

Phase 1

I can enjoy
and share
books.

I peruse books
freely when I
am alone.

I can make eye
contact with a
person speaking to
me.

I can speak
confidently
and clearly.

I can hear
sounds in the
environment.

I can describe the
sound an instrument
makes (e.g. jingle,
click clack)

I can identify
which instrument
is being played.

I can
discriminate
and reproduce
loud and quiet
sounds.

I can describe
the sounds I
hear.

I can tell you
what sounds
animals make.

I can use props to
act out and join in
with stories.

I can play instruments to accompany words in stories (e.g. We are going on a bear hunt: swishy swashy = shaker and stumble trip = drum)

I can suggest
ideas and create
new sounds for a
story.

I can remember
and repeat a
rhythm.

I can start and
stop playing an
instrument at the
signal.

I can express an
opinion on what
I've heard.

I can make up
patterns of
sounds.

I can copy
sounds and
actions together.

I can use language
to make up different
endings to stories.

I can group sounds according to different criteria (e.g. loud, quiet, slow, fast).

I appreciate
rhythm and
rhyme.

I can
recognise
words that
rhyme.

I can
generate my
own rhyme.

I can complete
sentences using
appropriate rhyming
words

I can make a
series of words
that rhyme.

I can identify and
reproduce the initial
sounds of words clearly
and recognisably.

I can make up my own
alliterative phrases (e.g.
slow, sleek, snake,
slithers).

I can recall a list
of objects beginning
with the same
sound.

I can match
objects to their
beginning sound.

I can recognise my
own and other
people's voices from
a recording.

I can blend the phonemes (sounds) in words to recognise the whole word (e.g. b-a-g = bag).

I can hear the
phonemes (sounds)
in words and
identify the object.

I can segment words
(break them down) into
their phonemes (sounds).

E.g. I have got a pet
d-o-g.

I can identify the
number of phonemes
(sounds) that make
up a given word.