This is what I do with children with limited sounds:

* I usually label everything we play/work with emphasizing the beginning sound.
* m, b, p, d are the sounds that usually come in first.
* I record what sounds they make during their play and imitate them back to them (vocal play) on the "Sound Inventory sheet".
* I Sing songs and emphasize animal sounds, ah, oo, easy vowels
* Old McDonald paired with visuals is usually good for that, open/shut them, etc.

By documenting the sounds he's producing, you will see if he's starting to vary his sounds, if his sound production is increasing, etc.  He doesn't have to match your sound right now; this would be the first step.  That all gives you valuable information you can include in your session notes and your progress reporting with specifics of which sounds he is currently able to make on his own.

Ex:  "Johnny is able to produce the ah, mamama, bababa spontaneously while playing on his own.  The sounds are repeated back to him in vocal play.  He is not yet able to imitate them back, not meeting his goal of imitating sounds."

Have you used the "Sound Inventory" form to record the sounds he currently makes spontaneously?