Phase 1 in Action Tracking Child's Name_____D.O.B_____

Look, listen and note	Aspect 1 Environmental sounds	Aspect 2 Instrumental sounds	Aspect 3 Body Percussion	Aspect 4 Rhythm and rhyme	Aspect 5 Alliteration	Aspect 6 Voice sounds	Aspect 7 Oral blending & segmenting
Strand 1 Tuning into sounds	Can recall sounds they have heard ○ ○ ○	Can identify and name the instruments being played ○ ○ ○	Can produce contrasts in rhythm, speed and loudness ○ ○ ○	Can understand the pattern of syllables in the words presented to them ○ ○ ○	Can identify initial sounds of words ○ ○ ○	Can distinguish between the differences in vocal sounds ○ ○ ○	Can blend phonemes and recognise the whole word ○ ○ ○
	Can discriminate between the sounds ○ ○ ○	Can listen and respond as the instrument is being played ○ ○ ○	Can join in with words and actions to familiar songs ○ ○ ○	Can sing or chant the rhyming string along with the adult ○ ○ ○	Can reproduce the initial sounds clearly & recognisably ○ ○ ○		Can say the word and identify the object ○ ○ ○
	Can describe the sounds they hear ○ ○ ○		Can articulate words clearly ○ ○ ○	Can recognise that the words rhyme ○ ○ ○	Can make up their own alliterative phrases ○ ○ ○		Can blend words that begin with the same initial phoneme ○ ○ ○
			Can keep time with the beat ○ ○ ○	Can join in with simple or complex rhythms ○ ○ ○			
			Can copy the sounds and actions ○ ○ ○	Can copy a rhythm ○ ○ ○			
			Can make up patterns of sounds ○ ○ ○	Can keep to the beat ○ ○ ○			
Strand 2 Listening and remembering	Can describe what they see ○ ○ ○	Can remember and repeat a rhythm ○ ○ ○	Can copy a body percussion sound or pattern of sounds ○ ○ ○	Can recognise rhyming words ○ ○ ○	Can recall the list of objects & ideas with the same sound ○ ○ ○	Can sustain their listening throughout a story ○ ○ ○	Can segment words into phonemes ○ ○ ○
	Can identify the animals and imitate the sounds ○ ○ ○	Can discriminate and reproduce loud and quiet sounds ○ ○ ○	Can identify hidden sounds ○ ○ ○	Can listen and attend to the rhyming strings ○ ○ ○	Can offer their own sets of objects and ideas to end the story ○ ○ ○	Can listen for a target word or character & respond with an appropriate associated speech sound ○ ○ ○	
	Can add new words to their vocabulary ○ ○ ○	Can start and stop playing at a signal ○ ○ ○	Can suggest ideas and create new sounds for the story ○ ○ ○		Can discriminate between the sounds and match to the objects correctly ○ ○ ○	Can remember the sound sequence and produce it when required ○ ○ ○	
						Can recognise their own and each other's voices, including a recorded voice ○ ○ ○	
Strand 3 Talking about sounds	Can identify different sounds and place them in context ○ ○ ○	Can choose appropriate words to describe sounds they hear (e.g. loud, fierce, rough, squeaky) ○ ○ ○	Can use language to make different endings to the story ○ ○ ○	Can generate their own rhymes ○ ○ ○	Can articulate speech sounds clearly ○ ○ ○	Can use appropriate vocabulary to talk about different voice and speech sounds ○ ○ ○	Can identify the number of phonemes that make up a given word ○ ○ ○
	Can identify similar sounds ○ ○ ○	Can match sounds to their sources ○ ○ ○	Can use a wide vocabulary to talk about the sounds they hear ○ ○ ○	Can complete sentences using appropriate rhyming words ○ ○ ○	Can select an extended range of words that start with the same sound ○ ○ ○		
	Can make up sentences to talk about sounds ○ ○ ○	Can use sounds imaginatively to represent a story character ○ ○ ○	Can group sounds according to different criteria (e.g. loud, quiet, slow, fast) ○ ○ ○	Can make a series of words that rhyme ○ ○ ○			
	Can join in the activities & take turns to participate ○ ○ ○	Can express an opinion about what they have heard ○ ○ ○					

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