

INFORMAL PHONOLOGICAL AWARENESS ASSESSMENT

(devised by Julie Pout, C and L Folkestone and Hythe STLS)

Name of child:	School:	Date of assessment:
D.o.B.:	Chronological age:	Assessed by:

Instructions and Information:

This is an informal assessment which is based around observation and how a child approaches each section.

It should be carried out in a quiet area with minimal distractions.

Write down what the child says and does (strengths and difficulties).

There should be no written words shown to the child but they may benefit from some visual support such as phoneme grids or sound buttons.

These short assessments are to help identify whether a child is experiencing difficulties with hearing and distinguishing sounds (phonological awareness). Weak phonological skills will make reading and spelling difficult. Alphabet Arc activities are at the end of this assessment.

Auditory Discrimination

Identify if phonemes are the same or different (hide mouth from view).	a/e o/u i/i b/p u/y m/n		i/j v/th qu/k k/t s/z g/g	Comments:
Identify if two words are the same or different (hide mouth from view).	car/tar pin/pin sell/shell bug/bud badge/badge win/wind king/king bag/bug			

Auditory Memory

Say words, child to remember them and repeat back. Space them out evenly.	ball, cat, van biscuit, pen, house hat, potato, cow ship, table, dog		
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Counting words in sentences/word boundary awareness

Count the words in a sentence (first three are single syllable words, second three have multi-syllabic words).	He is nice. I like to run. We went to the park. Apples are nice to eat. My cat is silly. She loves her sister.		
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Syllable Blending

Put these words back together for me.	a...pple ra...bbit trou...sers pic...nic fan...tas...tic ca...ter...pi...llar		
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Syllable Segmenting/Detection

How many beats (syllables) are in these words? Children could clap or place blocks on a table to show.	rainbow (2) ant (1) computer (3) shop (1) television (4) sunflower (3)		
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Syllable Deletion			
I'm going to say a word then ask you to take off a part and say what is left, e.g. say starfish without star (fish).	tooth brush w/o brush see saw w/o see ice cream w/o cream bed room w/o bed parrot w/o rot table w/o ta(y)		
Rhyme Detection			
Tell me if these words rhyme. Example – can/man, to/up	fat/sat cake/shake it/on play/stop ill/well belly/telly		
Rhyme Production (nonsense words are ok)			
Rhyming words sound the same at the end. Think of words to finish the list.	log, frog, mog... cat, mat, sat... pin, thin, bin... far, car, bar...		
Tell me a word that rhymes with...	toe bake found top		
Onset and rime			
I can say sounds and blend them together, e.g. b...ook (book), tr...ain (train).	d...og (dog) b...ash (bash) ch...eese (cheese) sn...ake (snake) sp...oon (spoon) scr...eam (scream)		
Phoneme discrimination/alliteration			
Can you think of words that start with these sounds?	f... p... g... s...		
Initial sound identification – a visual representation of the flow of the word may be useful			
Tell me the first (or beginning) sound you hear in these words.	tin (t) apple (a) sank (s) wipe (w) think (th) caterpillar (c)		
Final sound identification – a visual representation of the flow of the word may be useful			
Tell me the last (or final) sound you hear in these words.	some (m) tip (p) cake (k) laugh (f) with (th) thing (ng)		
Medial vowel identification – a visual representation of the flow of the word may be useful			
Tell me the sound you hear in the middle of these words.	bun (u) set (e) top (o) page (ay) keep (ee) fight (igh)		

Phoneme blending – a visual representation such as sliding finger along blocks or a phoneme grid may be useful for some children.

Put these sounds together to make a word, e.g. c...a...t... (pause) cat	p...e...n (pen) m...a...t (mat) b...u...g (bug) f...l...o...p (flop) s...n...a...ck (snack) s...w...i...m (swim) j...u...s...t (just) c...a...m...p (camp) w...i...n...d (wind)		You could also try long vowel sounds or 5-sound words, e.g. s...p...oo...n, c...l...a...m...p
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Phoneme segmentation – a visual representation such as blocks or phoneme grid may be useful for some children

Say the sounds that you hear in these words.	bed (b...e...d) cup (c...u...p) sit (s...i...t) clam (c...l...a...m) frog (f...r...o...g) twin (t...w...i...n) pond (p...o...n...d) test (t...e...s...t) sand (s...a...n...d)		Again, you could try long vowel sounds or 5-sound words, e.g. twist, dream.
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Phoneme deletion

Can you say the word but without a sound, e.g. say pink without the /p/ (ink)?	Say pig w/o the /p/ (ig) Say fun w/o the /n/ (fu) Say camp w/o the /p/ (cam) Say flag w/o the /f/ (lag) Say friend w/o the /r/ (fend) Say best w/o the /s/ (bet)		
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Phoneme substitution

Can you give a new word by changing one sound?	mat change the /m/ to /b/ (bat) dog change the /o/ to /i/ (dig) ring change the /r/ to /st/ (sting) sheet change the /ee/ to /oo/ (shoot)		
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Awareness of the Alphabet

<p>Make use of an alphabet arc. Can child arrange the letters in order? How do they do this? Do they have to start from the beginning each time? Can they identify the vowels?</p>	
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Are they able to identify the sounds when you point to certain letters?

Can they give letter names when you point to certain letters?

Build CVC words by pulling down each letter. Do they return them to the correct place? Do they require a phoneme grid?

Build CVCC/CCVC words by pulling down each letter. Do they return them to the correct place? Do they require a phoneme grid?

Build CVC words (could also try CVCC/CCVC words) then change one sound at a time, e.g. change sun to bun, bun to bin, bin to pin, pin to pit etc. Do they 'hear' the one sound that is changing? Do they try to put all the letters away or just the one?

If the child struggled with some of the phonological awareness activities above, they could be retried with the alphabet arc as a visual aid (initial, final and medial sound identification, phoneme blending, phoneme segmenting, and phoneme deletion).