

## Appendix 2(a) Assessment of Phonological Awareness

**Name:**

**Date of assessment:**

**Date of birth:**

**Chronological age:**

### 1. Perception of rhyme

Instructions:

- a. Say, 'Listen to these two words and tell me if you think that they rhyme.

"cat"/"mat"

(NB. Take care to say these words using normal intonation. Do not emphasise each sound.)

If the learner answers incorrectly say, 'Listen to that one again, "cat"/"mat".'

Make sure that the learner understands the instructions.

Then say, 'Now try these':

Stimulus words	Learner's response
pen / hen	
fan / pin	
ball / fall	
boy / top	
speak / leak	

- b. Say, 'Now listen to these three words and tell me which two words rhyme.

"tan"/"man"/"nap".'

If the learner answers incorrectly say, 'Listen to that one again, "tan"/"man"/"nap".'

Make sure that the learner understands what to do.

Then give these:

Stimulus words	Learner's response
sip / lip / pin	
fun / ten / sun	
nap / can / ran	
wit / sick / bit	

**Note:** Where performance on this sub-test is poorer than the other two, it may suggest poor working memory.



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- c. Say, 'Can you think of three other words that rhyme with the words I say?' Give example 'bat' but include this in the responses below:

Stimulus words	Learner's response
bat	
cot	
hall	
pen	

## 2. Phoneme blending

### Instructions:

'I am going to say some sounds that go together ("blend") to make words.'

### Practice items:

Say, 'I am going to say some sounds like a robot and I'd like you to tell me what word they make: /d/-/o/-/g/. What word do those sounds make?'

'Yes, good, /d/-/o/-/g/ makes the word "dog".'

'What word do these sounds make? "/r/-/a/-/t/".'

If the learner makes a mistake, say, 'Listen again and have another go':

Stimulus words	Learner's response
t-i-p	
c-a-p	
s-i-t	
p-o-t	
s-n-a-p	
ch-i-p	
c-oa-t	
b-ir-d	
s-a-n-d	
s-t-o-p	

## 3. Phoneme segmentation

### Instructions:

Say, 'Listen to me as I say a word – "top".'

'Now I'm going to say the same word like a robot: "/t/-/o/-/p/".'

'Can you say the word *pit*?'

'Now can you say the word *pit* like a robot?'

Now try these words.

(Continued)



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Stimulus words	Learner's response
pan	
step	
ship	
frog	
dish	
lost	

#### 4. Phoneme manipulation/deletion

**Instructions:**

**Practice item:**

Say, 'Listen to me say the word "dog".'

'Can you say the word "dog" without the "d"?'

If the learner does not respond correctly (-og) give another example.

Then proceed, saying, 'Now try these'.

Stimulus words	Learner's response
Say 'mat' without the /m/	
Say 'cat' without the /c/	
Say 'fan' without the /f/	
Say 'stop' without the /s/	
Say 'frog' without the /f/	
Say 'lost' without the /s/	
Say 'frog' without the /r/	

#### 5. Syllable segmentation

**Instructions:**

Say, 'Do you know what a syllable is?' (Give examples. It is part of a word which means we open our mouths to say it – like a beat. Practise clapping for 'a beat' if necessary.)

**Practice item:**

Say, 'Can you tell me how many syllables there are in this name – "John" / "Megan"?'

When the learner understands, use the names of children in the class with one, two and three syllables, and then give 'school', 'Saturday', 'playtime', 'giant', 'computer'. (Make sure you say the word with normal pronunciation, not stressing syllables!)



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<b>Names</b>	<b>Response in number of syllables</b>
<b>Other items</b>	
school	
Saturday	
playtime	
giant	
computer	

For older learners omit the example of names and choose words such as: perpendicular, impossibility, frightening, necessary, unkindly, generous, hospitality, etc.

## 6. **Blending syllables**

### **Instructions:**

Say, 'Now I am going to give you some parts of words that go together to make a word. I want you to guess what the word is. Listen carefully.'

### **Practice items:**

snow - man

di - no - saur

When it is clear the learner understands, present the following, allowing about a one-second gap between each syllable:

(You can choose any words you consider appropriate. Some people might include non-words, e.g. proo - fan - tic - al.)

<b>Stimulus words</b>	<b>Learner's response</b>
clev - er	
nui - sance	
pho - to - graph	
cin - em - a	
un - der - stand - ing	
su - per - mar - ket	
ce - re - mon - y	
gen - e - ros - i - ty	
se - quenc - ing	
meth - od - ol - ic - al	



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