

Phase 1 Assessment

Aspect	Strand	Date	Observation
Aspects 1–6 are not ordered and			
activities to support these aspects			
should continue throughout			
foundation stage and ks1 if needed.			
Environmental Sounds	Identify sounds they hear inside and outside		
	Makes noises on different surfaces		
	using hands or objects		
	Sing at different volumes		
	Be able to recreate a simple sequence of sounds		
	Identify some sounds they prefer		
	from a choice		
	Add appropriate sound effects to		
	stories and songs with support		
Instrumental sounds	Identify an instrument being played behind a screen		
	Play an instrument louder or quieter		
	Stop and start playing an instrument		
	at a signal		
	Play instruments in front of others,		
	alone or as part of a group		
	Choose instruments to compliment		
	animal sounds		

## Name\_\_\_\_\_Date\_\_\_\_



Body Percussion	Copy a body sound such as a clap	
	Join in with action songs	
	Identify a body sound	
	Suggest times to be noisy or quiet	
	Move their body in response to music/sounds	
Rhythm and Rhyme	Join in with repetitive story/song refrains	
	Move in time with a beat	
	Play rhyming bingo	
	Match rhyming items	
	Complete a familiar rhyme	
Alliteration	Match two items that have the	
	same initial sound	
	Copy exaggerated sounds such as sssssssss	
	Suggest a person/object when given an initial sound	
	Suggest non-words beginning with a selected initial sound	

## Name\_\_\_\_\_Date\_\_\_\_



	Practise correct mouth movements for simple words	
Voice sounds	Explore mouth movements such as blowing, sucking and wiggling their tongue	
	Make voice sounds such as weeeeee	
	Experiment with their voice sounds such as shouting, whispering and squeaking	
	Experiment with different animal sounds	
	Copy robot talk such as c-a-t	
	Describe a sound such as high, loud, short, quiet	
	Copy sound talk eg p-i-n	
Oral Blending and Segmenting	Identify items by blending eg t-a-p tap	
	Speak in sound talk eg t-a-n	
	Count and clap out phoneme sounds in cvc words	