** and **Discovering Graphemes**. These two phases are designed to be taught across a whole school year, with Exploring Sounds implemented in Term 1 and Discovering Graphemes in Terms 2, 3 and 4.

Each phase introduces and consolidates concepts and skills in a carefully graded progression. It has been written with the intention that the learners experience Exploring Sounds activities before moving onto Discovering Graphemes.

This Scope and Sequence document outlines two different options for effectively teaching the *Sounds in Focus* Foundation R Programme for learners with different levels of phonemic awareness.

Option 1

Introduces the phonemes and their associated icons through Exploring Sounds in Term 1, and consolidates sound-letter correspondence with Discovering Graphemes in Terms 2, 3 and 4. Option 1 is the suggested overview for teaching the *Sounds in Focus* Foundation R Programme to learners new to phonemic spelling.

Option 2

Selects elements from both Exploring Sounds and Discovering Graphemes to teach concurrently in the classroom. Option 2 is the suggested teaching programme for learners who already possess an understanding of phonics.

Important Note

Even if your learners demonstrate a knowledge of sounds, it is worth performing all the Chants and Actions daily to ensure they have awareness of all the phonemes, and are ready to segment any word into individual sounds as they become proficient writers and readers. See pages 10–11 for all of the Chants and Actions.

Teaching the *Sounds in Focus* icon-sound association is fundamental to the success of *Sounds in Focus* throughout all levels of the whole school programme. It is also important to put the icons in context for learners. Some icons may not be familiar – the Introduce the Context section on each Exploring Sounds page provides relevant contextual activities.



Option 1





































Term 1 – Suggested Overview

| Week | Monday | Tuesday | Wednesday | Thursday | Friday |
|------|-------------------------|----------------------------|------------------------|-------------------------|-------------------------|
| 1 | b as in balloon | k as in kite | d as in duck | f as in fish | g as in girl |
| 2 | h as in house | j as in jellyfish | l as in lizard | m as in moon | n as in net |
| 3 | ng as in ring | p as in pig | r as in robot | s as in seal | t as in tiger |
| 4 | v as in vase | w as in web | y as in yo-yo | z as in zebra | s as in treasure |
| 5 | ch as in chicken | sh as in shell | th as in thumb | th as in feather | a as in apple |
| 6 | e as in egg | i as in igloo | o as in orange | u as in umbrella | ai as in snail |
| 7 | ee as in bee | i_e as in ice cream | oa as in boat | ar as in star | ir as in bird |
| 8 | or as in horse | oo as in book | oo as in boot | ou as in cloud | oy as in boy |
| 9 | eer as in deer | air as in chair | er as in ladder | | |

Term 2 – Suggested Overview










Including List Words and Special Words

Term 2, 3 and 4 overviews show the suggested order for introducing the sounds with graphemes. For specific teaching ideas, refer to the discovering Graphemes page for each sound-letter correspondence (pages 61–167 in *Sounds in Focus Foundation R Teacher Guide*).

| Week | Monday | Tuesday | Wednesday | Thursday | Friday |
|------|---|--|--|--|-------------|
| 1 | m for  m | m for  m | a for  a am | a for  a | consolidate |
| 2 | t for  t at, mat | t for  t | s for  s sat, Sam | s for  s | consolidate |
| 3 | i for  i it, sit | i for  i | d for  d sad, Dad | d for  d ↓ | consolidate |
| 4 | f for  f fit, fat | f for  f | n for  n in, and, fan, man, Dan | n for  n a | consolidate |
| 5 | p for  p pat, tap | p for  p | o for  o on, off, pot, top | o for  o | consolidate |
| 6 | r for  r rat, ran | r for  r A | g for  g got, pig, dog | g for  g is | consolidate |
| 7 | e for  e red, peg, get | e for  e the, The | h for  h hat, hit, hot | h for  h | consolidate |
| 8 | k for  k kid, kit | k for  k look, Look | c for  c can, cap, cat, cot | c for  c | consolidate |
| 9 | u for  u run, sun, Mum | u for  u has | b for  b bat, bed, big | b for  b | consolidate |























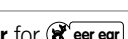





Term 3 – Suggested Overview

Including List Words and [Special Words](#)

| Week | Monday | Tuesday | Wednesday | Thursday | Friday |
|------|--|---|---|---|-------------|
| 1 | l for  lid, log, leg, let | l for  | j for  jet, jug, jog | j for  to | consolidate |
| 2 | y for  yes, yet | y for  was, no | v for  van, vet | v for  | consolidate |
| 3 | w for  win, wet, web | w for  was | z for  zap, zip | z for  | consolidate |
| 4 | ck for  back neck, kick, sock, duck | ck for  his | ng for  hang, king, rung, song | ng for  Adding s | consolidate |
| 5 | ss for  mess, miss, kiss, toss, fuss | ss for  see | ff for  off, puff, huff, cuff | ff for  he | consolidate |
| 6 | ll for  bell, fill, will, doll, dull | ll for  | zz, s for  jazz, fizz, buzz, is, has, was | zz, s for  go | consolidate |
| 7 | x(k)s for  mix, six, fix, fox, box | x(k)s for  | q for  quit, quick, quiz | q for  of | consolidate |
| 8 | ch for  chat, check, chips, chop | ch for  have, for | sh for  shell, ship, shop, shut, fish | sh for  | consolidate |
| 9 | th for  thick, thin, bath, with | th for  | th for  this, that, then, them | s for  there | consolidate |

Term 4 – Suggested Overview

Including List Words and [Special Words](#)

| Week | Monday | Tuesday | Wednesday | Thursday | Friday |
|------|--|---|--|---|-------------|
| 1 | ai, ay, a_e for  rain, tail, day, play, cake, game | ai, ay, a_e for  they | ee, e, ea for  see, bee, we, she, eat, seat | ee, e, ea for  come, some | consolidate |
| 2 | i_e, y for  like, five, nine, by, my, why | i_e, y for  one | oa, o_e, o for  boat, road, home, nose, go, so | oa, o_e, o for  goes, going | consolidate |
| 3 | ar, a for  car, card, far, farm, ask, fast | ar, a for  are, after | ir, ur for  girl, bird, third, fur, turn, hurt | ir, ur for  her, were | consolidate |
| 4 | or, a for  or, for, fork, all, ball, call | or, a for  four, your | oo, u for  took, good, put | oo, u for  could, would, should | consolidate |
| 5 | oo for  too, room, cool | oo for  do, two, who | ou, ow for  our, out, house, how, now, down | ou, ow for  | consolidate |
| 6 | oy for  boy, boys, toy, toys | oy for  said | eer, ear for  ear, hear, dear, deer | eer, ear for  here | consolidate |
| 7 | air for  air, chair | air for  where | er for  mother, father, sister, brother | er for  | consolidate |
| 8 | Two-syllable Words into, inside, cannot, upon, along, today | Two-syllable Words | Extra Words when, what, want, talk, walk | Extra Words | consolidate |

Option 2




Immersion Weeks 1–4 – Oral work only

While your learners may come to you with some understanding of phonics, most will not have been formally taught the sounds which make up the words of the English language. These sounds are the core components of the *Sounds in Focus* Programme. Therefore, it is important to provide your learners with a range of orientation activities that explore all sounds and their corresponding *Sounds in Focus* icons.

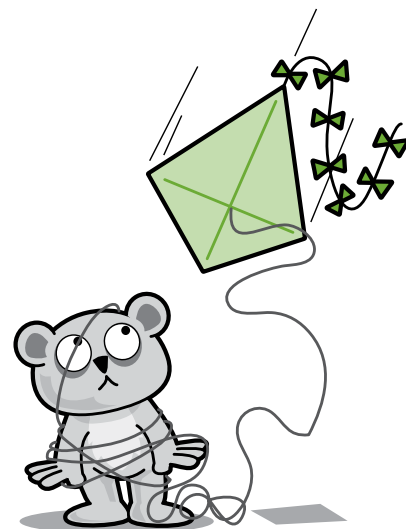
Ideally, you should set aside at least the first four weeks for this. Time spent on these important oral activities will help learners prepare for the more complex Discovering Graphemes phase in the Foundation R Programme.

| Before starting the Discovering Graphemes phase, learners need to have achieved: | For help, go to Chants and Actions pages 10 and 11 and Exploring the Sounds pages 17–60 of <i>Sounds in Focus</i> Foundation R Teacher Guide: |
|--|--|
| <ul style="list-style-type: none"> a thorough knowledge of all sounds we use in spoken words | Perform the <i>Sounds in Focus</i> Chants and Actions two or three times daily. They are also listed on the back of every Sound Card. See <i>Identify Sounds</i> and <i>Introduce the Chant and Action</i> activities. |
| <ul style="list-style-type: none"> a thorough knowledge of the sound-icon correspondence for all sounds | Go through all the Sound Cards showing the icon pictures as you perform the Chants and Actions. |
| <ul style="list-style-type: none"> an understanding of the icons in context | See the <i>Introduce the Context</i> section and the <i>Introduce the Sound Card and Icon</i> activity. |
| <ul style="list-style-type: none"> the ability to listen carefully | See the activities about sounds in the <i>Introduce the Context</i> sections. |
| <ul style="list-style-type: none"> the ability to segment words into individual sounds | See the <i>Segment, Blend and Select</i> activities on pages 18–41 |
| <ul style="list-style-type: none"> the ability to blend sounds to form words | See the <i>Segment, Blend and Make</i> activities on pages 42–60 |
| <ul style="list-style-type: none"> the ability to identify sounds in the initial, medial and final position of words | See the <i>Play and Learn</i> section and <i>Brainstorm</i> activities. |
| <ul style="list-style-type: none"> to complete, confidently, the activities on pages 23, 27, 41, 45, 49, 59, 63, 67 and 83–91 in their <i>Sounds in Focus Foundation Scrapbook</i>. | |

You may find it more manageable to concentrate on three specific sounds and their icons each day. It is also important to go through all the *Sounds in Focus* Chants and Actions two or three times daily. Teach the Chants and Actions as you would a nursery rhyme. The learners will learn them very quickly. Once they are familiar with all the sounds they will be equipped to segment words into individual sounds and blend sounds to form words confidently. They will be able to identify the sounds in their names as well as words that arise in class discussions, reading and writing. Do this each Monday through to Thursday, revising the sounds for the week on Friday. It should take four weeks to explore all the sounds and their corresponding icons.

Start with ,  and  and work your way through all the sounds in the order set out in **Exploring Sounds**. When planning your day's programme, select activities and games from the corresponding pages in the **Exploring Sounds** section of your *Sounds in Focus* Foundation R Teacher Guide.

















Once you feel your learners are ready, start the **Discovering Graphemes** section as shown in the overviews.



Option 2





























Term 1 – Suggested Overview

Including List Words and Special Words

| Week | Monday | Tuesday | Wednesday | Thursday | Friday |
|------|--|--|--|---|-------------|
| 1 | Immersion | Immersion | Immersion | Immersion | Immersion |
| 2 | Immersion | Immersion | Immersion | Immersion | Immersion |
| 3 | Immersion | Immersion | Immersion | Immersion | Immersion |
| 4 | Immersion | Immersion | Immersion | Immersion | Immersion |
| 5 | m for  m | m for  m | a for  a am | a for  a | consolidate |
| 6 | t for  t at, mat | t for  t | s for  s sat, Sam | s for  s | consolidate |
| 7 | i for  i it, sit | i for  i | d for  d sad, Dad | d for  d ↓ | consolidate |
| 8 | f for  f fit, fat | f for  f | n for  n in, and, fan, man, Dan | n for  n a | consolidate |
| 9 | revise | catch-up | catch-up | catch-up | catch-up |



















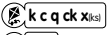

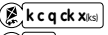










Term 2 – Suggested Overview

Including List Words and Special Words

| Week | Monday | Tuesday | Wednesday | Thursday | Friday |
|------|--|--|--|--|-------------|
| 1 | p for  p pat, tap | p for  p | o for  o on, off, ot, top | o for  o | consolidate |
| 2 | r for  r rat, ran | r for  r A | g for  g got, pig, dog | g for  g is | consolidate |
| 3 | e for  e red, peg, get | e for  e the, The | h for  h hat, hit, hot | h for  h | consolidate |
| 4 | k for  k kid, kit | k for  k look, Look | c for  c can, cap, cat, cot | c for  c | consolidate |
| 5 | revise | catch-up | catch-up | catch-up | catch-up |
| 6 | u for  u run, sun, Mum | u for  u has | b for  b bt, bed, big | b for  b | consolidate |
| 7 | l for  l lid, log, leg, let | l for  l | j for  j jet, jug, jog | j for  j to | consolidate |
| 8 | y for  y yes, yet | y for  y you, no | v for  v van, vet | v for  v | consolidate |
| 9 | revise | catch-up | catch-up | catch-up | catch-up |


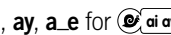


























Term 3 – Suggested Overview

Including List Words and Special Words

| Week | Monday | Tuesday | Wednesday | Thursday | Friday |
|------|--|---|--|--|-------------|
| 1 | w for  w win, wet, web | w for  w was | z for  z zap, zip | z for  z | consolidate |
| 2 | ck for  ck back, neck, kick, sock, duck | ck for  ck his | ng for  ng hang, king, rung, song | ng for  ng Adding s | consolidate |
| 3 | ss for  ss mess, miss, kiss, toss, fuss | ss for  ss see | ff for  ff off, puff, huff, cuff | ff for  ff he | consolidate |
| 4 | ll for  ll bell, fill, will, doll, dull | ll for  ll | zz, s for  zz, s jazz, fizz, buzz, is, has, was | zz, s for  zz, s go | consolidate |
| 5 | revise | catch-up | catch-up | catch-up | catch-up |
| 6 | x(k)s for  x(k)s mix, six, fix, fox, box | x(k)s for  x(k)s | q for  q u for  u quit, quick, quiz | q for  q u for  u of | consolidate |
| 7 | ch for  ch chat, check, chips, chop | ch for  ch have, for | sh for  sh shell, ship, shop, shut, fish | sh for  sh | consolidate |
| 8 | th for  th thick, thin, bath, with | th for  th | th for  th th for  th this, that, then, them | s for  s there | consolidate |
| 9 | revise | catch-up | catch-up | catch-up | catch-up |

Term 4 – Suggested Overview

Including List Words and Special Words

| Week | Monday | Tuesday | Wednesday | Thursday | Friday |
|------|--|---|---|--|-------------|
| 1 | ai, ay, a_e for  ai, ay, a_e rain, tail, day, play, cake, game | ai, ay, a_e for  ai, ay, a_e they | ee, e, ea for  ee, e, ea see, bee, we, she, eat, seat | ee, e, ea for  ee, e, ea come, some | consolidate |
| 2 | i_e, y for  i_e, y like, five, nine, by, my, why | i_e, y for  i_e, y one | oa, o_e, o for  oa, o_e, o boat, road, home, nose, go, so | oa, o_e, o for  oa, o_e, o goes, going | consolidate |
| 3 | ar, a for  ar, a car, card, far, farm, ask, fast | ar, a for  ar, a are, after | ir, ur for  ir, ur girl, bird, third, fur, turn, hurt | ir, ur for  ir, ur her, were | consolidate |
| 4 | or, a for  or, a or, for, fork, all, ball, call | or, a for  or, a four, your | oo, u for  oo, u took, good, put | oo, u for  oo, u could, would, should | consolidate |
| 5 | oo for  oo too, room, cool | oo for  oo do, two, who | ou, ow for  ou, ow our, out, house, how, now, down | ou, ow for  ou, ow | consolidate |
| 6 | oy for  oy boy, boys, toy, toys | oy for  oy said | eer, ear for  eer, ear ear, hear, dear, deer | eer, ear for  eer, ear here | consolidate |
| 7 | air for  air air, chair | air for  air where | er for  er mother, father, sister, brother | er for  er | consolidate |
| 8 | Two-syllable Words into, inside, cannot, upon, along, today | Two-syllable Words | Extra Words when, what, want, talk, walk | Extra Words | consolidate |
| 9 | revise | catch-up | catch-up | catch-up | catch-up |