

# Level 1 Progression Map



Level 1

This Progression Map shows how learning develops through Level 1. Progression flows across the weeks, with Aspects 1-6 being taught from week 1 and Aspect 7 being introduced in week 21 once lots of learning in Aspects 1-6 has already taken place.

## Aspect 1 - Environmental Sounds

### Weeks 1-12

Children begin to notice different sounds around them, e.g. birds tweeting, leaves rustling in the breeze, a person sneezing. Children start to notice that different objects can make different sounds, e.g. the sound of a car engine turning on or the noise of the washing machine. A child might say 'I can hear a noise in the kitchen.'

### Weeks 13-24

Children start to name different sounds they have identified. They can tell an adult or a peer what sounds they can hear, e.g. a child might say 'I can hear a cat.' or 'There is a bird singing outside.'

### Weeks 25-36

Children start to talk about the sounds they hear in more detail, e.g. 'I can hear the bigger children on the playground. They are playing and singing!'  
They can describe sounds they hear.  
Children might say things like 'The fireworks last night sounded fizzy and crackly! They went bang!'  
Children will also compare sounds, e.g. 'My auntie talks quietly but my sister is loud.'

## Aspect 2 - Instrumental Sounds

### Weeks 1-12

Children enjoy exploring the different sounds that instruments make. They may bang on drums, shake shakers and tap triangles. The children understand that they have to do something to or with the instrument to make a sound.

### Weeks 13-24

Children start to identify the sounds of familiar instruments and name them. They develop an awareness of how acting upon an instrument affects the sound it makes, e.g. hitting a cymbal harder makes a louder sound.

### Weeks 25-36

Children talk about, describe and compare the sounds of different familiar instruments, e.g. they may say 'The rainmaker is quieter than the drum.' or 'The bells make a jingly sound.'  
Children follow instructions to recreate a sound using an instrument, e.g. 'Tap the drum loudly.' or 'Shake the tamborine quietly.'



## Aspect 3 - Body Percussion

### Weeks 1-12

Children explore the sound their bodies make by stamping, patting, clapping and clicking. They join in with and copy actions in familiar songs.

### Weeks 13-24

Children join in with body percussion patterns. They copy body percussion patterns shown to them by an adult or a peer. They show an awareness of how body percussion sounds can be changed by using different parts of their bodies in different ways to make sounds.

### Weeks 25-36

Children create their own body percussion patterns and sequences. They are able to join in with longer sequences of body percussion when shown by an adult. Children describe body percussion sounds, e.g. 'I make a quiet clicking noise when I do this with my fingers.' or 'I can make a loud stomping sound with my feet.' Children can follow instructions to make body percussion sounds, e.g. 'Clap your hands softly.'

## Aspect 4 - Rhythm and Rhyme

### Weeks 1-12

Children join in with familiar songs and rhymes when led by an adult or peer. They begin to recognise some familiar rhythms and rhymes.

### Weeks 13-24

Children recognise simple words that rhyme, e.g. cat, mat, bat. They are able to copy and keep a simple beat. Children are able to join in and copy when an adult breaks down words into syllables with a beat.

### Weeks 25-36

Children enjoy playing with rhyme and start to create their own rhyming words, e.g. children may say 'Shine rhymes with bline and frine.' Children can complete a short sentence with their own rhyme, e.g. the adult may say 'The cat sat on the ...' and the child completes the sentence with mat/hat/gnat. Children can also break words down into syllables and create their own beat.

# Level 1 Progression Map



Level 1

## Aspect 5 - Alliteration

### Weeks 1-12

Children begin to explore the initial sounds of words. They join in with simple alliteration activities and games.

### Weeks 13-24

Children are able to select an object with a given initial sound when given the option of two, e.g. The child is shown a picture of a mouse and a frog and selects the frog when asked 'Which one starts with f?'  
Children begin to hear and identify the initial sounds in words, e.g. when asked 'What sound can we hear at the beginning of b, b, boy?', the child would say 'b!'

### Weeks 25-36

Children begin to match and group sets of objects with the same initial sound. They enjoy playing with alliteration, e.g. thinking of their own short alliterative phrases 'big, bad, bat' or making up their own words to create an alliterative phrase 'dangry dog.'

## Aspect 6 - Voice Sounds

### Weeks 1-12

Children start to explore different mouth movements and sounds. They copy different voice sounds and mouth movements in their play.

### Weeks 13-24

Children start to recognise different voice sounds, e.g. recognising a friend's voice when they can't see them. They also use their voice to make a variety of different sounds, including silly voices and animal noises.

### Weeks 25-36

Children speak clearly. They are able to talk about, describe and compare different voice sounds, e.g. 'the mouse has a squeaky voice.' Children enjoy creating their own ideas for voices of different characters in their activities and play. They also imitate the voices of characters.



## Aspect 7 - Oral Blending and Segmenting

### Weeks 21-25

Children are able to identify the initial sounds of the words they hear and say. They have an awareness that words can be broken down into phonemes. Children can choose the correct object when hearing a word broken down into phonemes, e.g. hearing 'ch-i-ck' and choosing a picture of a chick.

### Weeks 26-30

Children are able to say simple CVC and VC words after hearing it broken down into phonemes, e.g. an adult says 'h-o-t' and the child says 'hot.'

Children join in with segmenting CVC and VC words into phonemes but may not be able to do this independently yet.

### Weeks 31-36

Children are able to segment CVC and VC words into phonemes, e.g. by robot-talking a word back to an adult.

Children start to blend the phonemes of longer words and they can identify how many phonemes are in a CVC or VC word, e.g. counting the 3 phonemes in 'mop.'