

**Red Rose Letters and Sounds, Communication, Language and Literacy - Phonological Awareness - Phase 1 Skills Tracker**

**Aspect 1 Environmental Sounds**

	Tuning Into Sounds			Listening and Remembering Sounds			Talking About Sounds		
Skill	Listen to and identify indoor sounds.	Listen to and identify outdoor sounds.	Create different sounds using objects.	Identify hidden sounds.	Sequence sounds in the order they are heard, e.g. 2 or 3 sounds.	Sequence sounds in the order they are heard, e.g. 3 or 4 sounds.	Describe the sounds heard.	Identify sounds and place them in context, using appropriate environmental sound vocabulary.	Use and apply environmental sound vocabulary when innovating a story, poem or rhyme.

**Aspect 2 Instrumental Sounds**

	Tuning Into Sounds			Listening and Remembering Sounds			Talking About Sounds		
Skill	Identify and explore sounds made by objects.	Identify and explore sounds made by instruments	Listen and respond whilst an instrument is being played.	Discriminate and copy sounds made by an instrument or sound maker.	Respond to start, stop signals using instruments or sound makers.	Remember and repeat a rhythm.	Select and play an instrument that matches an image, word or prop, and justify.	Select and play an instrument linked to a story and justify.	Select and play an instrument linked to a song, poem or rhyme and justify.

**Aspect 3 Body Percussion**

	Tuning Into Sounds			Listening and Remembering Sounds			Talking About Sounds		
Skill	Join in with words and actions from familiar songs and rhymes.	Perform actions increasing and decreasing the speed and loudness.	Join in with words and actions from new songs and rhymes.	Copy a pattern of body sounds and actions.	Copy a more detailed pattern of body sounds and actions.	Create a new simple sequence of sounds and perform.	Identify and discuss sounds being made by different parts of the body.	Identify sounds using the different criteria of fast, slow, loud and quiet.	Use a wider range of vocabulary to talk about sounds heard, e.g. <i>click</i> , <i>stamp</i> .

**Aspect 4 Rhythm and Rhyme**

	Tuning Into Sounds			Listening and Remembering Sounds			Talking About Sounds		
Skill	Join in with words and phrases in songs and rhymes.	Join in with words and phrases in stories.	Move in time to the beat and/or rhythm.	Identify words that rhyme, focusing on onset and rime.	Identify words that rhyme in pairs.	Identify words that rhyme in pairs.	Recognise syllables in words.	Continue a rhyming string.	Use appropriate rhyming words to complete a sentence or phrase.

**Aspect 5 Alliteration**

	Tuning Into Sounds		Listening and Remembering Sounds			Talking About Sounds		
Skill	Identify initial phonemes in words.	Enunciate selected initial phonemes clearly.	Recall a number of items beginning with the same phoneme.	Identify objects/ animals which start with the same phoneme.	Identify objects/ animals which start with the same phoneme.	Join in with an alliterative story and make suggestions.	Articulate a developing amount of speech sounds clearly.	Generate words that start with the same phoneme.

**Aspect 6 Voice Sounds**

	Tuning Into Sounds		Listening and Remembering Sounds			Talking About Sounds		
Skill	Use a range of voice sounds.	Explore different mouth movements for a range of voice sounds.	Remember and repeat a sequence of voice sounds.	Remember, repeat and continue a sequence of voice sounds.	Remember, repeat and continue a sequence of voice sounds, varying the pitch and volume.	Use voice sounds to add sounds to a story.	Use appropriate vocabulary to describe different voice sounds.	Use appropriate vocabulary in rhymes and poems, to describe different voice sounds.

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Aspect 7 Oral Blending and Segmenting									
	Tuning Into Sounds			Listening and Remembering Sounds			Talking About Sounds		
Skill	Listen to an adult orally blending two or three phonemes, using sound talk to blend a word. (Onset different but the rime the same)	Listen to an adult orally segmenting two or three phonemes, using phonic fingers to segment a word.	Listen and respond to an adult orally blending and segmenting two or three phonemes in words with the same initial phoneme.	Copy an adult orally blending phonemes in CV and CVC words by listening and remembering.	Copy an adult orally segmenting phonemes in CV and CVC words by listening and remembering.	Listen and respond to an adult orally blending and segmenting phonemes in CV and CVC words.	Talk about phonemes whilst orally segmenting CV and CVC words, with completely contrasting phonemes.	Talk about phonemes whilst orally segmenting CV and CVC words, focusing on the initial, medial and final positioning.	Independently talk about and enunciate clearly the phonemes whilst blending and segmenting CV and CVC words.