

# Phonological Awareness Screeners

## Sound to Print Series

Foundation/Kindergarten

5-6 Year Old Children

Syllable Awareness

Rhyme Awareness

Initial Sound Awareness

Final Sound Awareness

Blending CVC Words

Segmenting CVC Words

Speechlanguage-Resources

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# Table of Contents

Introduction	04
How to Administer the Screener	05
Syllable Awareness	06
Rhyme Awareness	07
Initial Sound Awareness	08
Final Sound Awareness	09
Sound Blending	09
Sound Segmentation	10
Score Sheet – Syllable and Rhyme	11
Score Sheet – Initial and Final Sounds	12
Score Sheet – Blending and Segmenting	13
Rhyme Awareness Boxed Images	14

# Phonological Awareness Screener

## **Introduction:**

This screener is an informal, evidence-informed test that has been designed to help teaching staff in the early detection of potential literacy difficulties in young children.

The screening system provides a quick overview of students' processing weaknesses that could develop into reading difficulties if not attended to early.

## **What Does the Screener Assess?**

This screener assesses a child's phonological awareness skills, skills that determine a child's ability to hear speech sounds in words.

Phonological awareness is a critically important predictor of a child's future success in reading.

## **Is the Screener Normed?**

No. This screener is an informal test of a child's phonological awareness skills only. It allows educators to quickly determine if a child is at future risk of reading difficulty.

If a child at risk is identified, more formal standardized measures of reading skills are recommended.

## How to Administer the Phonological Awareness Screener

In order to use this screener, you will need...

- Screening Score sheets
- Rhyme Awareness Boxed Images
- Pens/pencils

### Completing the Screener

The screener is useful for assessing the phonological awareness (PA) skills of children in the first year of school.

### How to Score the Screener

Record each response by circling (1) for a correct response or (0) for an incorrect response.

Tally correct responses and record them in the shaded boxes.

### Analysing the Responses

It is anticipated that a child in this age range would be able to get at least 3/5 for each area of the phonological awareness (PA) screener

5/5 – Child's PA is progressing well

4/5 – Child's PA progress is average

3/5 – Child's PA progress may need to be monitored

2/5 – Child's PA progress is at risk (**Formal Testing Recommended**)

1/5 – Child's PA is below expectation (**Formal testing Recommended**)

# Phonological Awareness Screener

## Syllable Awareness Instructions

**Script:** When we say some longer words we can say them using handclaps to clap them out. For the word we can say, fan (handclap) tas (handclap) tic (handclap) – Demonstrate.

**Script:** 'Now you try. Say **fantastic** and use handclaps for each syllable, (clap) fan tas tic'

**Practice word:** *picnic*

'Try the word picnic' Provide model if needed (2 syllables – pic nic)

Ready for the first word?

dustbin (2 syllables – dust bin)

butterfly (3 syllables - bu tter fly)

cucumber (3 syllables – cu cum ber)

anaconda (4 syllables - an a con da )

avocado (4 syllables - av a ca do)

# Phonological Awareness Screener

## Rhyme Awareness Instructions

Refer to the boxed images of words that rhyme.

**Script:** 'Let's try some rhyming words. These are pictures of words that rhyme or sound the same at the end of the word.'

Practice words: hat - mat

'Here we have the word hat.' (Point to the hat image.) 'Which of these words rhymes with *hat*? Is it *well* or *mat*?'

'That's right, the words that rhyme here are *hat* and *mat*. The words *hat* and *mat* rhyme.'

'Let's try some more...'

Point to the matching pictures while saying the script.

**Script:**

- (1) The word **ham** – which word rhymes with **ham**, leg or **jam**?
- (2) The word is **dig** – which word rhymes with **dig**, cap or **big**?
- (3) The word is **log** – which word rhymes with **log**, fog or **let**?
- (4) The word is **tip** – which word rhymes with **tip**, lip or **bat**?
- (5) The word is **map** – which word rhymes with **map**, cup or **tap**?

# Phonological Awareness Screener

## Initial Sound Instructions

**Script:** 'I want you to tell me the first *sound* you hear in a word. So, if I say the word **sat**, you would say /s/.'

The child is encouraged to produce letter *sounds*, not letter names.

If the child says the letter s, we correct and say. 'We don't want the letter name, we want the letter *sound*. The letter *sound* at the start of **sat**, is /s/.'

**Practice:** miss – What is the first sound in the word miss?'  
That's right, it is the sound /m/.'

What is the *first* sound you hear in the word...

- |          |      |
|----------|------|
| (1) let  | /l/  |
| (2) hot  | /h/  |
| (3) met  | /m/  |
| (4) dish | /d/  |
| (5) shop | /sh/ |



# Phonological Awareness Screener

## Final Sound Awareness

**Script:** 'I want you to tell me the final or last *sound* you hear in a word. So, if I say the word **ship**, you would say /p/.'

The child is encouraged to produce letter *sounds*, not letter names. If the child says the letter p, we correct and say, 'We don't want the letter name, we want the letter *sound*.'

The letter *sound* at the end of ship, is /p/.'

**Practice:** 'loss – What's the last sound you hear in the word, loss. That's right the sound is /s/.'

'What is the final or last sound you hear in the word... '

- |          |      |
|----------|------|
| (1) heat | /t/  |
| (2) man  | /n/  |
| (3) leaf | /f/  |
| (4) fish | /sh/ |
| (5) luck | /k/  |

# Phonological Awareness Screener

## Sound Blending

**Script:** 'I will say some sounds that make up a word. Your task is to join the sounds I say together into a word.'

If I say /l/ ... /o/ ... /g/ that makes the word **log**.'

**Practice word:** *day*                      d...ay makes...' Answer: *day*

- |                 |       |
|-----------------|-------|
| (1) s...ay      | say   |
| (2) i...f       | if    |
| (3) sh...o...p  | shop  |
| (4) g...oo...se | goose |
| (5) f...or...k  | fork  |

## Sound Segmentation

**Script:** 'Let's break up words into separate sounds. Say the sounds and do a handclap for each sound. Say the sounds as you clap. The sounds in the word **at**, are /a/... /t/, (2 handclaps) **at**. The word at has 2 sounds, so 2 handclaps.'

**Practice word:** *dog*

The word is **dog**: /d/ /o/ /g/ (3 handclaps – a single handclap for each sound)

- |           |               |
|-----------|---------------|
| (1) so    | /s/ /o/       |
| (2) off   | /o/ /f/       |
| (3) peg   | /p/ /e/ /g/   |
| (4) short | /sh/ /or/ /t/ |
| (5) house | /h/ /ow/ /s/  |

# Phonological Awareness Score Sheet

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Date: \_\_\_\_\_ Year Level: \_\_\_\_\_

## Syllable Awareness

\_\_ / 5

*We can say the word fantastic with handclaps – fan tas tic' (clap each syllable)*

Practice: 'Try picnic' pic nic

- |              |                           |       |
|--------------|---------------------------|-------|
| 1) dustbin   | 2 syllables – dust bin    | 0 / 1 |
| 2) butterfly | 3 syllables - bu tter fly | 0 / 1 |
| 3) cucumber  | 3 syllables – cu cum ber  | 0 / 1 |
| 4) anaconda  | 4 syllables - an a con da | 0 / 1 |
| 5) avocado   | 4 syllables - av a ca do  | 0 / 1 |

## Rhyme Awareness

\_\_ / 5

*'These are pictures of words that rhyme.'* (Refer to **Rhyming Words** boxed images)

Which of these words rhymes with *hat*? Is it *well* or *mat*?

- |   |       |
|---|-------|
| (1) 'Here is the word <b>ham</b> – which word rhymes with <b>ham</b> , leg or <b>jam</b> ?' | 0 / 1 |
| (2) 'Here is the word <b>dig</b> – which word rhymes with <b>dig</b> , cap or <b>big</b> ?' | 0 / 1 |
| (3) 'Here is the word <b>log</b> – which word rhymes with <b>log</b> , fog or <b>let</b> ?' | 0 / 1 |
| (4) 'Here is the word <b>tip</b> – which word rhymes with <b>tip</b> , lip or <b>bat</b> ?' | 0 / 1 |
| (5) 'Here is the word <b>map</b> – which word rhymes with <b>map</b> , cup or <b>tap</b> ?' | 0 / 1 |

# Phonological Awareness Score Sheet

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Date: \_\_\_\_\_ Year Level: \_\_\_\_\_

## Initial Sound Awareness

\_\_ / 5

'I want you to tell me the first *sound* you hear in a word. So, if I say the word **sat**, you would say /ssss/.'

**Practice:** *'miss - What's the first sound in the word, miss?' That's right, first sound is /m/.'*

- |  |              |       |
|--|--------------|-------|
| (1) <b>'leg</b> - What's the first sound in leg... <b>leg</b> ?    | Answer: /l/  | 0 / 1 |
| (2) <b>'hot</b> - What's the first sound in hot... <b>hot</b> ?    | Answer: /h/  | 0 / 1 |
| (3) <b>'met</b> - What's the first sound in met... <b>met</b> ?    | Answer: /m/  | 0 / 1 |
| (4) <b>'dish</b> - What's the first sound in dish... <b>dish</b> ? | Answer: /d/  | 0 / 1 |
| (5) <b>'shop</b> - What's the first sound in shop... <b>shop</b> ? | Answer: /sh/ | 0 / 1 |

## Final Sound Awareness

\_\_ / 5

'What's the last *sound* you hear in a word. If I say the word **ship**, you would say /p/.'

**Practice:** *'loss - What's the last sound in the word, loss?' That's right, the last sound is /s/.'*

- |   |              |       |
|---|--------------|-------|
| (1) <b>'heat</b> - What's the last sound in heat... <b>heat</b> ? | Answer: /t/  | 0 / 1 |
| (2) <b>'man</b> - What's the last sound in man... <b>man</b> ?    | Answer: /n/  | 0 / 1 |
| (3) <b>'leaf</b> - What's the last sound in leaf... <b>leaf</b> ? | Answer: /f/  | 0 / 1 |
| (4) <b>'fish</b> - What's the last sound in fish... <b>fish</b> ? | Answer: /sh/ | 0 / 1 |
| (5) <b>'luck</b> - What's the last sound in luck... <b>luck</b> ? | Answer: /k/  | 0 / 1 |

# Phonological Awareness Score Sheet

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Date: \_\_\_\_\_ Year Level: \_\_\_\_\_

## Sound Blending

\_\_ / 5

'I will join some sounds together to make a word. So, if I say **/l/ /o/ /g/** that makes the word **log**.'

**Practice:** – '**d...ay**' That's right, the word is **day**."

- |                   |                      |       |
|-------------------|----------------------|-------|
| (1) 's...ay'      | Answer: <b>say</b>   | 0 / 1 |
| (2) 'i...f'       | Answer: <b>if</b>    | 0 / 1 |
| (3) 'sh...o...p'  | Answer: <b>shop</b>  | 0 / 1 |
| (4) 'g...oo...se' | Answer: <b>goose</b> | 0 / 1 |
| (5) 'f...or...k'  | Answer: <b>fork</b>  | 0 / 1 |

## Sound Segmentation

\_\_ / 5

'Say these sounds and do a handclap for each sound. Watch and listen. The sounds in the word **at**, are /a/... /t/...at.

**Practice:** – '**dog**' /d/ /o/ /g/ **dog**"

- |             |                                     |       |
|-------------|-------------------------------------|-------|
| (1) 'so'    | Answer: <b>/s/ ... /o/</b>          | 0 / 1 |
| (2) 'off'   | Answer: <b>/o/ ... /f/</b>          | 0 / 1 |
| (3) 'peg'   | Answer: <b>/p/ ... /e/ ... /g/</b>  | 0 / 1 |
| (4) 'short' | Answer: <b>/sh/ ... /o/ ... /r/</b> | 0 / 1 |
| (5) 'house' | Answer: <b>/h/ ... /o/ ... /s/</b>  | 0 / 1 |

# Rhyme Awareness Boxed Images

