LETTERS AND SOUNDS PROGRESSION OF SKILLS PHASE 1

NAME:

|  |  |  |
| --- | --- | --- |
| Look listen and note | ASPECT 1: ENVIRONMENTAL SOUNDS  I can … | Date |
| Tuning into sounds | Recall sounds I have heard |  |
| Discriminate between the sounds |  |
| Describe the sounds I hear |  |
| Listening and remembering sounds | Describe what I see |  |
| Identify the animals and imitate their sounds |  |
| Add new words to my vocabulary |  |
| Talking about sounds | Identify different sounds and place them in a context |  |
| Identify similar sounds |  |
| Make up sentences to talk about sounds |  |
| Join in the activities and take turns to participate |  |

|  |  |  |
| --- | --- | --- |
| Look listen and note | ASPECT 2: INSTRUMENTAL SOUNDS  I can … | Date |
| Tuning into sounds | Identify and name the instruments being played |  |
| Listen and respond as the instrument is played |  |
| Listening and remembering sounds | Remember and repeat a rhythm |  |
| Discriminate and reproduce loud and quiet sounds |  |
| Stop and start playing at the signal |  |
| Talking about sounds | Choose appropriate words to describe sounds I hear, *(e.g. loud, fierce, rough, squeaky, low, wobbly)* |  |
| Match sounds to their sources |  |
| Use sounds imaginatively to represent a story character |  |
| Express an opinion about what I have heard |  |

|  |  |  |
| --- | --- | --- |
| Look listen and note | ASPECT 3: BODY PERCUSSION  I can … | Date |
| Tuning into sounds | Produce contrasts in rhythm, speed and loudness |  |
| Join in with words and actions to familiar songs |  |
| Articulate words clearly |  |
| Keep in time with the beat |  |
| Copy the sounds and actions |  |
| Make up patterns of sounds |  |
| Listening and remembering sounds | Copy a body percussion/ pattern of sounds |  |
| Identify hidden sounds |  |
| Suggest ideas and create new sounds for a story |  |
| Talking about sounds | Use language to make different endings to the story |  |
| Use a wide vocabulary to talk about the sounds I can hear |  |
| Group sounds according to different criteria *(e.g loud, quiet, slow, fast)* |  |
| Look listen and note | ASPECT 4: RHYTHM AND RHYME  I can … | Date |
| Tuning into sounds | Understand the pattern of syllables in the words presented to me |  |
| Sing/ chant the rhyming string with the adult |  |
| Recognise that the words rhyme |  |
| Join in with simple or complex rhythms |  |
| Copy the rhythm |  |
| Keep to the beat |  |
| Listening and remembering sounds | Recognise rhyming words |  |
| Listen and attend to the rhyming strings |  |
| Talking about sounds | Generate my own rhymes |  |
| Complete sentences using appropriate rhyming words |  |
| Make a series of words that rhyme |  |

|  |  |  |
| --- | --- | --- |
| Look listen and note | ASPECT 5: ALLITERATION  I can … | Date |
| Tuning into sounds | Identify initial sounds in words |  |
| Reproduce the initial sounds clearly and recognisably |  |
| Make up my own alliterative phrases |  |
| Listening and remembering sounds | Recall the list of objects beginning with the same sound |  |
| Offer their own sets of objects and ideas to end a story |  |
| Discriminate between the sounds and match to the objects correctly |  |
| Talking about sounds | Articulate speech sounds clearly |  |
| Select an extended range of words that start with the same sound |  |

|  |  |  |
| --- | --- | --- |
| Look listen and note | ASPECT 6: VOICE SOUNDS  I can … | Date |
| Tuning into sounds | Distinguish between the differences in vocal sounds |  |
| Listening and remembering sounds | Sustain listening throughout a story |  |
| Listen for a target word or character and respond with an appropriate associated speech sound |  |
| Remember the sound sequence and produce it when required |  |
| Recognise my own and each other’s voices, including a recorded voice |  |
| Talking about sounds | Use appropriate vocabulary to talk about different voice and speech sounds |  |

|  |  |  |
| --- | --- | --- |
| Look listen and note | ASPECT 7: ORAL BLENDING AND SEGMENTING  I can … | Date |
| Tuning into sounds | Blend phonemes and recognise the whole word |  |
| Say the word and identify the object |  |
| Blend words that begin with the same initial phoneme |  |
| Listening and remembering sounds | Segment words into phonemes |  |
| **Talking about sounds** | Identify the number of phonemes that make up a given word |  |