**Phonological Awareness Assessment**

**at Early Level**

Note that phonological awareness learning, teaching and assessment activities will involve oral discrimination using pictures and real objects. Phonemic awareness is more effective when learners are taught to use letters as they manipulate phonemes as this helps them with both reading and spelling.

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| **Listening** | **Listens and responds to others appropriately.**  |  |
| **Rhyme**  | Identifies if two words rhyme e.g. *Does box rhyme with fox?* |  |
| Matches two rhyming words from a selection of options e.g. “*Which word rhymes with man? Tree, bus, pan.”* |  |
| Identifies the ‘odd one out’ in a group of rhyming words e.g. “*Which word doesn’t rhyme? Toy, cat, boy.”* |  |
| Produces a word that rhymes with a given word e.g. “*Can you say a word that rhymes with log?”* |  |
| **Alliteration** | Identifies words that begin with the same sound e.g. *bed, balloon* |  |
| Matches two words that begin with the same sound from a selection of options e.g. “*Which words start with the same sound? Mop, pig, mug.”* |  |
| Identifies the ‘odd one out’ in a group of alliterative words e.g. “*Which word doesn’t start with the same sound? Rug, red, egg.”* |  |
| Produces a word that starts with the same sound as a given word e.g. “*Can you think of a word that starts with the same sound as dig?”* |  |
| **Sentence Segmentation** | Identifies the number of words in a spoken sentence. Learners may say the number, clap or represent this using their fingers or concrete materials. |  |
| **Syllable Awareness** | Identifies the number of syllables in a spoken word. Learners may say the number, clap or represent this using their fingers or concrete materials. |  |
| **Onset and Rime** | Pronounces a word as a complete unit when given the onset (first sound) and then the rime (rest of the word) e.g. *b - ag* |  |
| **Phonemic Awareness** | Recognises words that have the same final sound e.g. *top, cap, lip* |  |
| Identifies the first sound in a word from a picture or object e.g. *‘s’ when looking at a picture of the sun* |  |
| Orally blends individual sounds together to hear and say words e.g. *when they hear* “*h-a-t” can respond “hat”* |  |
| Orally segments words into their individual sounds e.g. *when given “dog” can respond “d-o-g”* |  |
| **Hears and says patterns in words.** |  |
| **Hears and says the different single sounds made by letters.** |  |
| **Hears and says blends/sounds made by a combination of letters.**  |  |

**Phonological Awareness Assessment**

**at First Level**

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| **Phonemic Awareness** | Orally blends longer words with consonant clusters e.g. *when they hear* *‘spr-i-ng’ can respond “spring”* |  |
| Orally segments longer words with consonant clusters e.g. *when they hear* *‘swift’ can respond “sw-i-ft”* |  |
| Manipulates words by adding sounds in different locations e.g. *adding ‘j’ to the word ‘am’ to create ‘jam’ or adding ‘t’ to the word ‘bel’ to create ‘belt’* |  |
| Manipulates sounds by removing them from the beginning or end of words e.g. *removing ‘c’ from ‘cup’ to get ‘up’ or removing ‘k’ from ‘bark’ to get ‘bar’* |  |
| Manipulates sounds by removing them within consonant clusters e.g. *removing ‘n’ from ‘long’ to get ‘log’* |  |
| Substitutes an initial sound with another e.g. *swapping ‘s’ from ‘sat’ with ‘p’ instead to get ‘pat’* |  |
| Substitutes any sound within a word e.g. *swapping the short ‘a’ in ‘fad’ with the long ‘a-e’ to get ‘fade’* |  |

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