

Phase 1 Aspect 1 – Environmental sounds

- I can listen to and identify outdoor sounds
- I can listen to and identify indoor sounds
- I can use drumsticks (stroke, beat, tap) to make different sounds
- I can use my voice to sing at different volumes
- I can identify the sounds in a sounds lotto game
- I can identify sounds made behind a screen (keys, bells)
- I can make the correct animal noise from a set of clues
- I can give others a set of clues to guess an animal
- I can guess what is inside the container by the sound it makes

Phase 1 Aspect 2 – Instrumental sounds

- I can identify and name the instruments being played
- I can remember and repeat a rhythm
- I can discriminate and copy loud and quiet sounds
- I can stop and start playing my instrument at a signal
- I can play my instrument to describe an action (fairy footsteps)
- I can perform a short instrumental piece for others
- I can play an instrument to match the sound an animal might make

Phase 1 Aspect 3 – Body percussion

- I can perform a song with actions
- I can perform an action to match a musical instrument
- I can perform actions increasing and decreasing my speed as necessary
- I can copy a body sound
- I can copy a sequence of body sounds
- I can identify a body sound (snoring, eating)
- I can suggest times when I can be noisy or quiet
- I can use my voice to make slow, fast, quiet, loud, long, short sounds
- I can move my body in response to an instrument sound

Phase 1 Aspect 4 – Rhythm and rhyme

- I can join in with repetitive story phrases
- I can perform actions to a nursery rhyme
- I can move in time to the beat fast, slow, skipping marching
- I can put rhyming objects in the soup
- I can play rhyming bingo
- I can continue a rhyming string

Phase 1 Aspect 5 – Alliteration

- I can suggest a person who has a name beginning with a given letter
- I can suggest an object that begins with the same sound as a name
- I can suggest non-words that begin with the same sound
- I can sort objects that begin with the same sound
- I can suggest animals that begin with the same sound
- I can join in with an alliterative story and make suggestions
- I can look at an object and recognise the initial sound
- I can think of an alliterative sentence for the names of children in my group
- I can make the right movements with my mouth to say some sounds
- I can select a set of objects for alliterative 'silly soup'

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| Phase 1 Aspect 6 – Voice sounds |
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| I can make sounds with my voice – be a clock, tick tock |
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| I can share my favourite sound with a group |
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| I can talk like a robot – c-a-t ‘Metal Mike’ |
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| I can continue a sound pattern with my voice and vary the pitch |
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| I can add a target sound to a story when I hear a buzz word or character |
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| I can listen to a recorded voice and identify the speaker |
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| I can record sounds for a lotto game and then match my sounds to pictures |
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| I can describe a voice sound using words like long, short, loud, high, low |
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| I can use my voice to add sounds to a story by whispering, growling |
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| I can use a megaphone to make sounds with my voice |
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| I can listen to and sing a variety of songs |
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| Phase 1 Aspect 7 – Oral blending and segmenting |
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| I can understand ‘sound talk’ words that are segmented like c-oa-t |
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| I can sound out and clap CVC words from the set of letters s,a,t,p,i,n |
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| I can identify objects with three phonemes from ‘sound talk’ like f-i-sh |
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| I can blend 2 or 3 phonemes from ‘sound talk’ to make a word |
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| I can play eye spy by blending sounds |
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| I can copy ‘sound talk’ |
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| I can speak in ‘sound talk’ |
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| I can say how many phonemes I can hear |
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End of Phase 1 assessment

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| Phase 2 |
| I can say the sound, recognise and write a letter for the phonemes s,a,t,p |
| I can blend and segment the VC words at and as |
| I can say the sound, recognise and write a letter for the phonemes i,n,m,d |
| I can blend and segment the VC words is, it, in, an, am |
| I can blend the CVC words sat, sit, sin, pat, pit, pin, mat, din, dip, dam, nit, nap for reading by sounding out |
| I can say the sound, recognise and write a letter for the phonemes g, o, c, k |
| I can say the sound, recognise and write a letter for the phonemes ck, e, u, r |
| I can say the sound, recognise and write a letter for the phonemes h, b, f, ff, l, ll, ss |
| I can recognise and read the first 5 tricky words – the, to, l, go, no |
| I can sound out, blend and read the 26 decodable high frequency words, with support |
| I can sound out, blend and read the 26 decodable high frequency words |
| I am beginning to read 2 syllable words |
| I can read a caption by sounding out VC and CVC words |
| I can write a caption containing VC and CVC words |
| I can read the first 5 tricky words |

End of Phase 2 assessment

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| Phase 3 | |
| I can spell phase 2 tricky words – no, go, to, the, I | |
| I can say the sound, recognise and write the letter for phoneme j, v, w, x, y, z | |
| I can say the sound, recognise and write the letter for phoneme zz, ff, ll, ss | |
| I can say the sound, recognise and write a letter for the phoneme q and know that q is always followed by u | |
| I can say the alphabet | |
| I can sing the alphabet song | |
| I can match each individual letter of the alphabet to the sound | |
| I can recognise and say the phonemes sh, ch, th | |
| I can find the correct grapheme in response to the spoken phonemes sh, ch, th | |
| <u>Read grapheme</u> | <u>Write grapheme</u> |
| ng | ng |
| ee | ee |
| ai | ai |
| igh | igh |
| oa | oa |
| Short oo Long oo | Short oo Long oo |
| ar | ar |
| or | or |
| ur | ur |
| ow | ow |
| oi | oi |
| ear | ear |
| air | air |
| ure | ure |
| er | er |
| I can read the phase 3 tricky words | |
| I can spell the phase 3 tricky words | |

End of Phase 3 assessment

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| Phase 4 |
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| I can blend CVCC and CCVC words for reading |
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| I can segment CVCC and CCVC words for spelling |
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| I am continuing to read 2 syllable words |
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| I am beginning to spell 2 syllable words |
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| I can read sentences containing CVC, CVCC and CCVC words |
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| I can write sentences containing CVC, CVCC and CCVC words |
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| I can read phase 4 tricky words |
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| I can spell phase 4 tricky words |
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End of phase 4 assessment

| Phase 5 | |
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| Read grapheme | Write grapheme |
| ay | ay |
| ou | ou |
| ie | ie |
| ea | ea |
| oy | oy |
| ir | ir |
| ue | ue |
| aw | aw |
| wh | wh |
| ph | ph |
| ew | ew |
| oe | oe |
| au | au |
| ey | ey |
| a-e | a-e |
| e-e | e-e |
| i-e | i-e |
| o-e | o-e |
| u-e | u-e |
| zh | zh |
| I am beginning to understand the split vowel digraph rule for a-e e-e i-e o-e u-e | |
| I can recognise that alternative pronunciations of some graphemes in some words need to be tried to find the correct one (milk, find, wild, skin, kind, lift, child) | |
| I can read 2 and 3 letter graphemes in words without individually sounding them out | |
| I can read phase 5 tricky words | |
| I can spell phase 5 tricky words | |

End of phase 5 assessment

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| Phase 6 |
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| I can understand and apply the ed suffix for the past tense |
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| I understand the rules for adding ing for plurals |
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| I understand the rules for adding ed, est and y for plurals |
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| I understand the rules for adding er, ful and ly for plurals |
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| I understand how adding suffixes and prefixes changes words |
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| I can clap out syllables to spell unfamiliar words |
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End of phase 6 assessment