

Milestone 1	Milestone 2	Milestone 3	Milestone 4
<p>LS&W: Distinguishing sounds in the environment</p> <p>Los: Enjoys looking at books and being read to.</p> <p>MM: Enjoys the sensory experience of mark making</p> <ul style="list-style-type: none"> • Notice sounds around them. • Joins in with songs and rhymes. • Make a variety of different voice sounds • Sounds games & listening walks • Makes animal noises, car noises including animal sounds. 	<p>LS&W: Plays with making different sounds in a variety of ways</p> <p>LoS: Selects favourite books & joins in with familiar stories & rhymes</p> <p>MM: Makes marks in multiple ways and offers a meaning</p> <ul style="list-style-type: none"> • Recognises and joins in with familiar rhythms and rhymes. • Create their own beat. • Copy different voice sounds and mouth movements. • Recognise different voice sounds • Makes purposeful sounds with musical instruments i.e bangs, taps, • Can alter sounds e.g quiet, loud 	<p>LS&W: Recognises patterns in letters & words and a begins to make a letter/sound correspondence</p> <p>LoS :Retells familiar stories and begins create their own</p> <p>MM: Attempts to write using combination of lines, circles & curve</p> <ul style="list-style-type: none"> • Recognise that different objects make different sounds • Join in and copy breaking words into syllables with a beat. • Say speech sounds clearly. • Can hear when two words rhyme • Can hear and copy a rhythm pattern or a simple beat • Explore initial sounds of words of personal significant e.g their name • Start to identify and name letter sounds. 	<p>LS&W: Uses growing phonic knowledge to verbally blend & segment simple words</p> <p>LoS: Begins to recognise familiar words and letters in text</p> <p>MM: Uses developing phonic knowledge to attempt to write letters & words</p> <ul style="list-style-type: none"> • Talk about environmental sounds, describing and comparing them • Play with rhyme. Make up their own rhyming words. • Match two objects with the same initial sound. • Plays with alliteration • Builds awareness that words can be broken up into sounds. • Begins to create a rhyming string • Identify initial sounds in a variety of words other than familiar names. • Begins to pick out own letters and words in favourite stories

LINKS TO LETTERS & SOUNDS: PHASE 1

<p>Aspect 1 : General sound discrimination – environmental</p> <ul style="list-style-type: none"> • Raise children’s awareness of the sounds around them and to develop their listening skills. Activities include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers. <p>Aspect 2 : General sound discrimination – instrumental sounds</p> <ul style="list-style-type: none"> • Develop children’s awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds. <p>Aspect 3: General sound discrimination – body percussion</p> <ul style="list-style-type: none"> • Develop children’s awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary. 	<p>Aspect 4 : Rhythm and rhyme:</p> <p>Develop children’s appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.</p> <p>Aspect 5 : Alliteration</p> <p>The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.</p> <p>Aspect 6 : Voice sounds</p> <p>Distinguish between different vocal sounds and to begin oral blending and segmenting. Activities include Silly Soup, where children use objects to make a ‘silly soup’ -sound out the name of the object as they are added to the soup bowl – /h/-/a/-/t/ hat, with the children joining in.</p> <p>Aspect 7: Oral blending and segmenting</p> <p>Develop oral blending and segmenting skills. Practise oral blending, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects. For segmenting practise, an object such as a sock and ask the children which sounds they can hear in the word sock.</p>
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