

Assessment of Listening Skills

Task 1

The accompanying checklist represents one school's attempt to relate the P-level descriptions P1(i) to P6 for English, specifically for word level work, to Phase One of Letters and Sounds. Phase One activities are arranged under the following seven aspects.

Aspect 1: General sound discrimination – environmental sounds

Aspect 2: General sound discrimination – instrumental sounds

Aspect 3: General sound discrimination – body percussion

Aspect 4: Rhythm and rhyme

Aspect 5: Alliteration

Aspect 6: Voice sounds

Aspect 7: Oral blending and segmenting

In the checklist, the letters in brackets refer to these aspects of Phase 1 of Letters and Sounds: E = environmental; I = instrumental; P = body percussion; R = Rhythm; V = voice sounds

Phase 1 activities as described in *Letters and Sounds* tend to be suitable for pupils who are at P-level 5 or above. Indeed, progression in some aspects continues at P7, P8 and above, especially as regards oral blending and segmenting.

The checklist allows for recording at end of each school Year for F1 (Nursery) right through to Year 6. Recording may be a simple YES or NO or may be in the form of U = usually, S = sometimes or N = never

This checklist shares the fault of many checklists – it does not show the context in which the behaviour is seen. It is possible to indicate what scaffolding is required to elicit a response, e.g. VP = in response to verbal prompt or reminder, I = imitated in response to adult model, PP = in response to physical prompt, instead of simple YES or NO.

It is for you to decide whether you find this kind of checklist helpful in keeping a careful eye on pupils' progress and identifying next steps. Feel free to adapt it as you choose.

One of the advantages of this checklist is that it serves as a reminder of how much progress pupils have to make in terms of learning to discriminate a range of sounds before any consideration can be given to teaching the sound values of letters in a phonics based approach to teaching reading. Phase 2 activities from *Letters and Sounds* are really only appropriate for pupils who are working at P-levels 7 and 8.

<p>P2(i) Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, <i>for example, withholding their attention</i>. They begin to show interest in people, events and objects, <i>for example, smiling at familiar people</i>. They accept and engage in co-active exploration, <i>for example, focusing their attention on sensory aspects of stories or rhymes when prompted</i>.</p>									
<p>P2i</p>	<p>Responds appropriately to familiar voices (V)</p>								
<p>P2i</p>	<p>Responds to different voices/tones (V)</p>								

<p>P2(ii) Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, <i>for example, reaching out to a favourite person.</i> They recognise familiar people, events and objects, <i>for example, vocalising or gesturing in a particular way in response to a favourite visitor.</i> They perform actions, often by trial and improvement, and they remember learnt responses over short periods of time, <i>for example, showing pleasure each time a particular puppet character appears in a poem dramatised with sensory cues.</i> They cooperate with shared exploration and supported participation, <i>for example, taking turns in interactions with a familiar person; imitating actions and facial expressions.</i></p>									
<p>P2ii</p>	<p>Responds consistently when own name is spoken (V)</p>								
<p>P2ii</p>	<p>Notices and searches for environmental sounds by turning head towards them (E)</p>								
<p>P2ii</p>	<p>Turns or reaches towards person speaking (V) or instrument played behind child (E)</p>								

<p>P3(i) Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, for example, pointing to key objects or people. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, for example, reaching out and feeling for objects as tactile cues to events. They observe the results of their own actions with interest, for example, listening to their own vocalisations. They remember learnt responses over more extended periods, for example, following the sequence of a familiar daily routine and responding appropriately.</p>									
<p>P3i</p>	<p>Imitates adult making a sound mechanically (e.g. clapping, banging a drum) (I)</p>								
<p>P3i</p>	<p>Imitates adult making simple vowel sounds/ noises (e.g. cough) (V)</p>								
<p>P3i</p>	<p>Reaches out for musical or noisy toys, showing interest in the sound and a desire to explore and manipulate the toy (I)</p>								
<p>P3i</p>	<p>Locates hidden sound sources (e.g. clockwork toy in one of two containers) (I)</p>								
<p>P3i</p>	<p>Listens, waits and responds to given word/sound in a simple instruction (e.g. 'ready, steady,.....go') (V)</p>								

P3i	Identifies object producing a sound from choice of objects with visual clues (e.g. adult shows how to make noise with sound maker then offers two objects to choose from for match) (E/I)								
<p>P3(ii) Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, for example, prompting another person to join in with an interactive sequence. They can remember learnt responses over increasing periods of time and may anticipate known events, for example, pre-empting sounds or actions in familiar poems. They may respond to options and choices with actions or gestures, for example, by nodding or shaking their heads. They actively explore objects and events for more extended periods, for example, turning the pages in a book shared with another person. They apply potential solutions systematically to problems, for example, bringing an object to an adult in order to request a new activity.</p>									
P3ii	Identifies object producing a sound from choice of objects with no visual clues (e.g. adult makes noise with similar sound maker behind screen) (E/I)								
P3ii	Copies wider range of single actions with simple percussion instruments modelled by adult on request (I)								

<p>P4 Pupils listen and respond to familiar rhymes and stories. They show some understanding of how books work, for example, turning pages and holding the book the right way up.</p>									
<p>P4</p>	<p>Discriminates and associates familiar, everyday sounds with representative object or picture (E)</p>								
<p>P4</p>	<p>Indicates correctly word left out of familiar phrase or song by adult (R)</p>								
<p>P4</p>	<p>Remembers one or two key words in a repetitive phrase in a familiar text when sharing a book with an adult, e.g. "I'll huff and I'll....PUFF" (V)</p>								
<p>P4</p>	<p>Recognises own name card from a selection of two</p>								
<p>P4</p>	<p>Imitates some letter sounds (phonemes) modelled by adult (V)</p>								
<p>P5 Pupils select a few words, symbols or pictures with which they are particularly familiar, and derive some meaning from text, symbols or pictures presented in a way familiar to them. They match objects to pictures and symbols, for example, choosing between two symbols to select a drink; seeing a photograph of a child and eye-pointing at the child. They show curiosity about content at a simple level, for example, they may answer basic questions about a story, showing understanding of two key words.</p>									

P5	Listens to instructions to perform actions produced in songs or rhymes with varying order and responds. (V)								
P5	Matches pairs of closed containers producing sounds when sounds are dissimilar (I)								
P5	Matches pairs of closed containers producing sounds when sounds are similar (I)								
P5	Discriminates learned words in instructions which are different sounding words (e.g. book, caterpillar horse). (V)								
P5	Discriminates learned words in instructions which are similar sounding words (e.g. cup, cat, car). (V)								
P5	Imitates a sequence of up to 4 sounds made with own body parts (P)								
P5	Match object to one of 4 pictures or symbols physically, e.g. by eye-pointing or indicating yes/no answers as adult supports								
P5	Reads own name on a familiar card, by saying or signing all or part of it								
P5	Points to correct flash card from a choice of 4 when asked "Which one says _____?"; for 8 familiar items								
P5	Imitates initial sounds from familiar words when modelled by adult (V)								

<p>P6 Pupils select and recognise or read a small number of words or symbols linked to a familiar vocabulary, <i>for example, name, people, objects or actions</i>. They match letters and short words.</p>									
<p>P6</p>	<p>Imitates a sequence of up to 4 sounds using noisemakers (I)</p>								
<p>P6</p>	<p>Imitates a sequence of up to 4 unrelated, familiar words. (S)</p>								
<p>P6</p>	<p>Claps out syllables as familiar words or names are spoken (R)</p>								
<p>P6</p>	<p>Selects or reads own name and other children's names consistently when presented on flash cards.</p>								
<p>P6</p>	<p>Recognises one letter, e.g. K for Kay</p>								