

Guidelines

This assessment is intended as a screening tool. If you expect difficulties at any level, then there are a number of further assessments you can do to probe underlying ability and areas of difficulties.

In order to promote consistency, please stick to the script on the assessment. Do not give any feedback about achievement to the child, instead use generic praise to keep the child motivated e.g. 'I can see you're working really hard' between sections. Be careful about giving non-verbal 'clues' to the child during the assessment items – looking, nodding etc.

If the child has not grasped the concept by the end of the trial items then consider adding in more trial items. During the trial items you can use gesture, signs and exaggeration to help the child understand. This is particularly important for children with ASN or EAL.

Some children may need the screen completed over more than one session due to the nature of the attention skills required and the rapidly changing concepts presented within the assessment.

If a child fails 2 sections in succession, then discontinue the assessment and score from here.

The assessment is designed to help you decide on which phonological awareness concept to target, and therefore there is a space to record this information at the bottom of the page.

All the tasks are done from adult production to minimise the impact for children with speech, language and communication needs or those with a restricted vocabulary. Please note, this assessment is for phonological awareness, therefore the tasks involve manipulation of sounds and not letters/spelling. Make sure you remember to use the sound and not the letter name.

You will need:

5 bricks / cubes

4 counters

The accompanying picture book

A quiet space to work

Name:		Stage:		Date:	
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1. Listening and attention

Attends to adult led task for 10 or more minutes

If observed score 1

2. Auditory discrimination

“Listen to these sounds ...m....m....they sound the same. Listen to these soundss....f....they sound different. Now listen to these sounds and tell me do they sound the same or different. If you can't remember the sounds, let me know and I will tell you again”

p...p g....th v....ee s...s

If all 4 correct score 1

3. Auditory memory

“Now let's practise remembering. Try to remember these words....car, bat, pencil..... (*be careful space the words out evenly, then repeat with child*) car, bat, pencil”

Now it's your turn to remember the words. Listen carefully to help you to remember the words, and try to remember on your first try. I can only tell you these words once”

ball, cat, van biscuit, pen, house hat, potato, cow

If all 3 correct score 1

4. Word boundaries

“Here are some bricks. Move a brick in front of you for each word you hear. Let's practise some together” (*speak slowly and clearly, moving a brick for each word, remember to put the bricks back after each trial*):

The car is red

My cat is sleeping

They played football

“Now you try. If you can't remember the sentence, let me know and I will tell you again”

The cow is big They went swimming I like carrots and peas

If all 3 correct score 1

5. Rhyme awareness and detection *See picture book*

“This is a cat. Which word rhymes with cat? Hat...banana? (*Pause for child to think*) Cat and hat rhyme. They sound the same at the end. This is a log. Which word rhymes with log? chair...frog? (*Pause for child to think*) Log and frog rhyme. They sound the same at the end. Now you try. If you can’t remember the words, let me know and I will tell you again”

Which word rhymes with mouse? House...shoe

Which word rhymes with boat? Sun...coat

Which word rhymes with star? Car...ball

If all 3 correct score 1

6. Syllable blending

“I’m going to talk like a robot. See if you can put the words back together for me. We can do some together first to practise. Tay...ble (*pause*) table. Com...pu...ter (*pause*) computer. Bis...cit (*pause*) biscuit. Now you try. If you can’t remember the words, let me know and I will tell you again”

a...pple (*apple*) ra...bbit (*rabbit*) trou...sers (*trousers*)

If all 3 correct score 1

7. Syllable detection *See picture book and get counters*

“Now it’s your turn to talk like a robot and split words into syllables. We can do some together first to practise. Umbrella...um...bre...lla (*move a counter onto each circle for every syllable, you do not need to count the total number at the end*). Jumper...jum...per (*move a counter onto each circle for every syllable*) Now you try. If you can’t remember the words, let me know and I will tell you again”

rocket (ro...cket) butterfly (bu...tter...fly) chicken (*chi...cken*)

If all 3 correct score 1

8. Rhyme production

“Rhyming words sound the same at the end. Here are some words that rhyme; fox, socks, box, locks, wox, mox, pox. Now you try to think of one or two words that rhyme with the words that I say, they don’t have to be real words but they do have to sound the same at the end. If you can’t remember the words, let me know and I will tell you again”

Log, frog, mog cat, bat, mat far, car, bar

If all 3 correct score 1

9. Onset-rime

“I can take sounds and blend them together to make a word. Listen; b...ook (*pause*) book, tr...ain (*pause*) train, j...elly (*pause*) jelly. Now you try to blend the sounds I say together. If you can't remember the sounds, let me know and I will tell you again”

d...og (*dog*) ch.....eese (*cheese*) sn...ake (*snake*)

If all 3 correct score 1

10. Phoneme discrimination and alliteration

“Now we are going to think about the sounds at the beginning of words. Let's do some together to practise. Does sssssun begin with sssss? (*Exaggerate sounds and use gestures for practise items*) yes, ssssun begins with ssss. Listen, ssssun. Does baby begin with mmmm? No, baby begins with b. Listen, baby. Now it's your turn. If you can't remember the words, let me know and I will tell you again”

Does fire begin with ffff? Does pig begin with nnnn?

Does shoe begin with t? Does key begin with k?

If all 4 correct score 1

11. Phoneme blending

“I can put lots of sounds together to make a real word. Listen; h...a...t (*pause*) hat, s...p...oo...n (*pause*) spoon, d...o...g (*pause*) dog. Now you try to blend the sounds I say together. If you can't remember the sounds, let me know and I will tell you again”

p...e...n (*pen*) s...n...a...ck (*snack*) v...a...n (*van*)

If all 3 correct score 1

12. Phoneme segmentation *See picture book*

“Now we are going to split words into sounds. Let's practise some together. This is a book (*pause*) b..oo..k, this is a cup (*pause*) c..u..p, this is a stick (*pause*) s..t...i..ck. Now you try to split the next words into sounds. If you can't remember the words, let me know and I will tell you again”

bed (*b...e...d*) frog* (*f...r...o...g*) pig (*p..i...g*)

**if child says fr, then prompt to try again*

If all 3 correct score 1

Phonological awareness target(s):

Total Score (out of 12)