

Phonological Awareness Pack

Tracking Progress in Early Years (Pre-school)



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Phonological Awareness Pack

Tracking Progress in Early Years (Pre-school)

Frequently Asked Questions

1. What is it for?

This pack allows you to screen and track the phonological skills of children in their pre-school year in the key areas of listening, rhyme, syllables and initial phonemes (sounds).

2. Why do we need it?

It has been recognised that Phonological Awareness (PA) plays a vital role in the development of literacy skills.

Good PA in Early Years provides a sound basis for the development of early phonics, spelling, reading and writing skills.

3. Who is it for?

All pre-school children with an appropriate level of spoken English although all children may participate in the activities.

4. When do we use it?

Ideally, early in the first term, with benchmarking carried out towards the end of the school year. Similar PA activities to develop these skills should be carried out on a daily basis.

5. Where does it fit into CfE?

- I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. (LIT 0-01a/LIT 0-11a/LIT 0-20a)
- I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. (ENG 0-12a/LIT 0-13a/LIT 0-21a)

Phonological Awareness Pack

Tracking Progress in Early Years (Pre-school)

On the following pages you will find activities to screen the areas of PA acquired by each child. Some children will already be confident with the later stages of PA but may not have grasped all earlier stages. These earlier stages should be revisited.

Where possible, we would advise the use of real objects that children can touch and manipulate.

Recording results

Use traffic light system to record the results of each activity on the PA Tracking Sheet (see **Appendix 1**).

Some results may be unclear and if this is the case, use your own professional judgement to decide if the child has grasped the concept of a particular stage and indicate accordingly i.e. Amber or Red.

Although you may have a large group participating, good practice would suggest you only observe 1 or 2 children at any given time. This will allow for a more detailed professional judgement to be formed and next steps identified. Examples of such quality play activities can be found in [Phonological Awareness Ideas Pack](#).

As skills develop, the child's progress should be tracked using **Appendix 1**. At the end of May each year, collated summary sheets (**Appendix 2**) can be completed for each feeder primary (using **yes/no** for each "I Can" statement).

English as an Additional Language (EAL)

When using this pack with EAL children please ensure they have sufficient English language skills before they are observed as part of the tracking programme. However, it is vital for EAL learners to participate in the daily phonological activities with a particular focus on listening and rhyming songs.



Activity 1 - Listening: Auditory discrimination activity



Materials

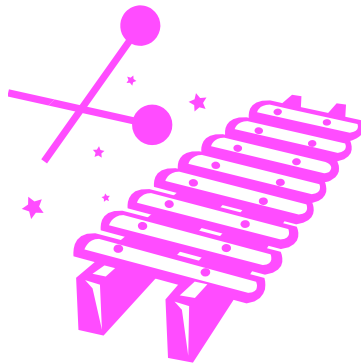
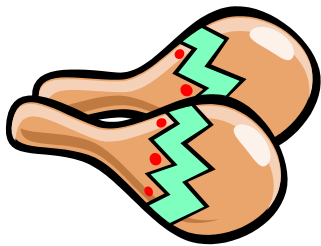
- Two identical sets of four percussion instruments e.g. 2 triangles, 2 drums etc
- A screen to hide the instruments behind

Instructions:

Show the children the four percussion instruments. Let them listen to them and name them. Lay them out. Place the duplicate instruments behind the screen.

The teacher hits one of the instruments behind the screen. The children listen and try to identify the matching sound.

Record whether children are able to discriminate aurally.





Activity 2 - Listening: Can follow instructions activity



Materials

None

A 'Simon Says' style of game in which the instructions are given very quietly and only the child named at the end of the instruction must respond.

If a child is thought to suffer from any hearing impairment, he/she must have the extra help of *eye-pointing.

Instructions:

Please listen.

Touch your nose

Rub your tummy

When I say your name it's your turn

Stand on one leg..... Ayaan

Clap your hands.....Kuba

Touch your nose.....Milly

Point to the door..... Man Ni

Rub your tummy.....Lucy etc



*Eye-pointing i.e. cueing the child by making eye contact before the command is given

Record if the child is able to follow instructions.



Activity 3 - **Listening:** Auditory discrimination and following instructions

Suzie has a cold

Materials:

- A doll
- Some tissues
- A spoon



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Instructions:

- Children sit in a circle.
- The adult has the doll and tells the children that Suzie is ill and has a cold.
- Ask if they would like to help Suzie get better.
- Explain that they can help Suzie by wiping her nose with a tissue when she sneezes and giving her a spoonful of medicine when they hear a cough. This should be modelled by the adult.
- The children take turns holding the baby. The adult sneezes or coughs. The children listen and demonstrate the appropriate response. Pass the doll around the circle until all the children have had a turn.
- Record whether the child is able to discriminate aurally and follow instructions.



Activity 4 - Rhyme Awareness: Nursery rhyme activity

(Use nursery rhymes that the children are familiar with)

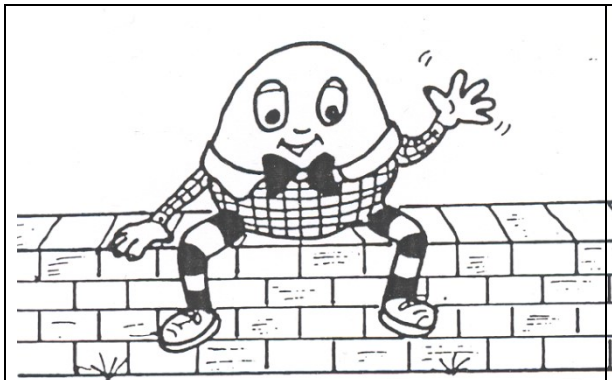
Instructions:

We're going to say some of our favourite nursery rhymes together but I'm going to miss out a word. Let's see if you know the word.

Examples:

- Jack and Jill went up the?
- Humpty Dumpty sat on a wall, Humpty Dumpty had a great?
- Twinkle twinkle little star, How I wonder what you?
- Hickory dickory dock, The mouse ran up the?

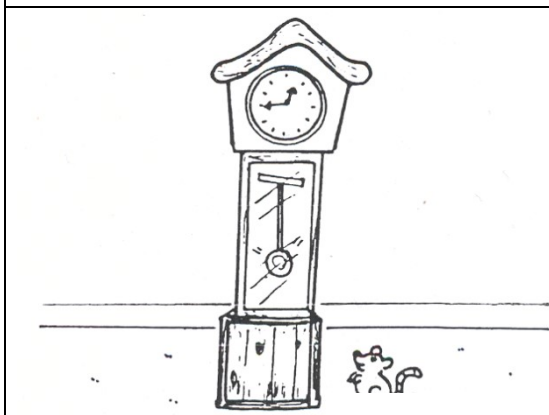
Continue with other familiar rhymes and miss out the rhyming word each time. Record if the child is able to do this task.



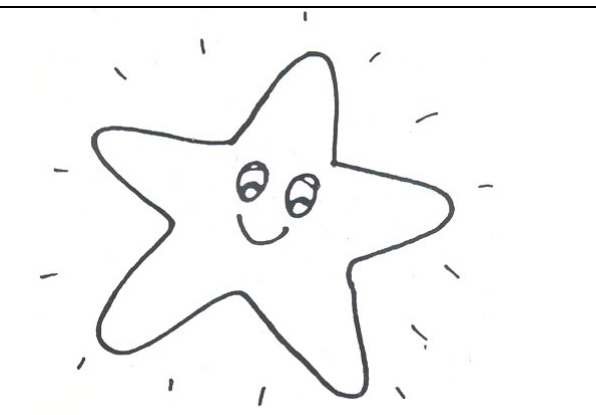
Activity 4



Activity 4



Activity 4



Activity 4



Activity 5 - Rhyme Awareness: Rhyming judgement

Materials:

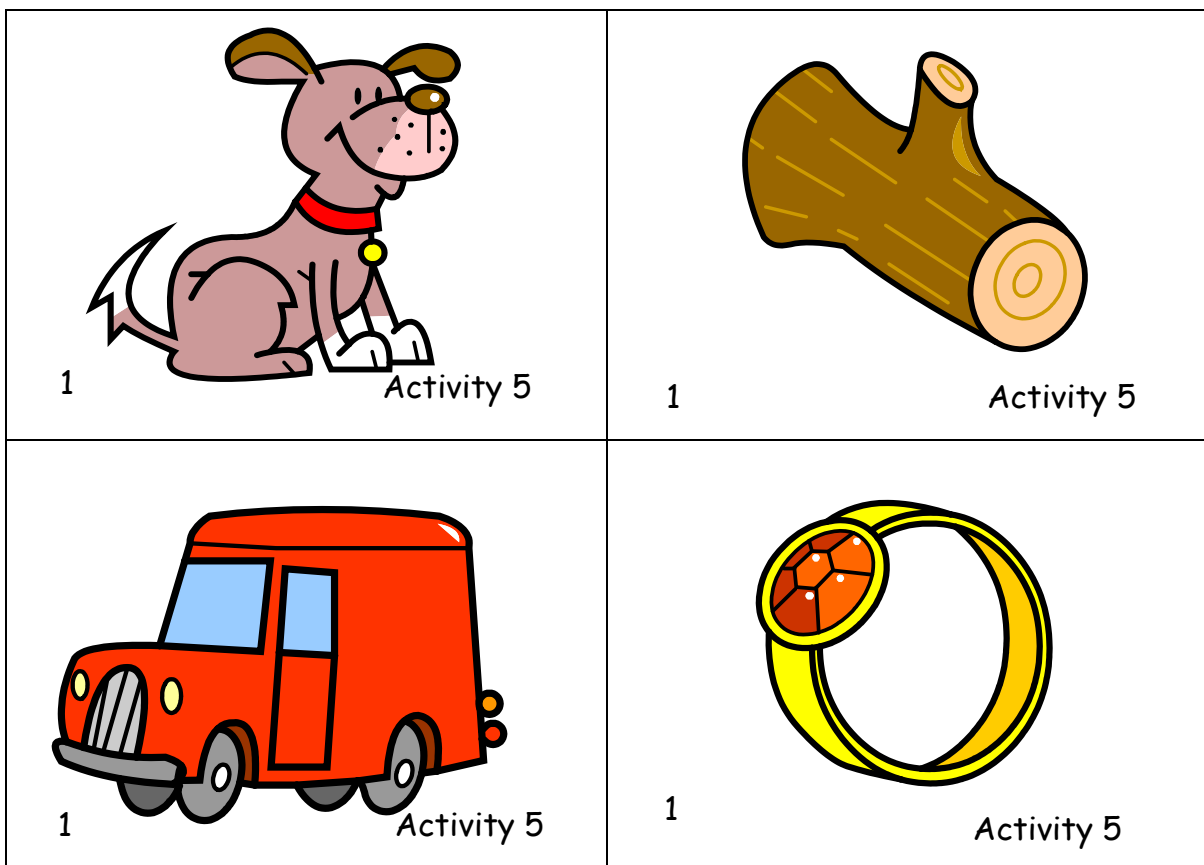
- Concrete object sets - two which rhyme and two which do not rhyme
- Option - Rhyming picture cards set 1 - **dog, log**, van and ring

Instructions:

- Use two rhyming objects and two non-rhyming objects.
- Display one of the rhyming objects e.g. **dog**
- Show the other three cards e.g. **log, van and ring**
- Ask the child to say the word which rhymes with dog (sounds the same as dog)
- The child puts the two cards together - dog and log
- Do more examples.
- Record the results.

Points to consider:

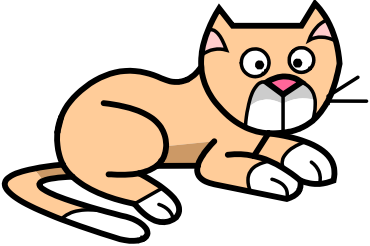

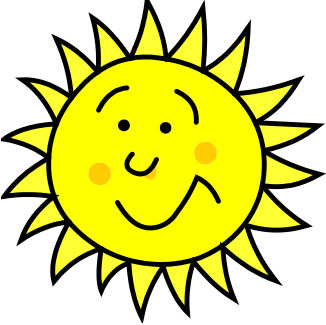
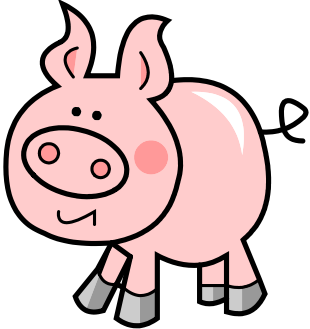
- Concrete objects to be used whenever possible
- Ensure EAL children are familiar with the vocabulary
- You may wish to use different objects depending on resources available.





Rhyming judgement - Activity 5 (cont.)


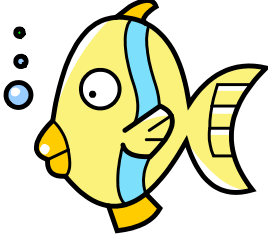
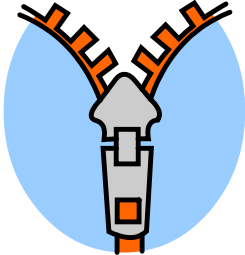
Set 2 cards: **cat**, **rat**, sun and pig

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 <p>2 Activity 5</p>	 <p>2 Activity 5</p>



Rhyming Judgement - Activity 5 (cont.)


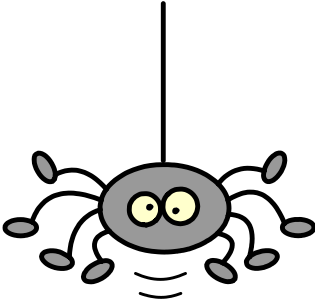

Set 3 cards: tree, three, zip and fish

 <p>3 Activity 5</p>	 <p>3 Activity 5</p>
<p>3</p> <p>3 Activity 5</p>	 <p>3 Activity 5</p>



Rhyming Judgement - Activity 5 (cont.)

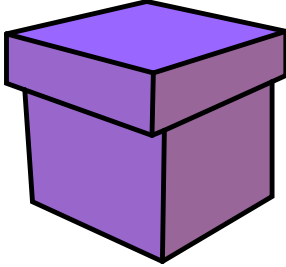
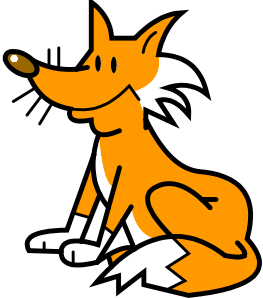
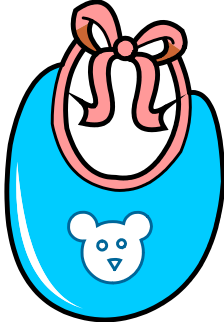
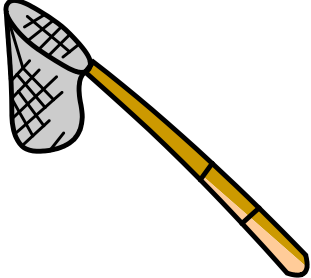
Set 4 cards: **ten**, **pen**, spider and cup

 <p>4 Activity 5</p>	 <p>4 Activity 5</p>
<p>10</p> <p>4 Activity 5</p>	 <p>4 Activity 5</p>



Rhyming Judgement - Activity 5 (cont.)

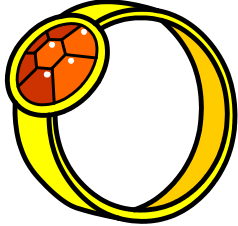
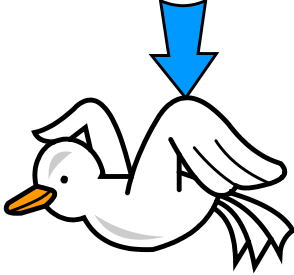
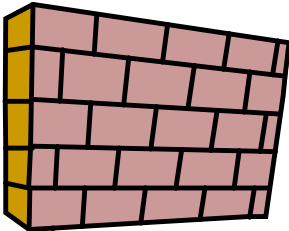
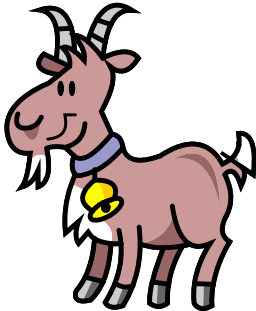
Set 5 cards: fox, box, bib and net

 <p>5 Activity 5</p>	 <p>5 Activity 5</p>
 <p>5 Activity 5</p>	 <p>5 Activity 5</p>



Rhyming Judgement - Activity 5 - (cont.)

Set 6 cards: ring, wing, goat and wall

 <p>6 Activity 5</p>	 <p>6 Activity 5</p>
 <p>6 Activity 5</p>	 <p>6 Activity 5</p>



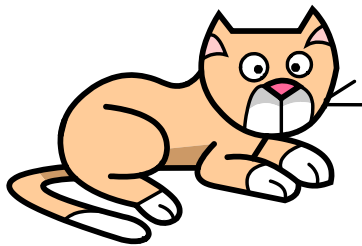
Activity 6 - Rhyme Awareness - Rhyme production

Materials:

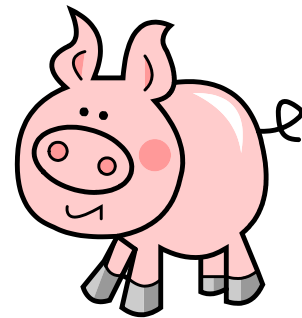
- Picture cards
- Use concrete objects whenever possible

Instructions:

- Can you say Humpty Dumpty?
- Humpty Dumpty sat on a wall,
- Humpty Dumpty had a great.....? What is the missing word?
- Listen, **w**all and **f**all sound the same. They rhyme.
- Let's find another word that rhymes with **w**all - ball- call- hall- small -tall
- Now we're going to play a game with some more words that sound the same.
- Help me with these words..... cat...fat.....
- Can you think of any more words that rhyme with cat? Hold up the picture card of a cat or a toy cat.
- Do the same with the other rhyming words.
- Record if the child is able to produce any rhyming words.



Activity 6



Activity 6

10

Activity 6



Activity 6



Activity 7 - Syllabic Awareness - Syllabification

Materials:

- Toy bumblebee
- Drum or claves

Instructions:

- Children sit in a circle.
- Adult explains that when we say words we can say them in drumbeats.
- Demonstrate child's name and other examples by tapping the correct number of syllables with an instrument.
 "We can say Minahil like this: Min - a - hil. It has 3 beats."
- Do some more examples.
- Ask child to try. *"Now you try."*

Ickity Tickety Bumblebee

- Adult introduces 'Ickity Tickety Bumblebee' toy.
- As the bumble bee is passed round, the children tap their names using claves/drum to tap out the beats of their name.
- This can be repeated using their friend's names, and the names of favourite characters or superheroes.

Group: *"Ickity Tickity Bumblebee, can you tap your name to me..."*

Child: *"Min - a - hil"* (tapping out syllables on drum)



Activity 8 - Syllabic Awareness - Syllable segmentation

Materials:

- Concrete objects of your choice
- Drum or similar percussion instrument
- Option - Picture cards

Set 1 words:

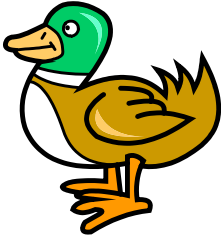
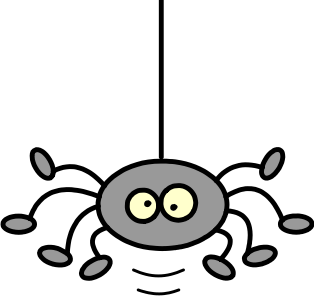
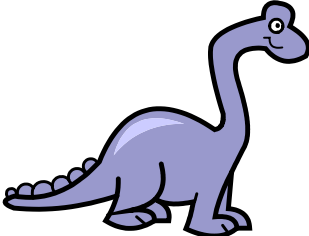
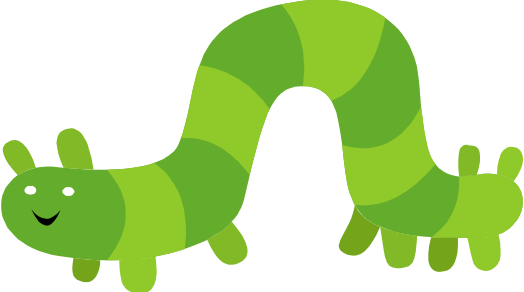
- duck - 1 syllable
- spi/der - 2 syllables
- din/o/saur - 3 syllables
- cat/er/pill/ar - 4 syllables

Instructions:

- When we say words we can say them in drumbeats. Demonstrate child's name and other examples by tapping the correct number of syllables with an instrument.

"We can say hospital like this: hos...pit....al. It has 3 beats."

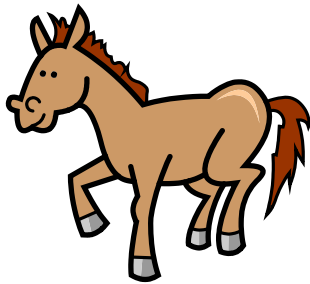
- Do some more examples.
 - Ask child to try. "Now you try."
 - Continue using the concrete objects or picture cards.
 - Let the child tap with percussion or clap the syllables in each word.
- Record whether the child can segment syllables

 <p>1 Activity 8</p>	 <p>1 Activity 8</p>
 <p>1 Activity 8</p>	 <p>1 Activity 8</p>

Syllable Segmentation - Activity 8 (cont.)

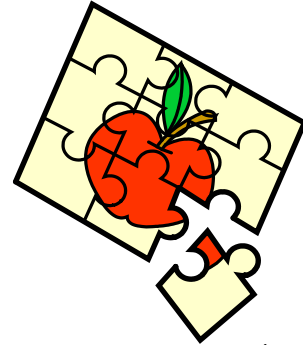
Set 2 words:

- horse - 1 syllable
- jig/saw - 2 syllables
- sub/mar/ine - 3 syllables
- hel/i/cop/ter - 4 syllables



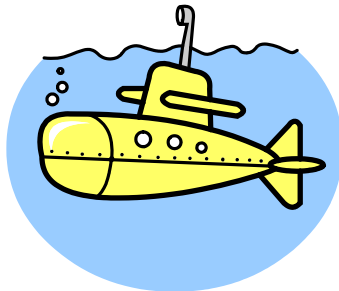
2

Activity 8



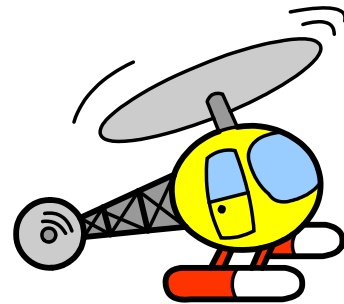
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Activity 8



2

Activity 8



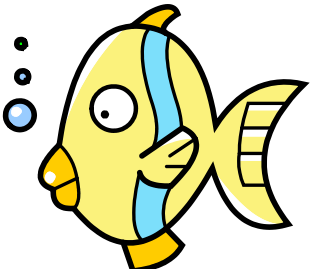
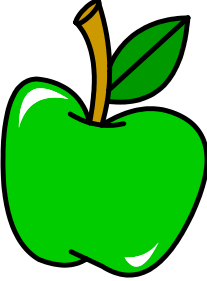
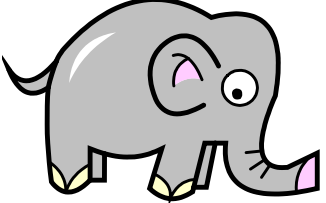

2

Activity 8

Syllable Segmentation - Activity 8 (cont.)

Set 3 words:

- fish - 1 syllable
- ap/ple - 2 syllables
- el/e/phant - 3 syllables
- in/vit/a/tion - 4 syllables

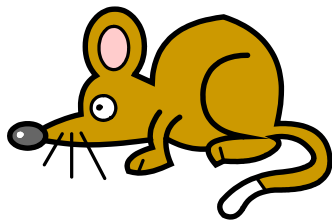
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Syllable Segmentation - Activity 8 (cont.)

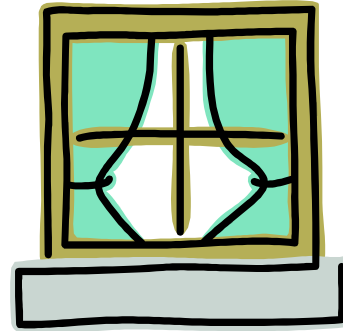
Set 4 words:

- mouse - 1 syllable
- win/dow - 2 syllables
- but/ter/fly - 3 syllables
- a/qua/ri/um - 4 syllables



4

Activity 8



4

Activity 8



4

Activity 8



4

Activity 8



Activity 9 - Phonemic awareness - Initial sounds

Materials:

- Initial sound picture cards (sets 1-4) (**concrete objects preferable**)


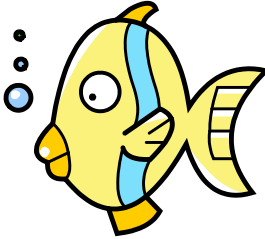
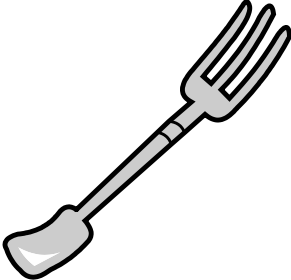
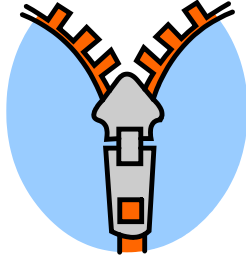
Instructions:

- Place all cards or objects on a table.
- Ask the child to name all the objects and to identify the object beginning with a different sound.
 "Which one has a different sound at the beginning?"
- Do some examples first.
- If the child is able to discriminate aurally the initial sounds in words, record results.

Odd Sound Out - discrimination of initial sounds in words aurally -f

Words are - foot, fish, fork and zip

-

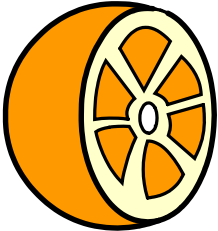
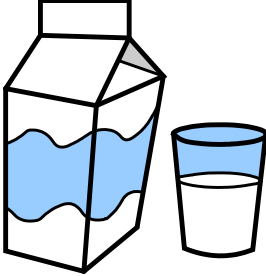
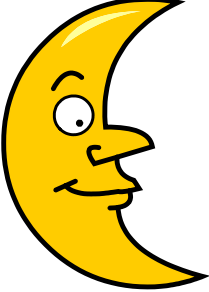
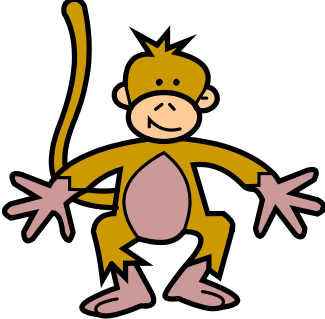
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Initial sounds - Activity 9 (cont.)

Odd Sound Out- Discrimination of initial sounds in words aurally - **m**

Words are - milk, moon, monkey and **orange**

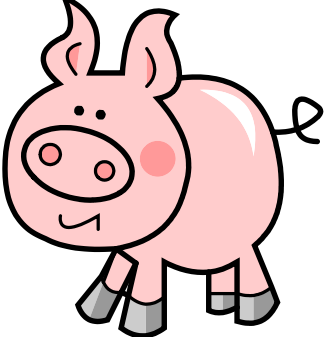
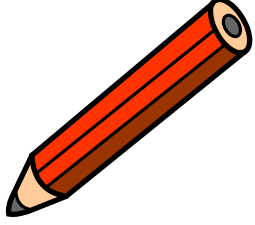
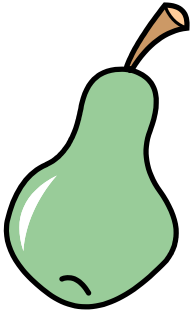

 <p>2 Activity 9</p>	 <p>2 Activity 9</p>
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Initial sounds - Activity 9 (cont.)

Odd Sound Out- Discrimination of initial sounds in words aurally - p

Words are - pig, pear, pencil and jelly

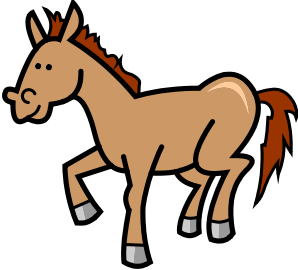
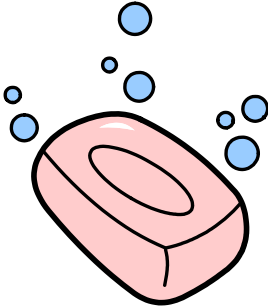
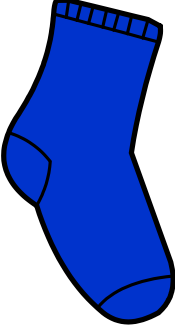
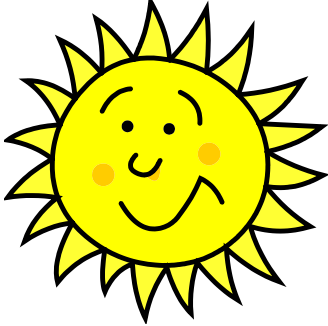
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Initial sounds - Activity 9 (cont.)

Odd Sound Out- Discrimination of initial sounds in words aurally - **s**

Words are - sock, sun, soap and **horse**

 <p>4 Activity 9</p>	 <p>4 Activity 9</p>
 <p>4 Activity 9</p>	 <p>4 Activity 9</p>



Activity 10 - Phonemic awareness - Initial sounds

Materials:

- 8 concrete objects (4 sets of 2 objects with each set beginning with the same sound) e.g., cat/car, tiger/tomato, book/ball
- Option - Picture cards for activity 9

Instructions:

- Place objects/cards on a table.
- Ask the child to name each object and what sound they think it starts with.
*"I spy with my little eye something beginning with _____.
Can you spy something with the same sound on the table?"*
- The child finds the objects/picture cards and matches the two with the same initial sound.
- Continue with the other sounds. Record the results.

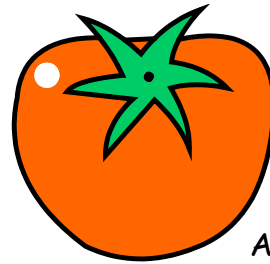
Words are - tiger, tomato, lion, lamp, watch, web, rabbit and rainbow



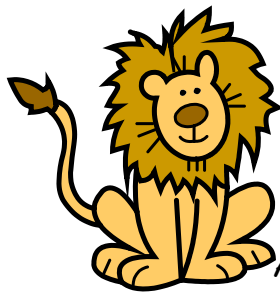
Initial Sounds - Activity 10 (cont.)



Activity 10



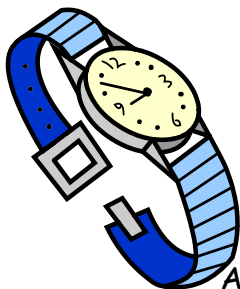
Activity 10



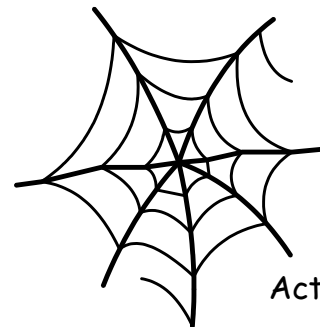
Activity 10



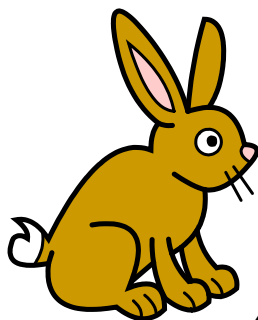
Activity 10



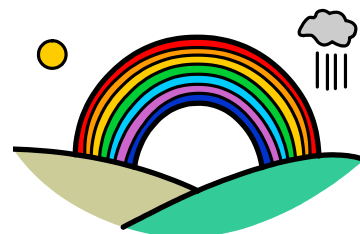
Activity 10



Activity 10




Activity 10



Activity 10




Appendix 1

 Early Years Phonological Awareness Tracking (Pre-school) Establishment.....										
Names	Activity 1 Listening I can discriminate aurally	Activity 2 Listening I can follow instructions	Activity 3 Listening I can discriminate aurally and I can follow instructions	Activity 4 Rhyme awareness I can complete nursery rhymes	Activity 5 Rhyme awareness Rhyme judgement I can identify rhyming words	Activity 6 Rhyme awareness Rhyme production I can produce rhyming words	Activity 7 Syllabic awareness I can clap syllables in familiar words	Activity 8 Syllabic awareness Syllable segmentation I can segment syllables	Activity 9 Phonemic Awareness I can recognise initial sounds	Activity 10 Phonemic Awareness I can identify initial sounds



Appendix 2

 Early Years Phonological Awareness Tracking (Pre-school) Session..... Establishment.....										
Name	Activity 1 Listening I can discriminate aurally	Activity 2 Listening I can follow instructions	Activity 3 Listening I can discriminate aurally and I can follow instructions	Activity 4 Rhyme awareness I can complete nursery rhyme	Activity 5 Rhyme awareness Rhyme judgement I can identify rhyming words	Activity 6 Rhyme awareness Rhyme production I can produce rhyming words	Activity 7 Syllabic awareness I can clap syllables in familiar words	Activity 8 Syllabic awareness Syllable segmentation I can segment syllables	Activity 9 Phonemic Awareness I can recognise initial sounds	Activity 10 Phonemic Awareness I can identify initial sounds
Initial Tracking										
Final Tracking										

Indicate YES or No (Y or N) in boxes (Y = full understanding of concept)