



Phonological Awareness Pack

Tracking Progress in Early Years (Primary 1)





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FAQs

1. What is it for?

This pack allows you to screen and track the phonological skills of Primary 1 children in the key areas of listening, rhyme, syllables, phonemes (sounds) and word boundaries.

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 spelling, reading and writing skills.

3. Who is it for?

All Primary 1 children with an appropriate level of spoken English although all children may participate in the activities.

4. When do we use it?

Early in each session, with benchmarking carried out towards the end of the session. Similar PA activities to develop these skills should be carried out on a daily basis for those who need it.

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 (Primary 1)

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

Recording results

Use **Appendix 1** to record the results of each activity on the PA Tracking Sheet at the beginning and towards the end of the school year.

Some results may be unclear and if this is the case, use your own professional judgement to decide if the child has **fully** grasped the concept of a particular stage and indicate accordingly i.e. **Yes** or **No**.

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 more detailed professional judgements to be formed and next steps identified.

A range of early level activities used to develop the child's skills and the child's progress can continue be tracked. At the end of May each year, collated summary sheets (**Appendix 2**) should be completed for transition purposes (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

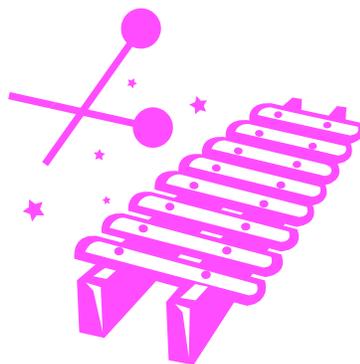
Materials

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

Following 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..... Jack

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 activity and following instructions activity

Materials:

A doll

Some tissues

A spoon



Instructions:

Children will sit in a circle.

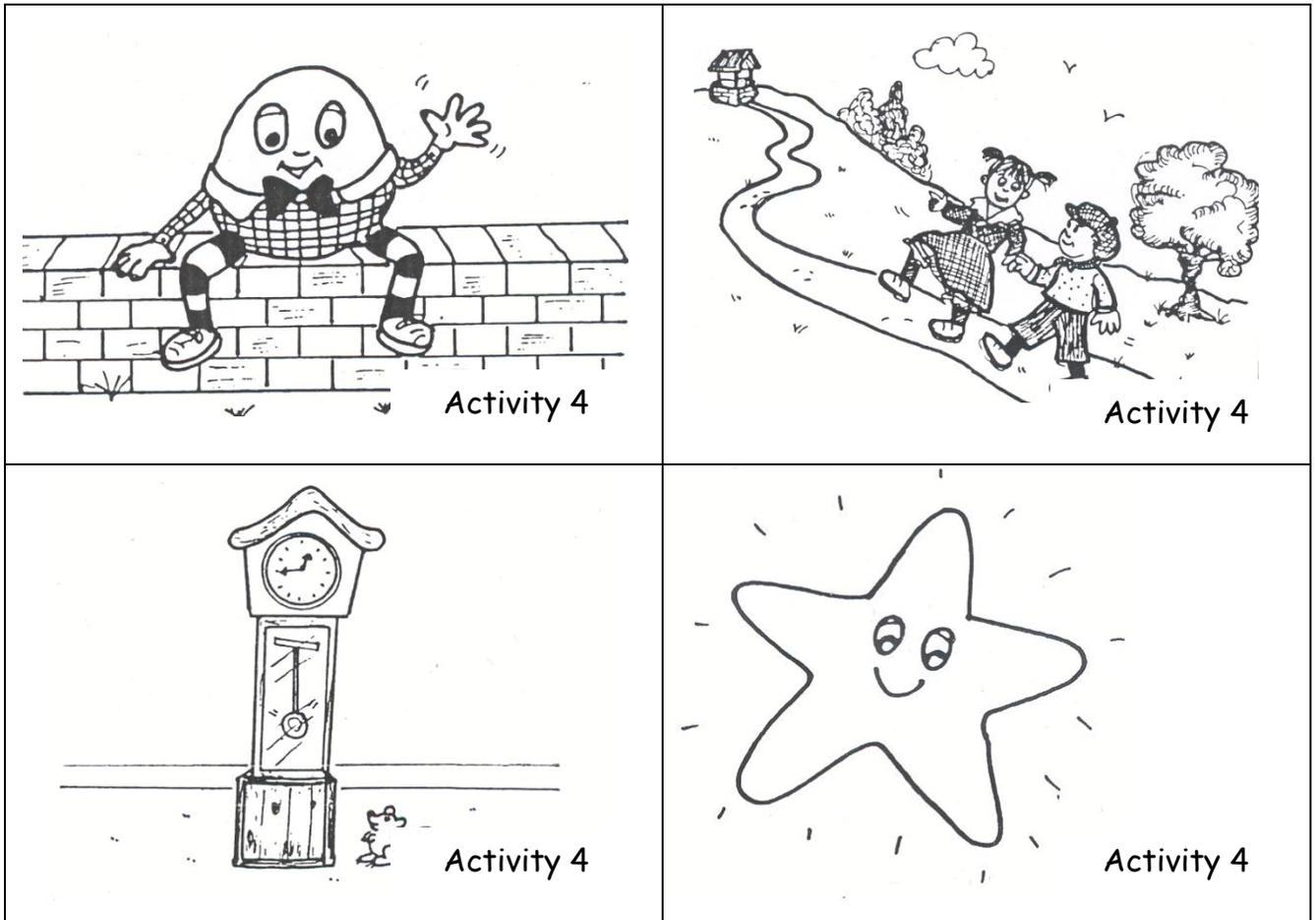
The adult has the doll and tells the children that Suzie is ill and has a cold. The children are asked if they would like to help Suzie get better.

It is explained to the children 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 can be modelled by the adult.

The children take turns holding the baby. The adult sneezes or coughs. The children have to listen and work out the appropriate response. The doll is then passed around the circle until all the children have had a turn.

The children take turns holding the baby. The adult sneezes or coughs. The children have to listen and work out the appropriate response. The doll is then passed around the circle until all the children have had a turn.

Activity 4



Rhyme Awareness

Nursery Rhyme activity

(Use nursery rhymes that the children are familiar with)

Instructions

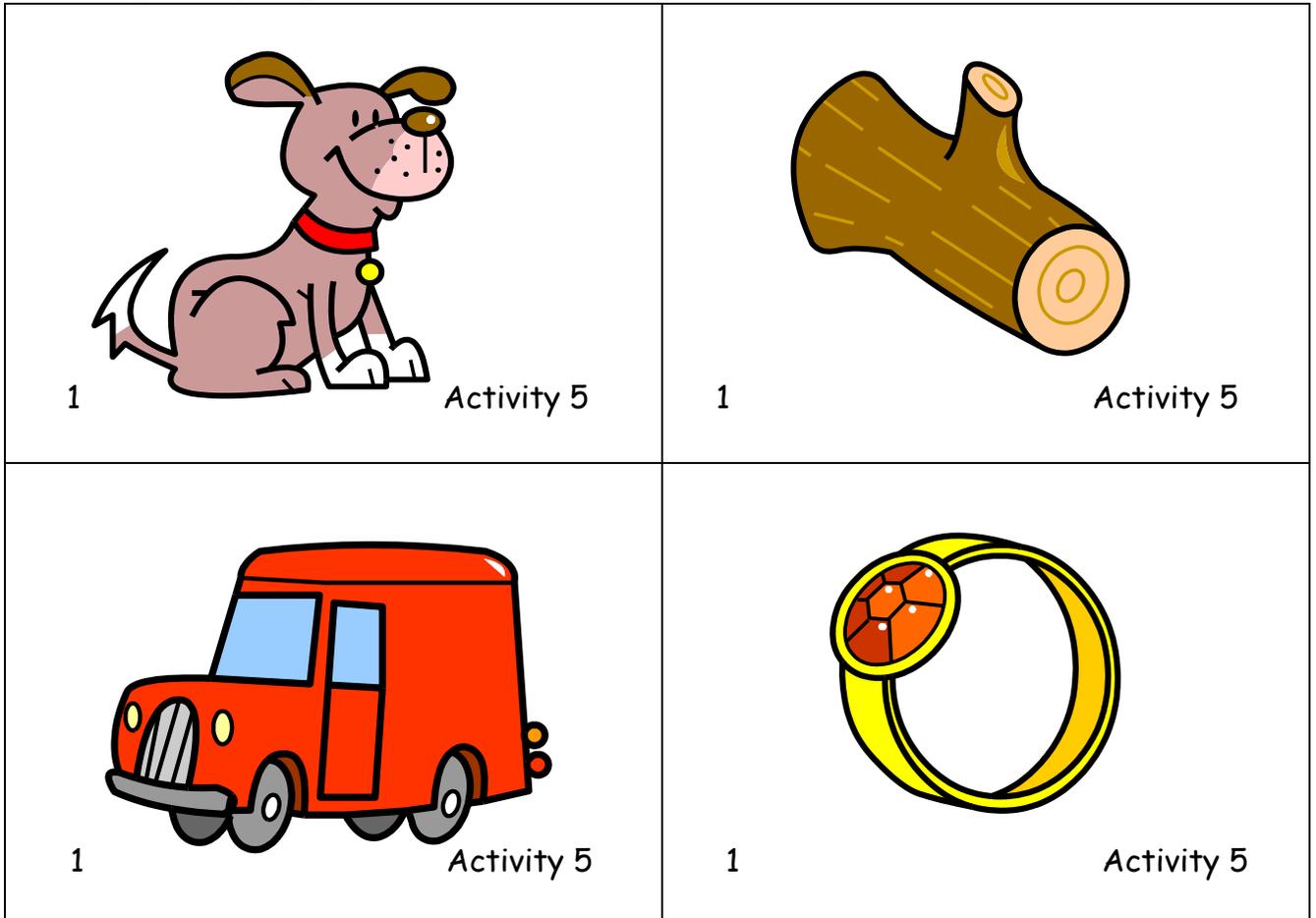
We're going to say some of our favourite nursery rhymes together but I'm going to miss out a word. Let's see if you know the word.

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 5 Rhyming Awareness



Rhyming judgement activity 5

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.

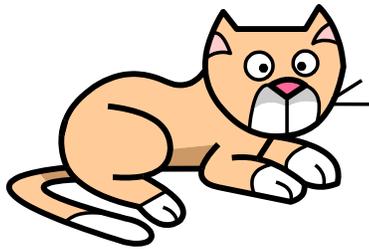
Points to consider

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.

Activity 5 continued



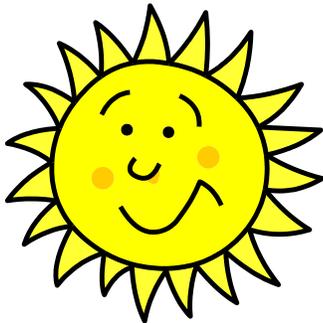
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Activity 5



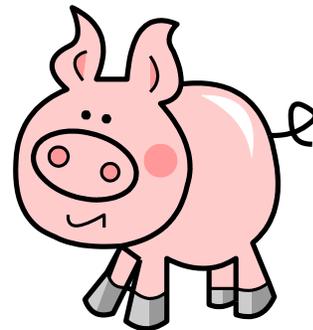
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Activity 5



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Activity 5



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Activity 5

Rhyming judgement activity 5

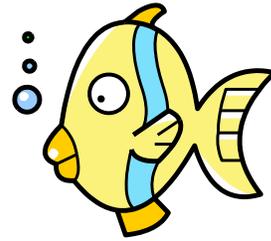
Set 2 cards **cat, rat**, sun and pig

Activity 5 continued



3

Activity 5



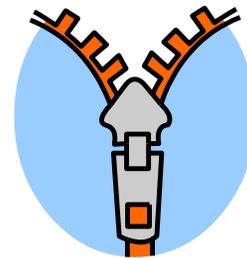
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Activity 5



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Activity 5



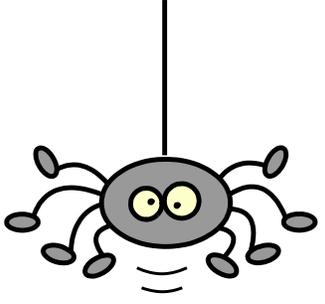
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Activity 5

Rhyming Judgement activity 5

Set 3 cards tree, three, zip and fish

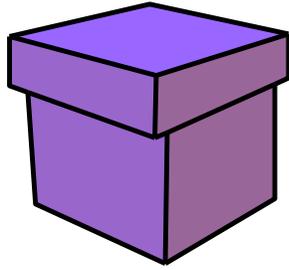
Activity 5 continued

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

Rhyming Judgement activity 5

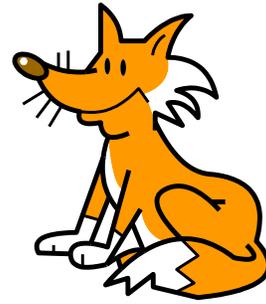
Set 4 cards **ten, pen**, spider and cup

Activity 5 continued



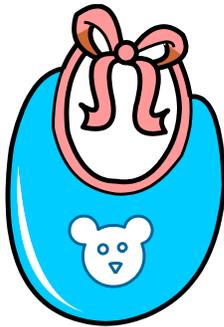
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Activity 5



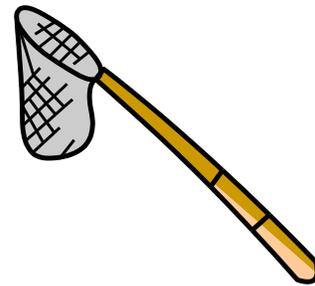
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Activity 5



5

Activity 5



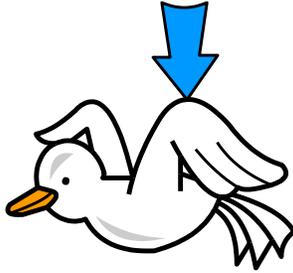
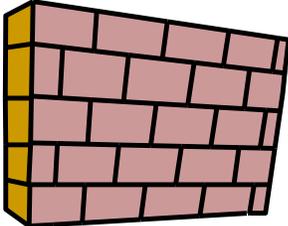
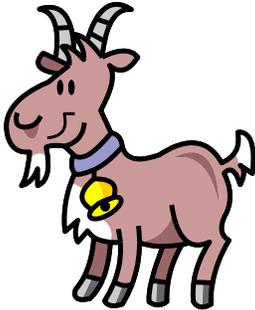
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Activity 5

Rhyming Judgement activity 5

Set 5 cards fox, box, bib and net

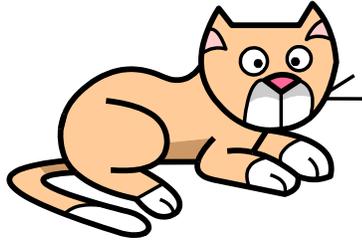
Activity 5 continued

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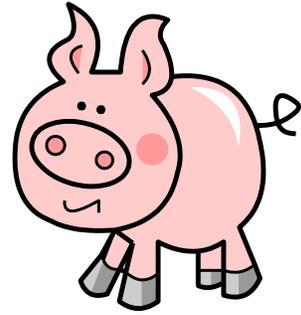
Rhyming Judgement activity 5

Set 6 cards ring, wing, goat and wall

Activity 6



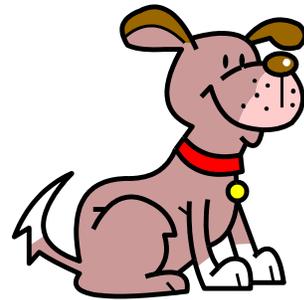
Activity 6



Activity 6

10

Activity 6



Activity 6

Rhyme Awareness - Rhyme production activity 6

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.

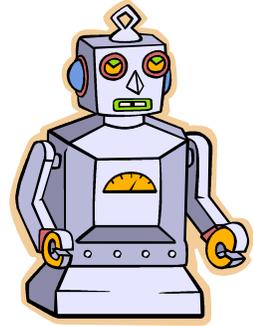
Activity 7

Syllabic Awareness

Syllable blending activity

Materials

Toy robot or picture



Instructions

I am going to say some words in a funny way like a robot.

Pronounce each word as you would normally say it, but leave a one second gap between each syllable.

Ask the child to guess the word you are saying.

Do some examples and if the child has difficulty, tell them the word.

Record the results.

Examples

2 syllable words

pen/cil

don/key

pic/nic

gar/den

3 syllable words

la/dy/bird

fan/tas/tic

com/put/er

an/i/mal

4 syllable words

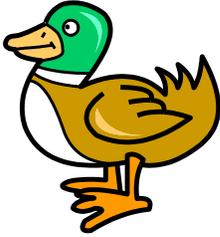
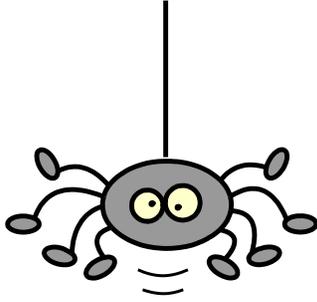
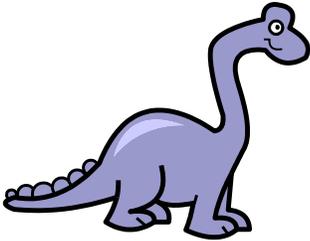
te/le/vi/sion

in/ter/est/ing

all/i/ga/tor

A/mer/i/ca

Activity 8

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

Syllabic Awareness - Syllable segmentation activity

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

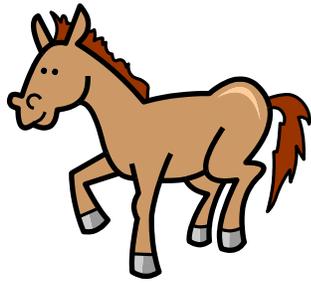
When we say words we can say them in drumbeats. Demonstrate child's name and other examples by tapping the correct number of syllables with an instrument. Ask child to try.

We can say hospital like this: hos...pit....al. It has 3 beats. Now you try. Do some more examples.

Continue using the concrete objects or picture card

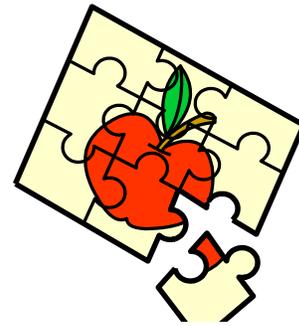
Let the child tap with percussion or clap the syllables in each word. Record whether the child can segment syllables

Activity 8 continued



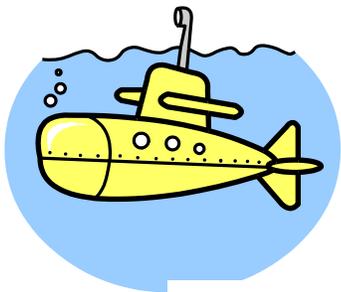
2

Activity 8



2

Activity 8



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Activity 8



2

Activity 8

Set 2 words:

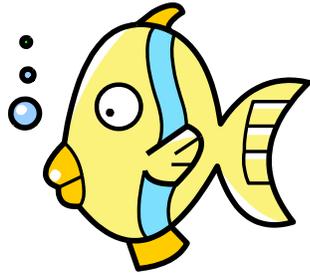
horse - 1 syllable

jig/saw - 2 syllables

sub/mar/ine - 3 syllables

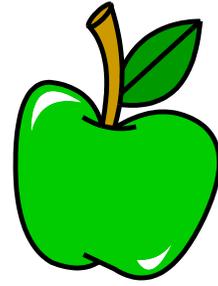
hel/i/cop/ter - 4 syllables

Activity 8 continued



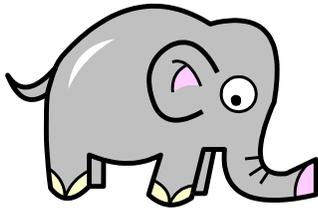
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Activity 8



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Activity 8



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Activity 8



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Activity 8

Set 3 words:

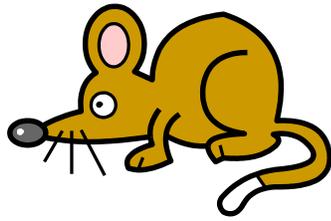
fish - 1 syllable

ap/ple - 2 syllables

el/e/phant - 3 syllables

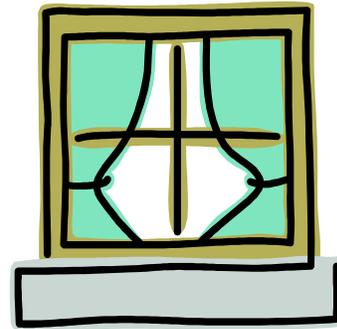
in/vit/a/tion - 4 syllables

Activity 8 continued



4

Activity 8



4

Activity 8



4

Activity 8



4

Activity 8

Set 4 words:

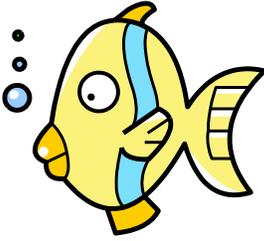
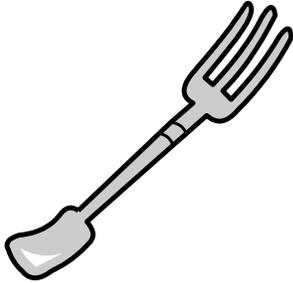
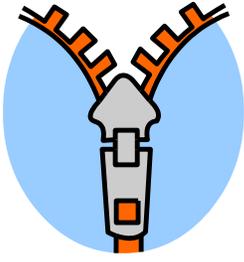
mouse - 1 syllable

win/dow - 2 syllables

but/ter/fly - 3 syllables

a/qua/ri/um - 4 syllables

Activity 9

 <p>1 Activity 9</p>	 <p>1 Activity 9</p>
 <p>1 Activity 9</p>	 <p>1 Activity 9</p>

Phonemic awareness

Initial sounds

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

Words are - foot, fish, fork and zip

Materials

Initial sound picture cards (sets 1-4)

Option (concrete objects)

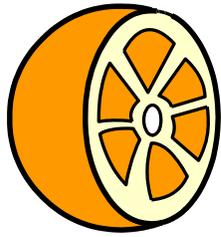
Instructions

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.

Say: Which one has a different sound at the beginning? Do some examples first.

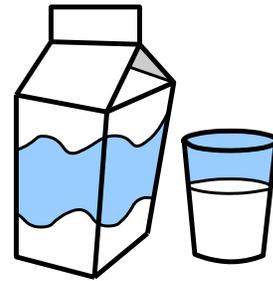
The final outcome is that the child is able to discriminate aurally the initial sounds in words. Record results.

Activity 9 continued



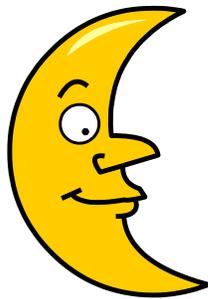
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Activity 9



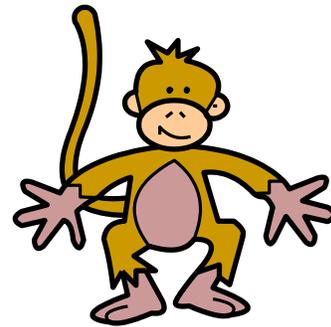
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Activity 9



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Activity 9



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Activity 9

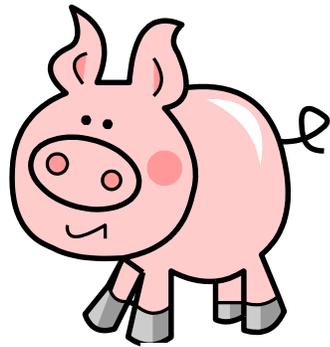
Phonemic awareness

Initial sounds

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

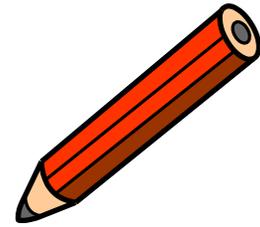
Words are - milk, moon, monkey and **orange**

Activity 9 continued



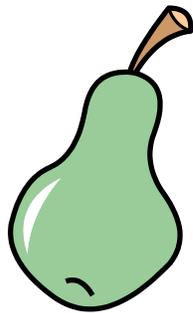
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Activity 9



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Activity 9



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Activity 9



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Activity 9

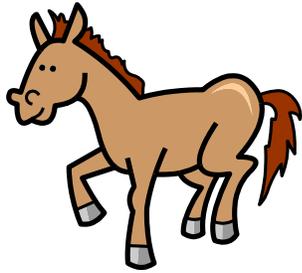
Phonemic Awareness

Initial sounds

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

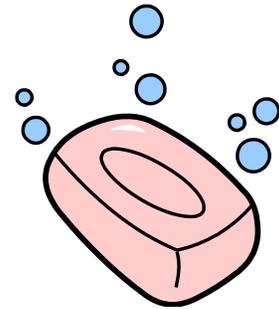
Words are - pig, pear, pencil and **jelly**

Activity 9 continued



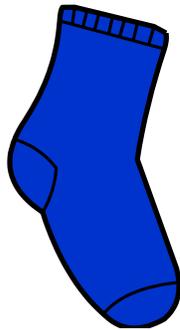
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Activity 9



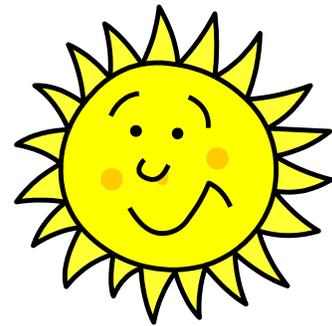
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Activity 9



4

Activity 9



4

Activity 9

Phonemic awareness

Initial sounds

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

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

Activity 10
Instructions

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

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

Instructions

Place objects/cards on a table. Ask the child to name each object and what sound they think it starts with.

Say: 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.

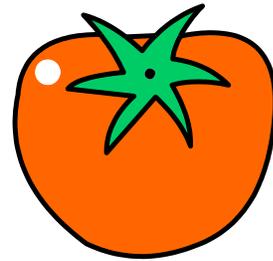
Continue with the other sounds.

Record the results.

Activity 10 continued



Activity 10



Activity 10



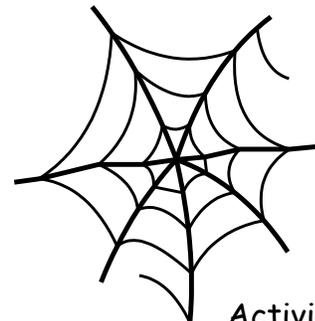
Activity 10



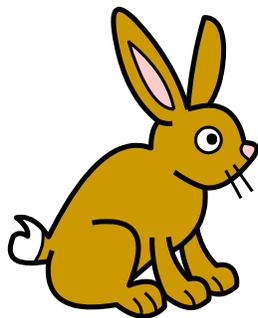
Activity 10



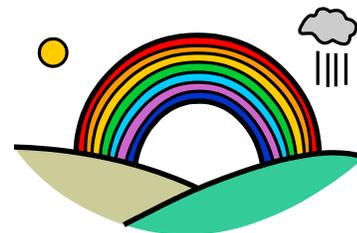
Activity 10



Activity 10



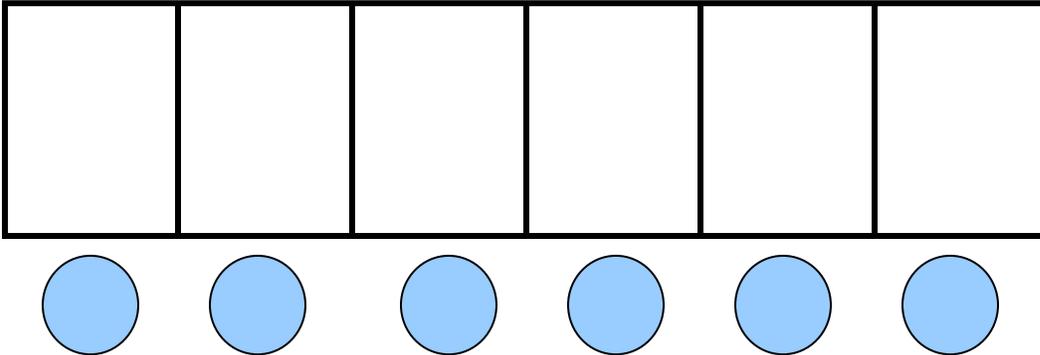
Activity 10



Activity 10

Activity 11 - Word Boundaries

Segmenting sentences into words activity



Materials:

Counters or similar counting material such as plastic teddies, blocks etc
Card with six boxes (as above)

Instructions

Put out the plastic counters or counting materials and the card with six boxes.

Ask the child to tell you any word that they can think of. If they can't think of a word, give an example and ask them to give further examples.

Tell the children that we are going to count words.

Explain that you are going to say some words. You want them to repeat each word and to push a counter into a box as they do so

For each of the following sentences, give the child the number of counters/ counting material necessary to complete the task. Show them what to do if they don't understand. If children have difficulty in remembering the sentences, practise that aspect of the task before going on to ask them to push the counters.

Record the results.

Sentence	Number of counters
Hello	1
Help me	2
I can jump	3
It is raining	3
I saw a horse	4
My name is _____ (child's name)	4
I like toast for breakfast	5
The cat ran up the tree	6