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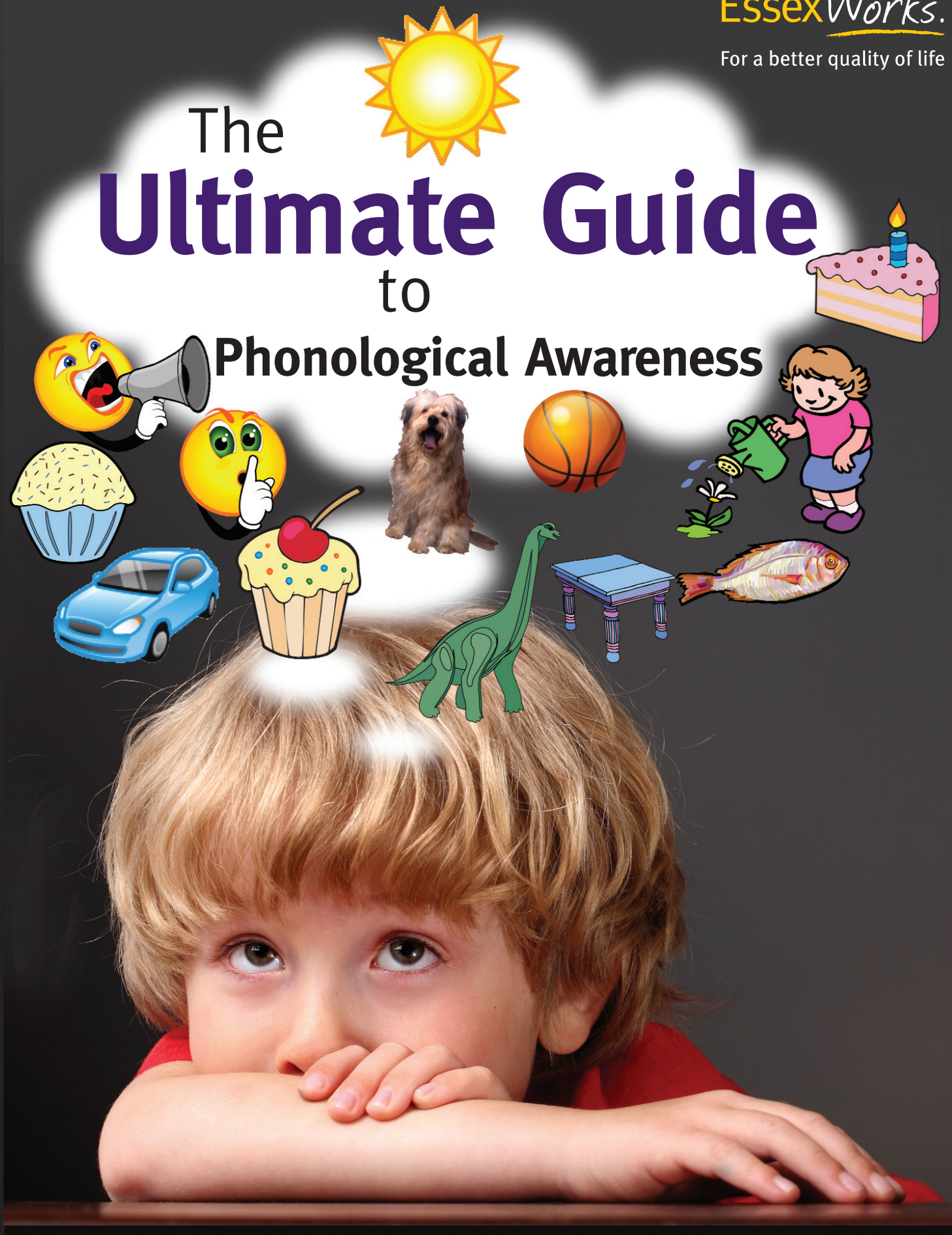
The Ultimate Guide to Phonological Awareness



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Background

In 2007, as part of the Primary National Strategy, the DfES introduced the 'Letters and Sounds: Principles and Practice of High Quality Phonics' document, a guidance to the teaching of phonics in the foundation Stage and Key stage 1.

This six phased programme has been developed according to criteria set out by the DfES in March 2007 which defined 'high quality phonic work'.

Phase One paves the way for systematic teaching of phonics and phases two to six develop:

- Knowledge of grapheme - phoneme correspondence
- Skills of blending and segmenting with letters and sounds
- Reading of high frequency words

In order to make good progress in phases two to six, speaking and listening skills need to be established and sound phonological awareness skills are crucial.

What is phonological awareness?

Phonological awareness is conscious sensitivity to the sound structure of language. It is the awareness of the units of sounds - which may be phonemes - but may be rimes, onsets or syllables. Children who have good phonological awareness skills can identify that when the teacher says b-a-t that the word is 'bat'; they can say all the sounds in the spoken word 'dog' and know that if the last sound in the word 'cart' is removed the word would then change to 'car'.

The Ultimate Guide to Phonological Awareness

Why teach phonological awareness?

Phonological awareness is not only linked with learning to read, but research indicates that it appears to help children develop reading skills. Phonological awareness is a foundation for matching sounds to letters (Stanovich, 1994).

Once beginning readers have some awareness of phonemes and their graphic representations, further teaching of reading develops awareness of language, which then goes on to help children learn the later stages of phonological awareness.

Phonological awareness is both a prerequisite for, and a consequence of, learning to read (Yopp, 1992).
Phonological awareness is not phonics. Phonics is the relationship between sounds and letters. Phonological awareness needs to be taught independently of phoneme-grapheme correspondence.

Purpose

Some children, for various reasons, do not enter school with the foundation skills needed to develop their literacy and in particular, those skills described in Phase One of the 'Letters and Sounds' document. These children may begin to learn sounds and letters but are unlikely to make good progress in reading and writing because they lack crucial foundation phonological awareness. These are the children who appear to 'hit a brick wall' when it comes to developing reading skills. They are, therefore, likely to need a systematic, structured approach, where difficulties can be effectively identified and progress measured.

The purpose of this resource pack is to help school staff better understand the stages of phonological awareness and to provide structured activities and materials that can be used to teach early phonological awareness skills, paving the way for the systematic teaching of phonics as described in Phase Two of the Letters and Sounds document.

It can also be used to support children who have not made the expected progress in literacy because of identified difficulties with phonological awareness, as well as with children who have difficulties with speech production, who may be working in similar areas, possibly supported by a Speech and Language Therapist.

Stages of development.

Before a child can make good progress in learning the written representation of sounds he/she needs to be able to:

- Recognise speech sounds as distinct from other environmental sounds
- Isolate individual words in speech flow
- Recognise that words can rhyme
- Recognise that words have syllable structure
- Recognise onset and rime
- Recognise that words can begin and end with the same sound and have the same medial sound(s)
- Recognise that words can be broken down into individual phonemes orally
- Blend and segment the sounds orally

The activities in this booklet support the development of the following areas of phonological awareness. The order in which the child develops skills in each stage may vary. For some children developing an awareness of the concept of rhyme may not appear until reading is established.

1.1 Recognise non-speech sounds

1.2 Recognise speech sounds as distinct from other environmental sounds

1.3 Recognise that sentences are made up of individual words

2.1 Syllable segmentation

2.2 Syllable blending

2.3 Syllable deletion

3.1 Recognise that words can be broken into onset and rime

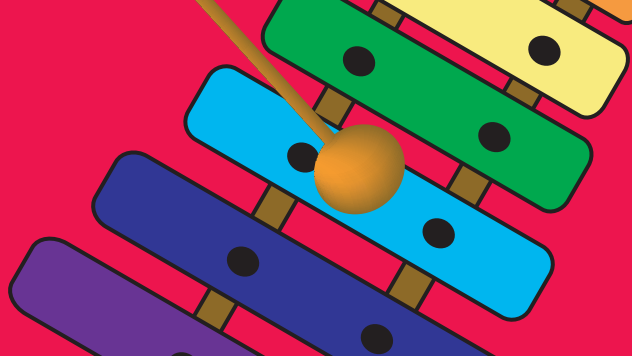
3.2 Onset identification

4.1 Recognise that words can rhyme

5.1 Recognise that words can begin with the same sound

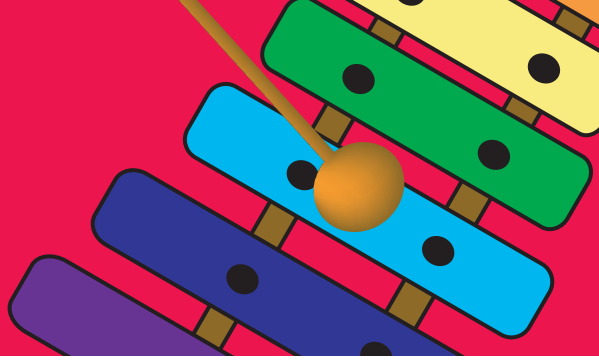
5.2 Production of words with the same sound

6.1 Production of rhyming strings



Stage One -
Speech Detection

Stage One – Speech Detection

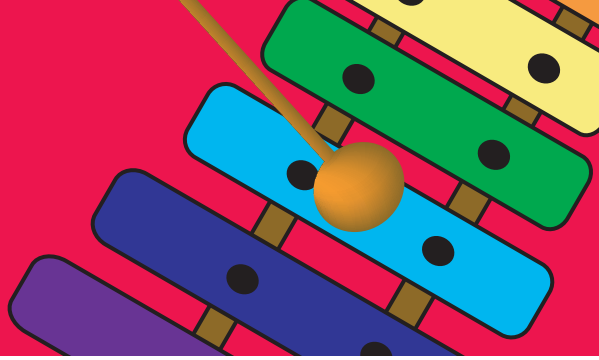


Before a child can begin the task of segmenting words into sounds, he needs to develop 'word consciousness' – that is that sentences are not a continuous stream of sound but are separable into words (Liberman and Liberman; 1990).

The ability to attend to and distinguish between both environmental and speech sounds from one another is important as it provides the basis for the development of spoken language and early literacy. Learning to distinguish one environmental sound from another helps to develop understanding of the crucial concepts 'same/different', as well as the ability to hear differences and label and identify them.

The ability to identify speech from environmental sounds raises awareness that speech has a communicative purpose.

This section provides activities and resources to support the development of these skills. It may be appropriate to consider the hearing acuity of school age children who appear to have difficulties at this level.



Stage One - Speech Detection

1.1 - Recognise non-speech sounds

Listening Walk

Purpose:

- To develop awareness of sounds in the environment.
- To develop ability to listen in a variety of contexts.

Before playing:

Ensure that the children are able to hear effectively

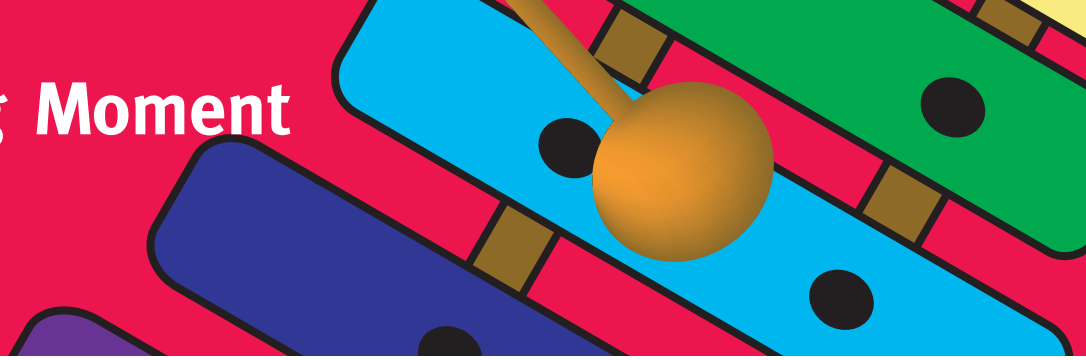
How to play:

Remind the children about the things that good listeners do (e.g. keep quiet, have ears and eyes ready). Invite the children to show you how good they are at listening and talk about why listening carefully is important. Encourage the children to listen attentively to the sounds around them. Talk about the different sounds they can hear. The children could use 'cupped ears' or make big ears on headbands to wear as they go on the listening walk. After the children have enjoyed a listening walk indoors or outdoors, make a list of all the sounds they can remember. The list can be in words or pictures and prompted by replaying sounds recorded on the walk.

Source:

Letters and Sounds (DFES)

A Listening Moment



Purpose:

To listen to a sound and recognise it's source.

Before playing:

Ensure the children are able to hear effectively.

How to play:

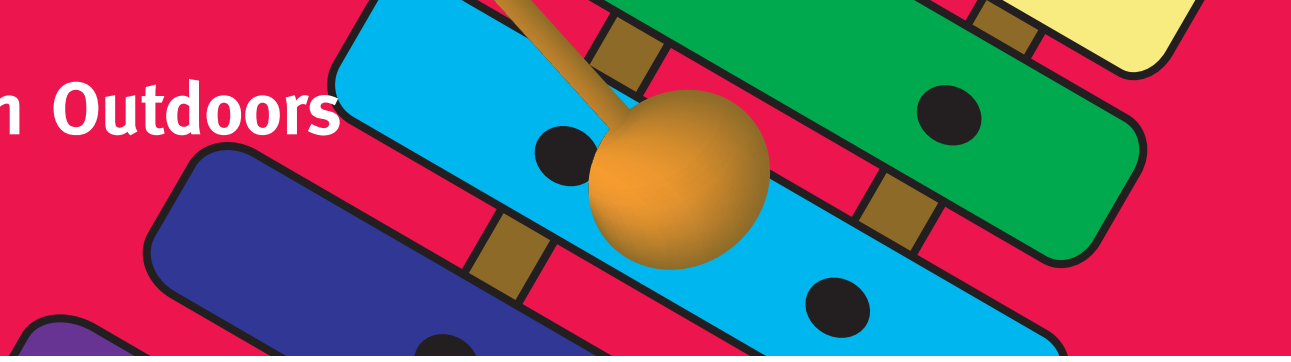
Remind the children how to be good listeners and invite them to show how good they are at listening by remembering all the sounds they hear when they listen for a moment.

It may be useful to use a sand timer to illustrate, for example, the passing of half a minute. Ask them what made each sound and encourage them to try to make the sound themselves.

Source:

Letters and Sounds (DFES)

Drum Outdoors



Purpose:

- To recognise that the same object can make different sounds.
- To explore how to make different sounds.

Before playing:

Ensure the children are able to hear effectively.

How to play:

Give each child a beater or make drumsticks, for example from short pieces of dowel.

Encourage the children to explore the outdoor area and discover how different sounds are made by tapping or stroking, with their beaters, a wooden door, a wire fence, a metal slide, and a few items such as pipes and upturned pots you have 'planted'.

The activity could be recorded and/or photographed.

Ask each child to demonstrate their favourite sound for the rest of the group. The whole group can join in and copy.

Ask each child to take up position ready to make their favourite sound. An adult or a child acts as conductor and raises a beater high in the air to signal the children to play loudly and lowers it to signal playing softly.

Source:

Letters and Sounds (DFES)

Listen for the Sound

Purpose:

- To identify the location of a sound.

Before playing:

Ensure the children can hear effectively.

Equipment:

Noisy object e.g. tambourine

How to play:

Sit the children in a circle. One child is chosen to sit in the middle of the circle with their eyes closed.

The others then pass around a noisy object e.g. a tambourine trying to be as quiet as possible.

The child in the centre listens carefully for the noise and if they hear it point to the location of the sound.

They then choose someone else to sit in the centre and the game begins again.

Mrs Browning has a box

Purpose:

- To distinguish between everyday sounds

Before playing:

Ensure that the children are familiar with the objects you are using, make sure that they can name the objects. Pre-teach if needed.

Equipment:

Box, noisy items.

How to play:

Turn a box on its side with the opening facing away from the children. One by one place between four and six familiar noisy items (e.g. a set of keys, crisp packet, squeaky toy) into the box, pausing to name them and demonstrate the sound each one makes.

Sing to the tune of 'Old MacDonald' but using your own name or one of the children's:

Mrs...has a box ee i ee i o. And in that box she has a...
Stop. Gesture and ask the children to listen.

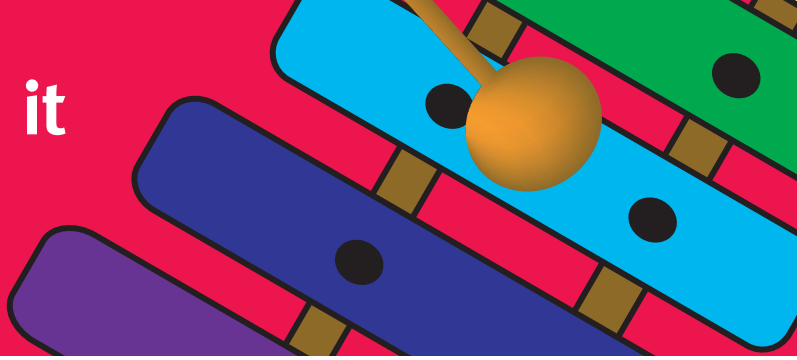
Handle one of the objects in the box, out of sight, to make a noise.
The children take it in turns to guess what is making the sound. Continue the song but imitating the sound using your voice.

With a zzz zzz here and a zzz zzz there... Allow the children to take a turn at making a noise from inside the box and use their names as you sing.

Source:

Letters and Sounds (DFES)

Describe it and find it



Purpose:

- To identify animal sounds.
- To recognise that one animal/object makes a different sound from another.

Before playing:

Ensure the child is able to name each of the objects you are using. If the child has limited language, the game can be adapted so only the animal sound is needed.

Equipment:

Small world toys e.g. farm or zoo.

How to play:

Set up a model farmyard. Describe one of the animals but do not tell the children its name. Say, for example: This animal has horns, four legs and a tail. Ask them to say which animal it is. Ask them to make the noise the animal might make. When they are familiar with the game let individual children take the part of the adult and describe the animal for the others to name.

This activity can be repeated with other sets of objects such as zoo animals, toy sets based on transport (e.g. aeroplane, car, train, bus, boat) and musical instruments. It can be made more challenging by introducing sets of random objects to describe and name.

Look, listen and note how well children: describe what they see;
identify the animals and imitate the sounds; add new words to their vocabulary.

Source:

Letters and Sounds (DFES)

Socks and Shakers

Purpose:

- To identify that different objects make different sounds.

Before playing:

Ensure that the child can hear effectively. Ensure that they are familiar with the objects within the shakers.

Equipment:

Empty bottles or socks, noisy materials e.g. rice, pasta, marbles etc.

How to play:

Partially fill either opaque plastic bottles or the toes of socks with noisy materials (e.g. rice, peas, pebbles, marbles, shells, coins).

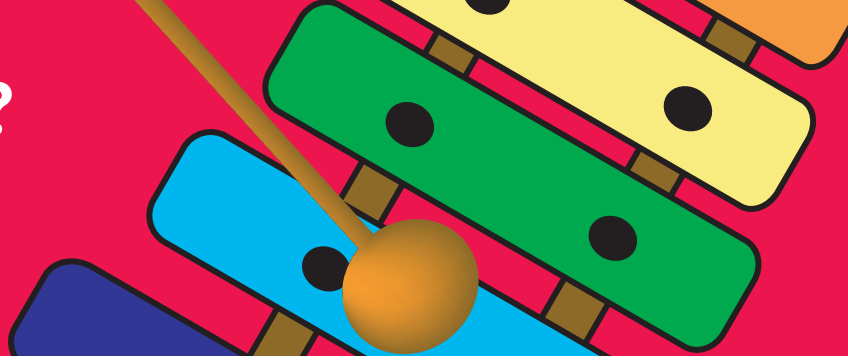
Ask the children to shake the bottles or socks and identify what is inside from the sound the items make. From the feel and the sound of the noisy materials encourage the children to talk about them.

Ask questions such as: Where might we find shells and pebbles?

Source:

Letters and Sounds (DFES)

Which Instrument?



Purpose:

- To identify that some objects can be identified through sound.

Equipment:

Two sets of identical instruments

How to play:

This activity uses two identical sets of instruments. Give the children the opportunity to play one set to introduce the sounds each instrument makes and name them all. Then one child hides behind a screen and chooses one instrument from the identical set to play. The other children have to identify which instrument has been played (by naming or playing).

Develop the activity by playing a simple rhythm or by adding a song to accompany the instrument (e.g. There is a music man. Clap your hands) while the hidden instrument is played. This time the listening children have to concentrate very carefully, discriminating between their own singing and the instrument being played.

Source:

Letters and Sounds (DFES)

Adjust the Volume

Purpose:

- To recognise that sounds can be manipulated.

Before playing:

Work in a distraction free environment.

Equipment:

Two sets of identical instruments, loud and quiet cards (included)

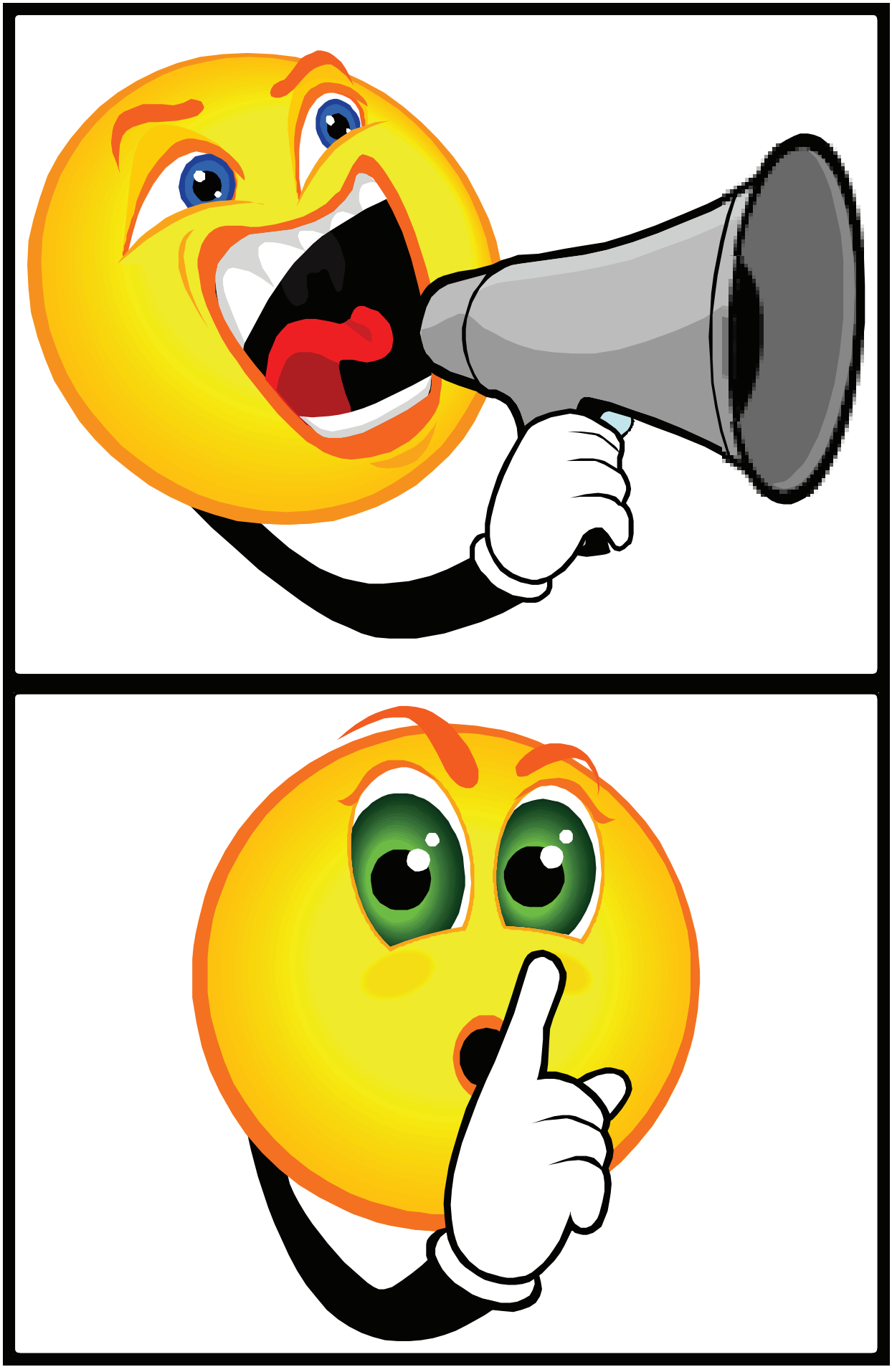
How to play:

Two children sit opposite each other with identical instruments. Ask them to copy each other making loud sounds and quiet sounds. It may be necessary to demonstrate with two adults copying each other first. Then try the activity with an adult with one child.

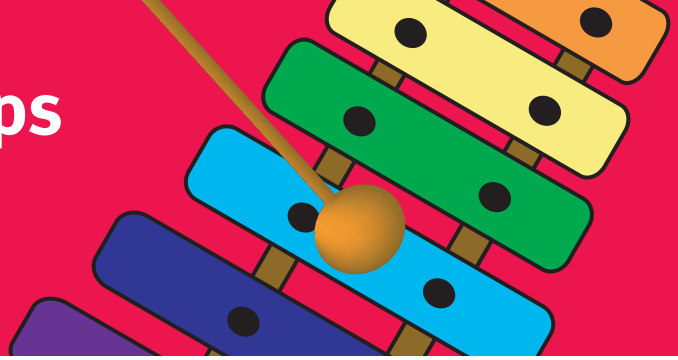
Use cards giving picture or symbol cues to represent loud or quiet as used in 'Drum Indoors' activity.

Source:

Letters and Sounds (DFES)



Grandmother's Footsteps



Purpose:

- To identify sounds and respond to them.

Before playing:

Practise the movements required for each instrument. Ensure the use of 'good' role models so that the target child/ren has a visual prompt to begin.

Equipment:

Selection of musical instruments

How to play:

'Grandmother' has a range of instruments and the children decide what movement goes with which sound (e.g. shakers for running on tip-toe, triangle for fairy steps).

First an adult will need to model being Grandmother. Then a child takes the role.

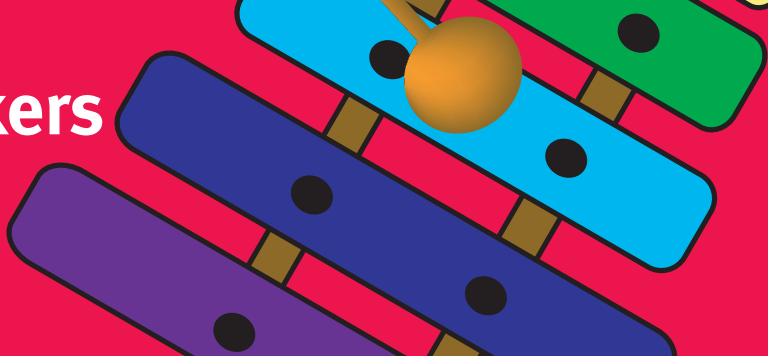
Grandmother stands with her back to the others and plays an instrument. The other children move towards Grandmother in the manner of the instrument while it is playing.

They stop when it stops. The first person to reach Grandmother takes over that role and the game starts again.

Source:

Letters and Sounds (DFES)

Matching sound makers



Purpose:

- To match pairs of sounds.

Equipment:

Feely bag, two sets of identical noisy objects or instruments

How to play:

Show pairs of sound makers (e.g. maracas, triangles) to a small group of children. Place one set of the sound makers in a feely bag.

The children take turns to select a sound maker from the feely bag.

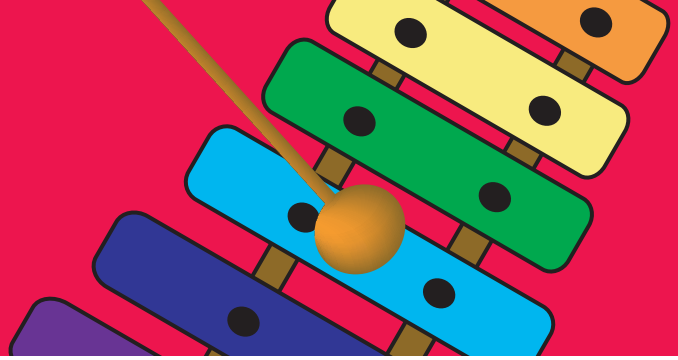
Once all the children have selected a sound maker, remind them to listen carefully. Play a matching sound maker. The child with that sound maker stands up and plays it.

This activity can be adapted by playing the sound maker behind a screen so that the children have to identify it by the sound alone.

Source:

Letters and Sounds (DFES)

Matching Sounds



Purpose:

- To copy sounds.

Before playing:

Consider the size of the group you are working with. A smaller group means that the child does not have to wait so long for a turn.

Equipment:

Selection of musical instruments

How to play:

Invite a small group of children to sit in a circle. Provide a selection of percussion instruments.

One child starts the game by playing an instrument. The instrument is then passed round the circle and each child must use it to make the same sound or pattern of sounds as the leader.

Start with a single sound to pass round the circle, and then gradually increase the difficulty by having a more complex sequence of sounds or different rhythms.

Source:

Letters and Sounds (DFES)

Hidden Instruments

Purpose:

- To identify the source of sounds.

Equipment:

Selection of noisy objects or musical instruments

How to play:

Hide the instruments around the setting, indoors or outdoors, before the children arrive.

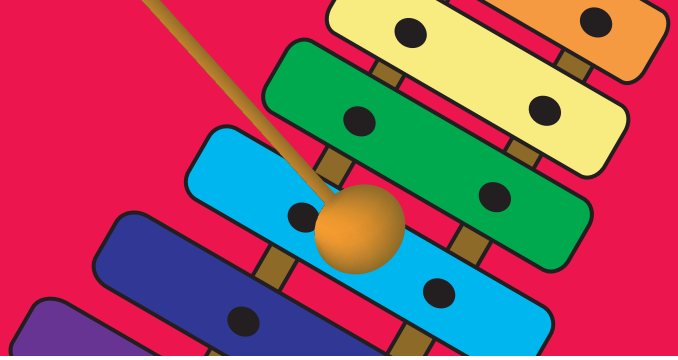
Ask the children to look for the instruments. As each instrument is discovered the finder plays it and the rest of the group run to join the finder.

Continue until all the instruments are found to make an orchestra.

Source:

Letters and Sounds (DFES)

Noisy Neighbour one



Purpose:

- To identify the source of a sound.
- To name environmental sounds.

How to play:

This game needs two adults to lead it.

Tell a simple story about a noisy neighbour and invite the children to join in. Begin with:

Early one morning, the children were all fast sleep – (ask the children to close their eyes and pretend to sleep) – when all of a sudden they heard a sound from the house next door. At this point the second adult makes a sound from behind the screen.

The story teller continues: Wake up children. What's that noise?
The children take it in turns to identify the sound and then the whole group are encouraged to join in with: Noisy neighbour, please be quiet. We are trying to sleep.

Repeat the simple story line with another sound (e.g. snoring, brushing teeth, munching cornflakes, yawning, stamping feet, washing).

Encourage the children to add their own ideas to the story about the noisy neighbour.

Source:

Letters and Sounds (DFES)

Noise Makers On or Off

Purpose:

- To become aware of a variety of ways to make sounds
- To follow directions to start or stop sounds.

Before playing:

Ensure children understand what the terms off and on are. (stop and go can be substituted if necessary.)

How to play:

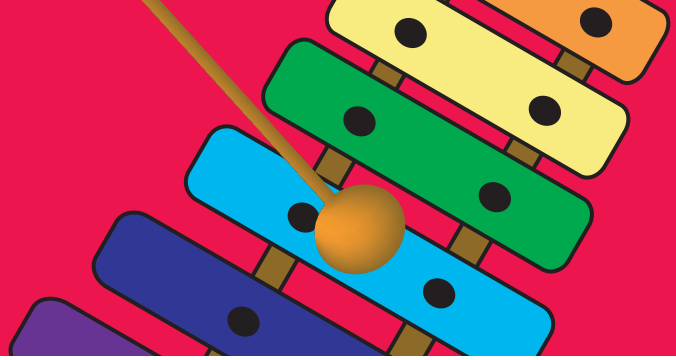
Talk to the children about how we can make noise (clapping, clicking fingers, stamping feet etc.) Allow children to share noise making ideas. Discuss the ideas of noisemakers being on or off.

Let children make noise. Then say “noisemakers off” and they should become quiet. Practise until children respond quickly and appropriately.

Source:

Letters and Sounds (DFES)

Sound Simon says...



Purpose:

- To understand that objects and people can make sounds.
- To understand that there are different types of sounds.
- To learn that people hear sounds.

Before playing:

Ensure that the child can hear effectively.

How to play:

The adult demonstrates the activity and encourages the children to repeat the actions. The children are encouraged to listen and to copy the sounds.

The adult starts each new sound with “listen”. Do not be concerned if the child does not repeat the sound the exact number of times.

The intention is to encourage the children to hear and reproduce the sounds.

Possible sounds include – clapping, tapping finger on table, stamping, coughing.

Source:

Letters and Sounds (DFES)

Making and Repeating Sounds

Purpose:

- To understand that people hear sounds
- To encourage children to respond to verbal cues

How to play:

Children take turns to be the leader. Each child has a turn to make a sound of say a word.

The adult and children repeat what they have heard

If played in a small group, children take turns to be the leader.

Source:

Letters and Sounds (DFES)

Stage One - Speech Detection

1.2 - Recognise speech sounds as distinct from other environmental sounds

Action Songs

Purpose:

- To detect the difference between speech sounds and other environmental sounds.

Before playing:

Check hearing and ensure that there is a quiet environment.

Equipment:

Selection of well known action songs that require the child to listen to the action instruction over a music track on CD.

How to play:

The children have to follow the instructions demonstrating an ability to be able to discriminate the speech sounds from the music.

Don't Wake the Puppet

Purpose:

- To detect the difference between speech sounds and other environmental sounds.

Before playing:

Check hearing and ensure that there is a quiet environment.

Equipment:

2 puppets and a selection of objects that can make different sounds – not just musical instruments. E.g. pencils that can be tapped or used to make noisy drawings.

How to play:

The children sit facing the adult who has both puppets. One of the puppets 'needs to sleep' but the other puppet is not tired and wants to play.

He is allowed to play with the noise makers but he must not talk. If the children hear him talking they must call out 'be quiet, you'll wake him up!' (Or similar agreed phrase).

The adult then makes the puppet play with the noise makers occasionally slipping in a word or phrase. As the children hear the phrase they call out and the first puppet wakes up and tells the noisy one off.

Simon Says

Purpose:

- To detect the difference between speech sounds and other environmental sounds.

Equipment:

Music track on CD (not songs).

How to play:

Play the music in the background.

The children have to follow the instructions given by the adult demonstrating an ability to be able to discriminate the speech sounds from the music.

Some children may not cope with the idea of only carrying out the instruction when Simon says so this part of the activity may left out.

Distinguishing Sounds - Musical Barrier Game

Purpose:

- To distinguish musical instruments from voice sounds.

Before playing:

Ensure the game is played in a quiet space with as few distractions as possible. Ensure the child is able to hear effectively. Talk about different noises your voice can make, practise some of these before beginning the game.

Equipment:

Two identical sets of instruments or noisy objects, a screen

How to play:

Create a barrier with musical instruments on one side. One child is chosen to go behind the screen. The others sit where they cannot see what is happening.

The child behind the screen is asked to play an instrument or make a sound with their voice. The others have to guess which of these has been done. Once the guess has been made, another child gets a turn behind the screen.

Variation:

Children can be encouraged to match the sound. In this case, there will need to be the same instruments on each side of the screen.

It will be important that the instruments sound quite different. It may be difficult to replicate voice sounds.

Stage One - Speech Detection

1.3 - Recognise that sentences are made up of individual words

Speech Detection - 'Jumping' Game

Purpose:

- To recognise that sentences are made up of individual words through making one jump for each word.

Equipment:

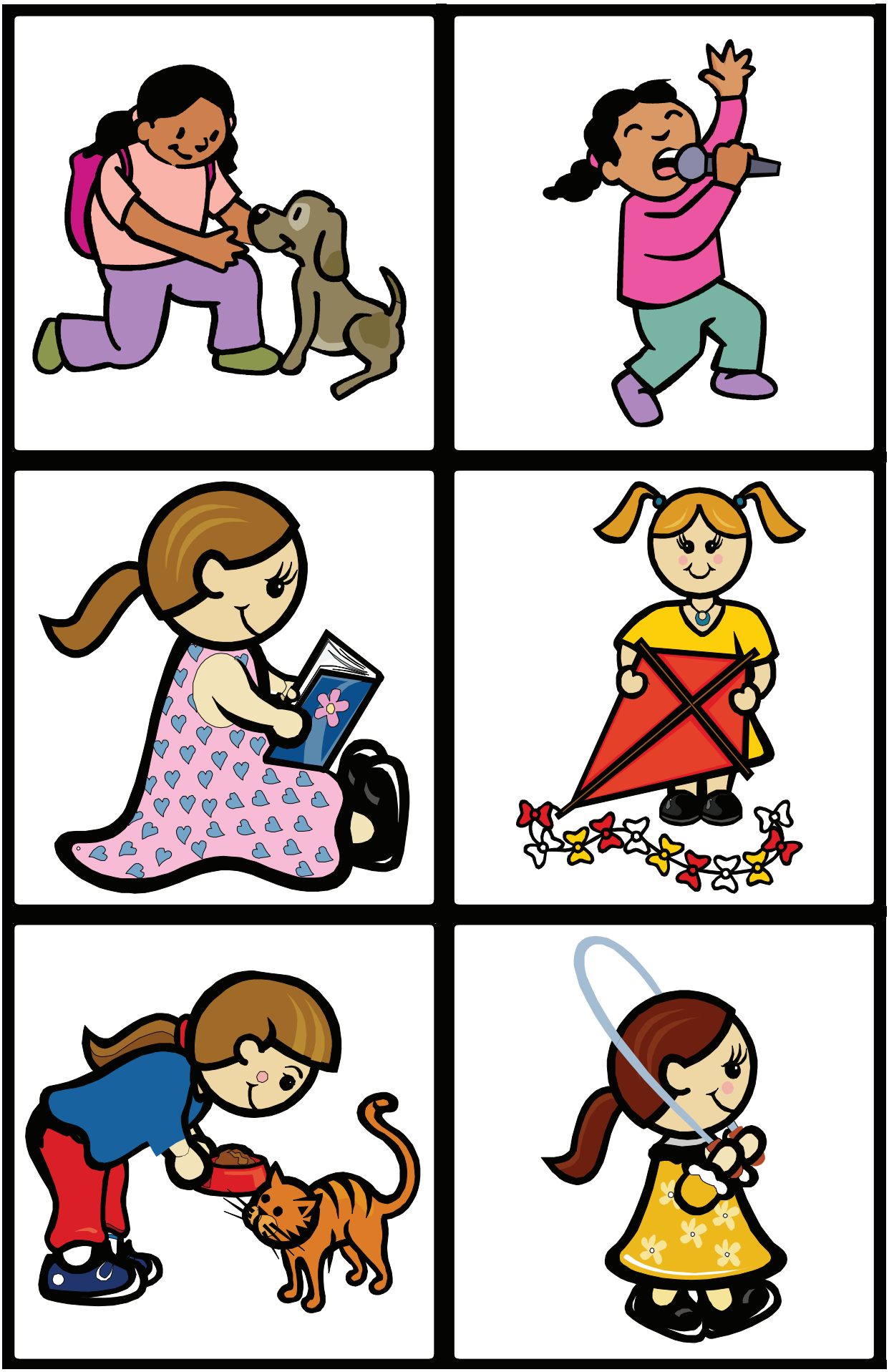
Action picture cards (included).
Spots, bean bags or similar objects spaced a small distance apart.

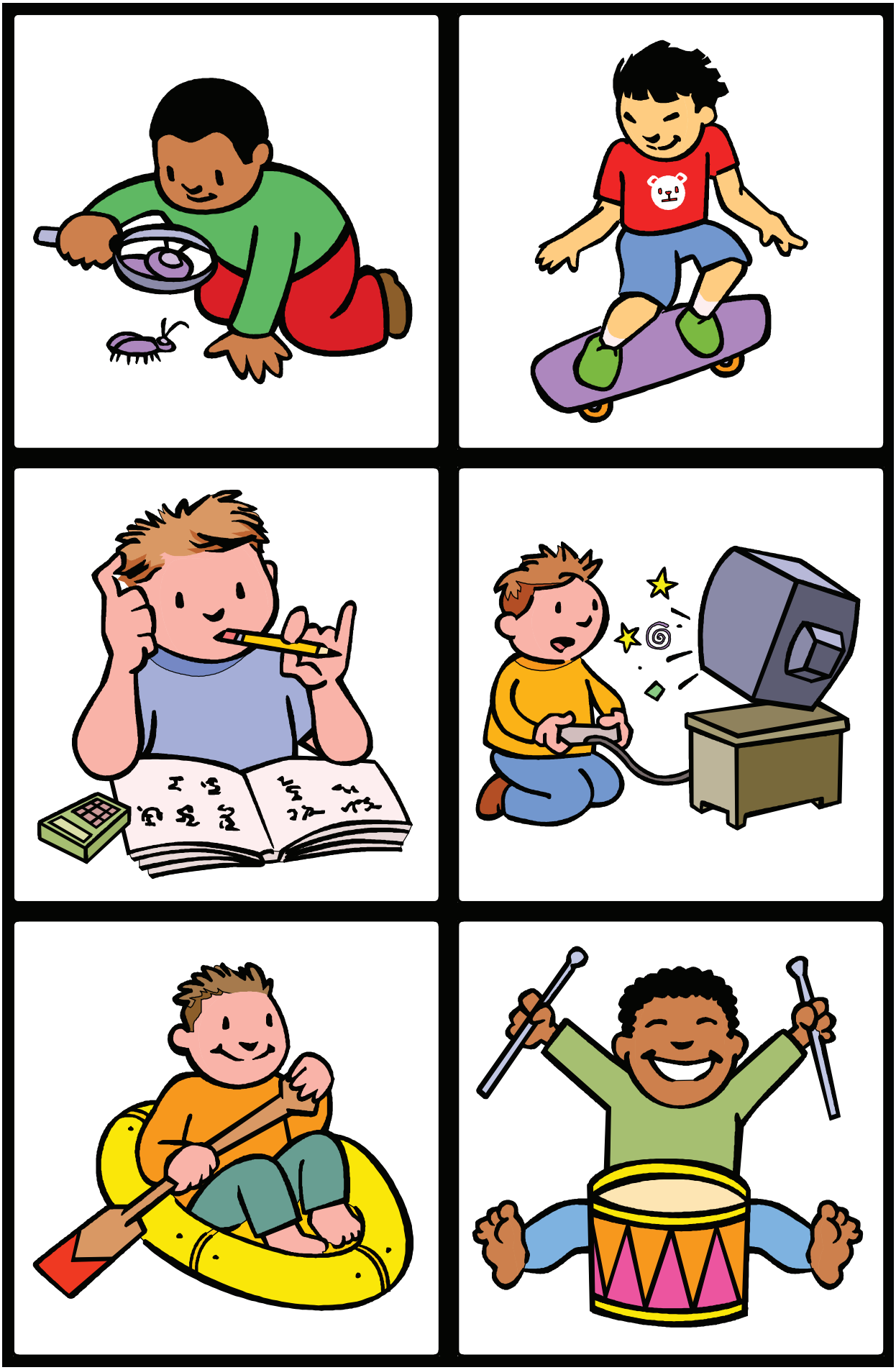
How to play:

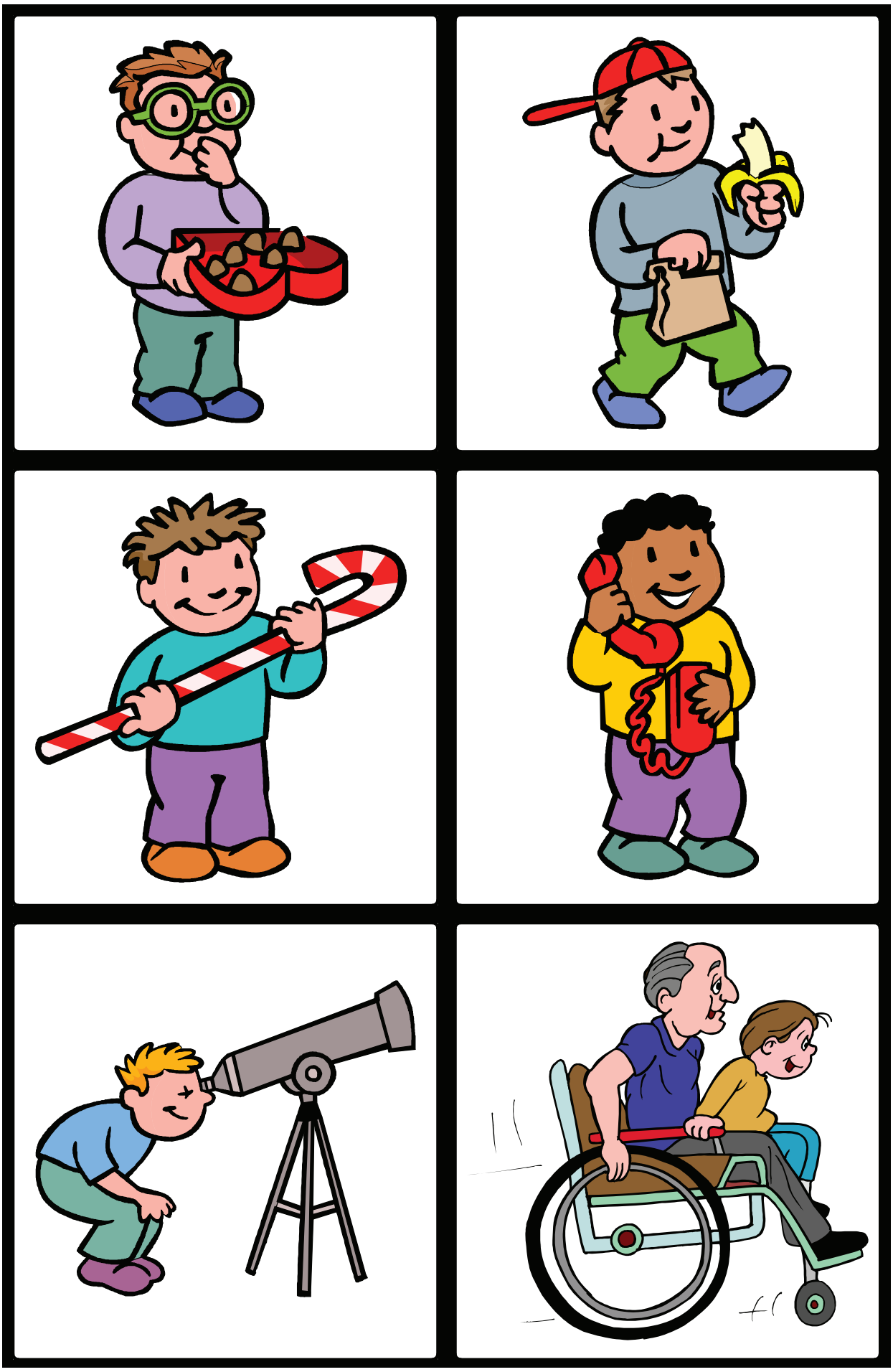
The aim of the activity could be to move from one end of the spots to the other. The adult/child selects a picture and generates a short sentence related to it - for example 'he is running'.

The child then jumps along the spots making one jump for each word saying the words as he jumps.

The child may need support to generate/remember the sentence.
He/she may also need support to make one jump for each word initially.







Speech Detection - Track Game

Purpose:

- To recognise that sentences are made up of individual words through moving an object or a counter along a track, one space for each word.

Equipment:

Action picture cards - as used in 'jumping game'.
Blank track; counters or objects to move along the track.

How to play:

The adult/child selects a picture and generates a short sentence related to it - for example 'he is running'.

The child then moves his counter along the track saying the words as the moves along - one space for each word.

The child may need support to generate/remember the sentence.
He/she may also need support to move one space for each word initially.

Stage Two – Syllable Awareness

Stage Two – Syllable Awareness

This is the ability to hear the parts of words that make up its rhythm.

The skill of syllable segmentation develops before the ability to identify rhyme or initial sounds in words (Stackhouse and Wells; 1997). The syllable is the largest phonological unit and the precursor to onset and rime and phoneme segmentation. Therefore, it is important that children develop this skill before being expected to break down words into smaller units.

The use of syllables also becomes very important in later literacy where a child needs a variety of spelling strategies. Knowledge of syllables allows the child to break down words into a more manageable length to support spelling.

It is important that syllable awareness is taught in distinct stages. The ultimate aim is for the child to internalise the word structure, this will demonstrate that the skill has been effectively learned. The easiest way of identifying whether this has taken place is by silent sorting i.e. sorting pictures by number of syllables without talking. However, there are steps towards this skill that need to be taken in the first instance.

These are:

1. **My turn, together, your turn –** the clapping/stamping/moving to mark the syllables in words are modelled by the adult, practised together and then given by the child.
2. **Together, your turn –** the adult and child mark the syllables together and the child then does this independently.
3. **Child led –** child marks the syllables using physical means e.g. clapping but independently.

Syllable sorting – this is a separate skill which builds on level three. It involves counting skills, which need to be well established for the child to be successful.

4. **Internalisation –** the child can identify the number of syllables in a word without talking.

Stage Two – Syllable Awareness

2.1 - Syllable Segmentation

Syllabubbles

Purpose:

- To develop awareness of the syllable structure of words.

Equipment:

syllable picture cards (these can be made or those from other games in this section used), syllabubbles card (included), Counters

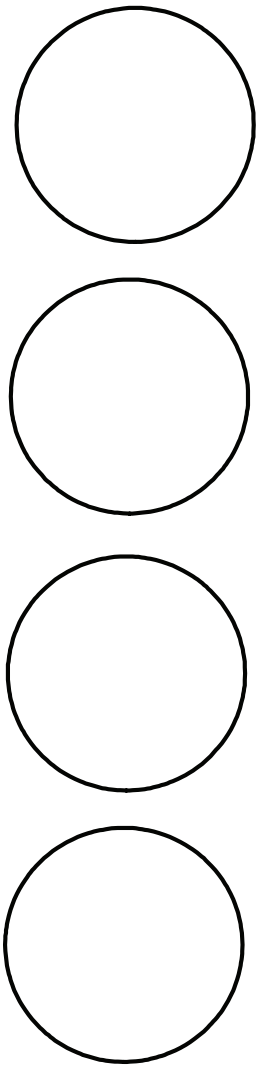
How to play:

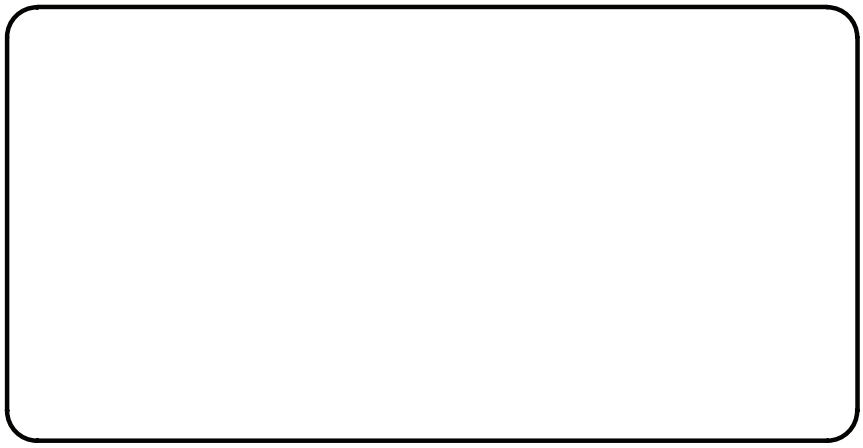
2 - 4 players.

Each child takes a turn to collect a picture. As each syllable is said a counter is placed on a bubble.

Initially, the adult and the child would say the word and the adult would support the child in placing the counter.

Next the aim would be for the child to say the word and place the counters independently.





Syllable Clapping

Purpose:

- To develop syllable awareness.

Equipment:

Syllable picture cards (these can be made or those from other games in this section used)

How to play:

Small group.

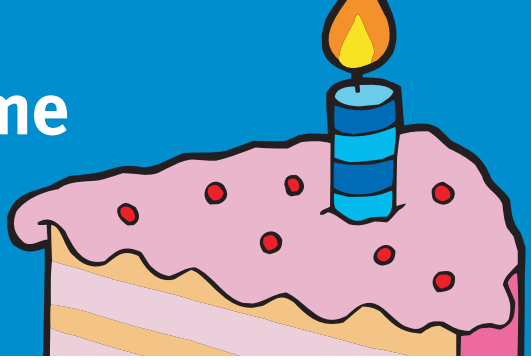
Each child takes a card and claps the beat of the word.

Initially the adult says and claps the word; the child joins in as the adult repeats the action.

Next the adult or child says the word and the child claps the correct number of syllables.

Finally, the child turns over a card and claps the syllable structure without articulating it.

Syllable – 'Jumping' Game



Purpose:

- To develop syllable awareness.

Equipment:

Syllable picture cards (these can be made or those from other games in this section used) Spots, bean bags, footprints or similar objects spaced a small distance apart.

How to play:

The aim of the activity could be to move from one end of the spots to the other.

The adult/child selects a picture and the child then jumps along the spots making one jump for each syllable saying the syllables as he jumps.

He/she may need support to make one jump for each syllable, initially.

Syllable Track Game

Purpose:

- To develop awareness of the syllable structure of words.

Equipment:

Track (examples at the back of this pack), counters/objects that can move along track, picture syllable cards (these can be made or those from other games in this section used).

How to play:

2 - 4 players.

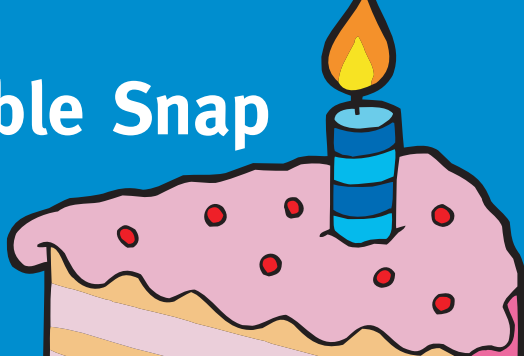
Using a blank track the children take turns to turn over a picture and move the counter along the track according to the syllable structure.

Initially, the adult would say the word and support the child to move the counter along the track.

Next, the child would say the word and move the counter according to the syllable structure.

Finally, the aim would be for the child to move the counter along the track without saying the word.

Syllable Segmenting - Syllable Snap



Purpose:

- To identify words with the same number of syllables.

Before playing:

Ensure the child has an understanding of what a syllable is and has had the opportunity to practice segmenting the words. For this game they must also have a good counting knowledge.

Equipment:

One, two and three syllable picture cards
(these can be made or those from other games in this section used)

How to play:

Shuffle the cards and lay face down in a pile in the centre of the table.

Players take turns to turn over one card. If the number of syllables of the new card matched that previously turned over the first player to say “SNAP!” wins the pair.

Play continues until no more pairs can be made.

Syllable Sorting

Purpose:

- To develop awareness of the syllable structure of words.

Equipment:

Syllable picture cards (included), 1, 2, 3, sorting card (included).

How to play:

The child takes a picture.

The picture is placed in the corresponding column on the board e.g. if the picture has two syllables it goes in the 2 column.

Initially, the adult and the child would say the word and the adult would support the child in placing the picture in the correct column on the sorting grid.

Next the aim would be for the child to say the word and place the picture independently.

Finally the child could place the picture in the correct column without articulating the word.

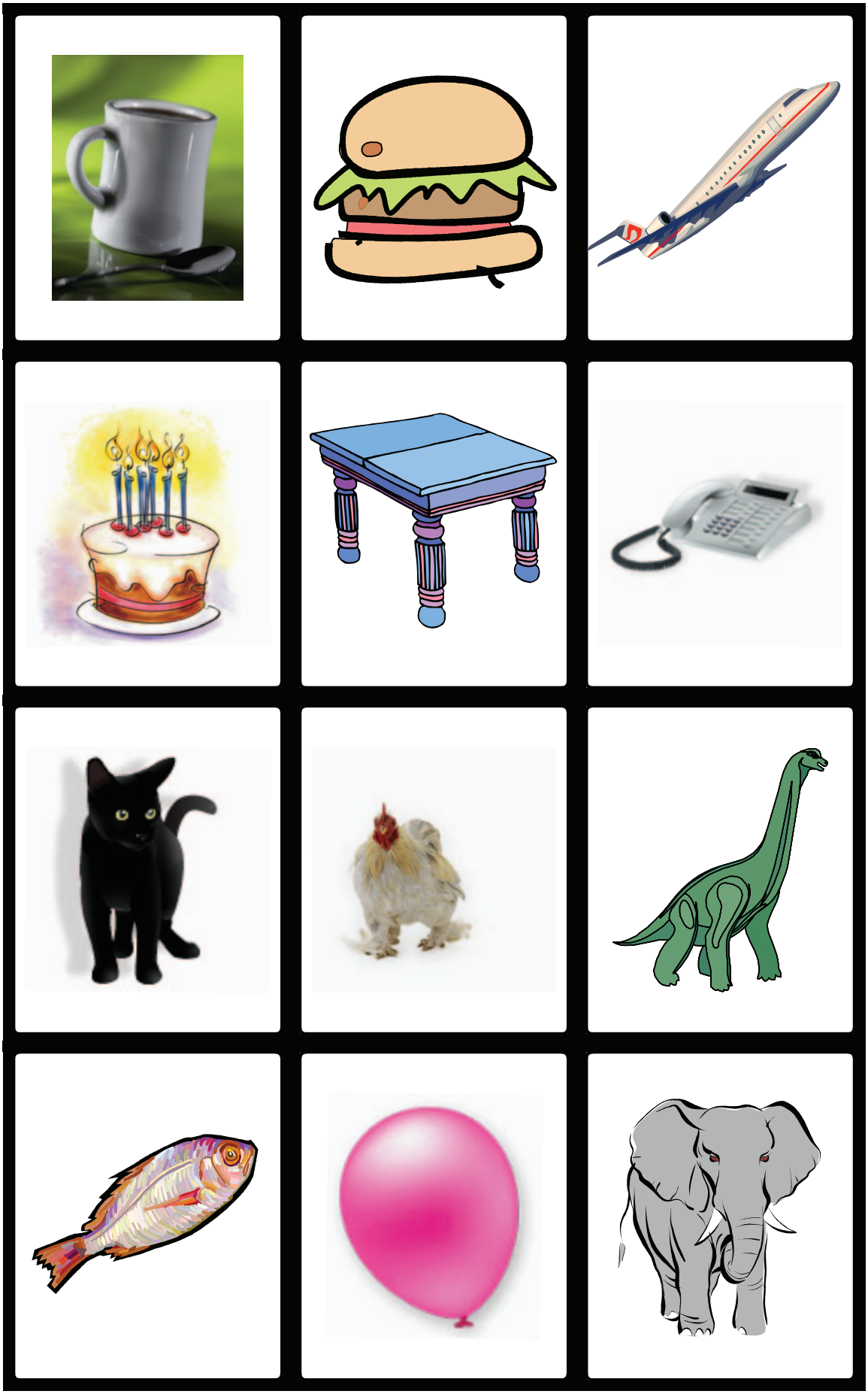
Picture vocabulary included:

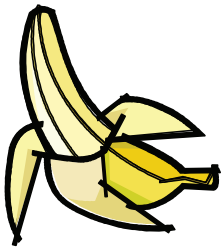
Fish, cat, cake, cup, balloon, chicken, table, burger, elephant, dinosaur, telephone, aeroplane, dog, pen, book, chair, rabbit, guitar, lipstick, jumper, microphone, banana, butterfly, trampoline.

3

2

1





Syllable Segmenting - Syllable Lotto

Purpose:

- To identify the number of syllables in words.

Before playing:

The child must have begun to internalise the skill of syllable segmenting.

They must also have a good knowledge of number in order to count accurately.

Equipment:

Syllable lotto game (included)

How to play:

2- 4 players.

Each player has a lotto board.

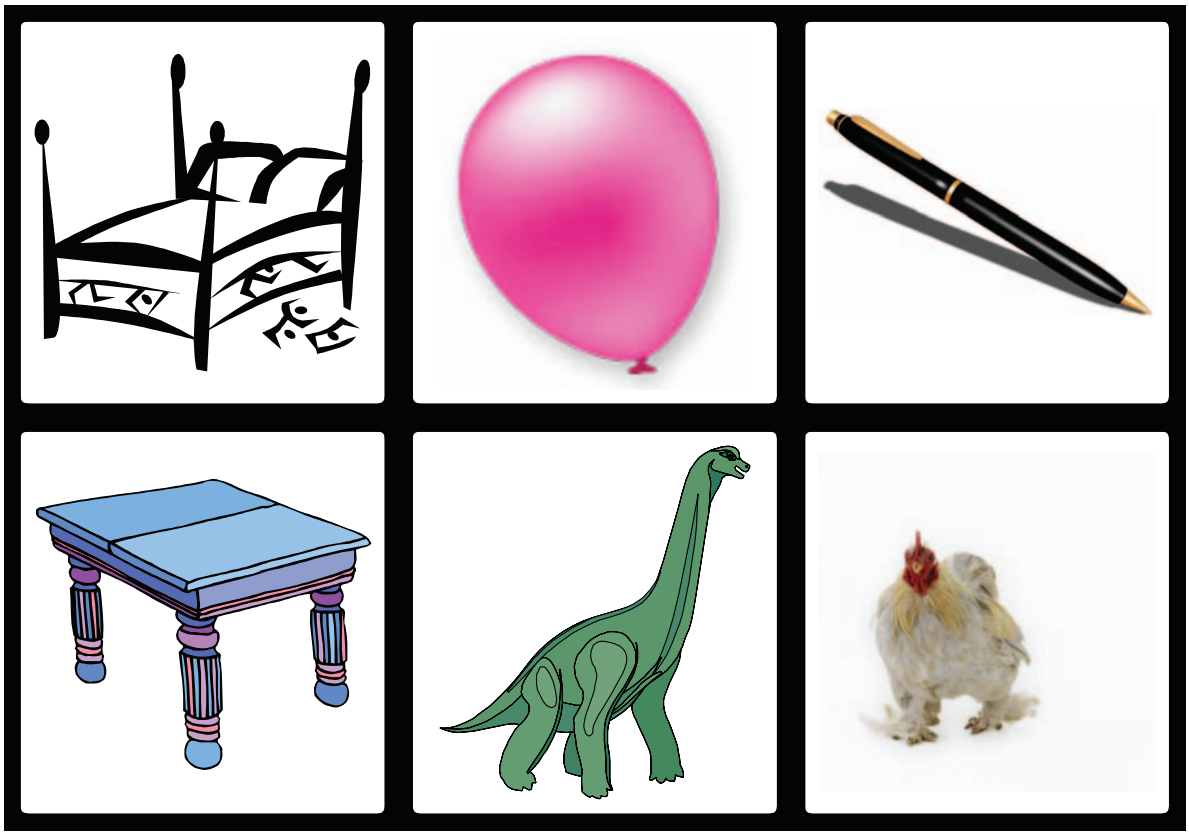
The number cards are cut up and held by the adult.

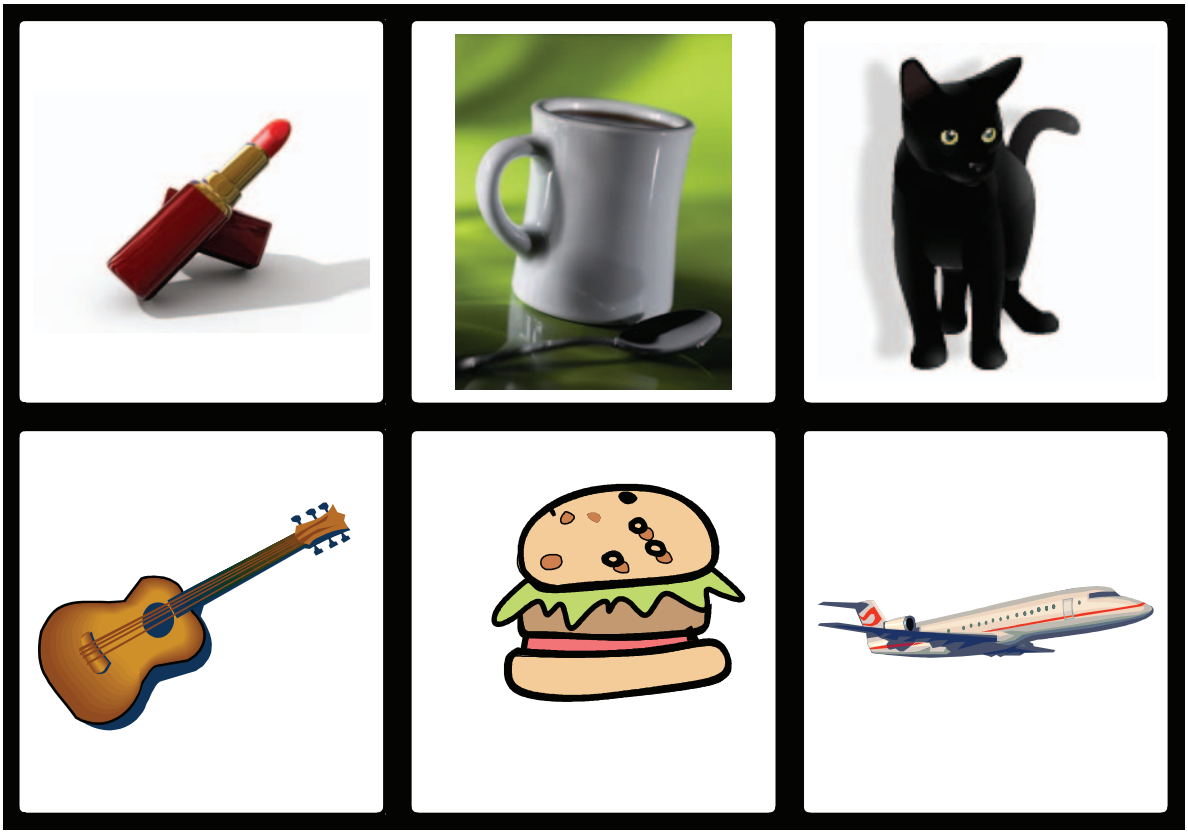
The adult randomly chooses a number card and tells the number to the children.

They then decide if they have a picture depicting that number of syllables. If a picture is correctly identified the adult gives the number to the child and the picture is covered.

Picture vocabulary included:

Bed, balloon, pen, table, dinosaur, chicken, fat, stick, telephone, jumper, bottle, dog, banana, book, microphone, rabbit, fish, cake, lipstick, cup, cat, guitar, burger, aeroplane.





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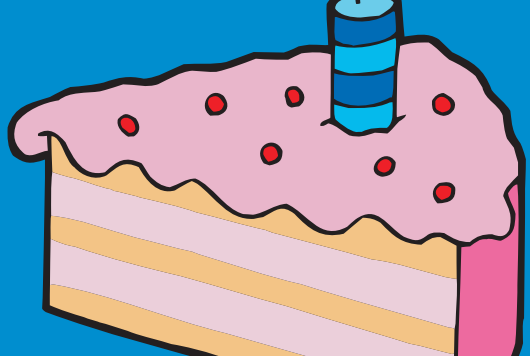


Stage Two – Syllable Awareness

2.2 - Syllable Blending

Syllable Blending Game

Purpose:

- To provide the missing syllable in a word.

Before playing:

Ensure the child is confident with syllable segmentation and can identify the number of syllables in a word internally.

Equipment:

Two syllable word cards (included with syllable pairs game)

How to play:

Cut the syllable pictures (included) into two parts.

Provide the child with half of each picture, laid out on the table. Explain to the child that there is only a bit of the picture because you have only got a bit of the word.

If they can provide the rest of the word, they can make the full picture.

Give the child one syllable of one of the words e.g. 'zeb' for 'zebra' and ask the child for the bit that is missing. Provide the rest of the picture.

Variation:

As the child becomes more proficient in the words they may be able to identify the part of the word that is missing by the part of the picture missing i.e. the first or last part. This game can also be played with words of varying syllable length.

Syllable Blending - Syllable Pairs

Purpose:

- To identify the missing syllable from a two syllable word in order to make a whole word.

Before playing:

Ensure the child can effectively segment syllables.

Equipment:

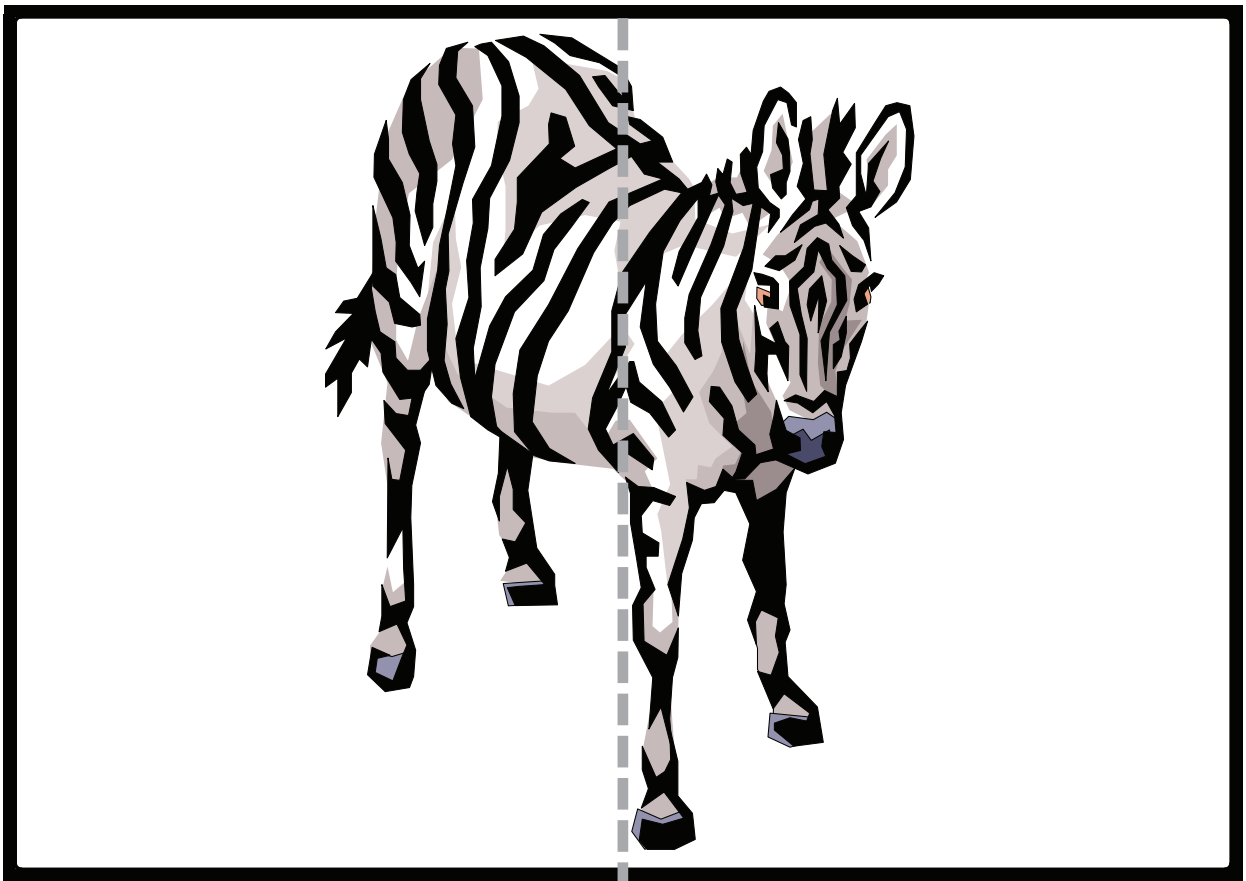
Two syllable picture cards (included).

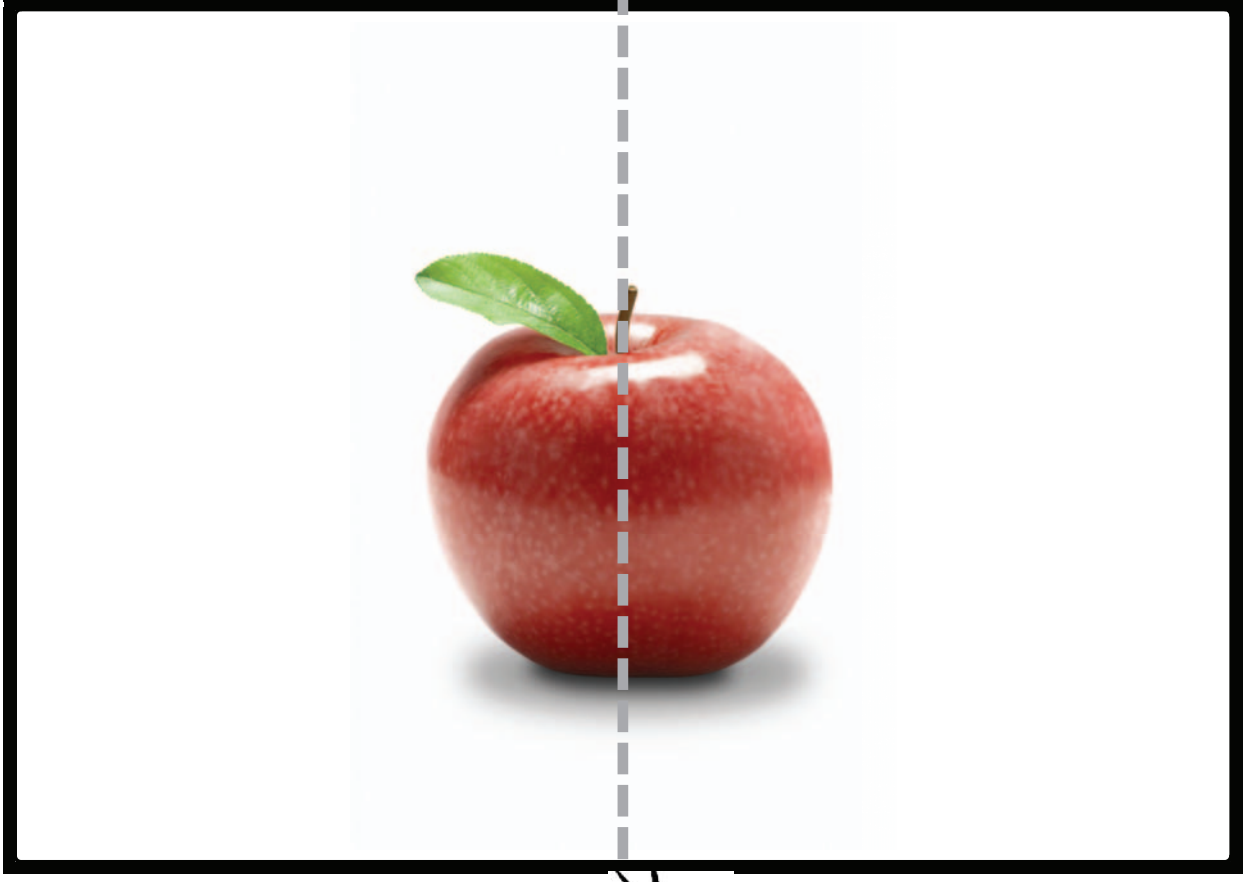
How to play:

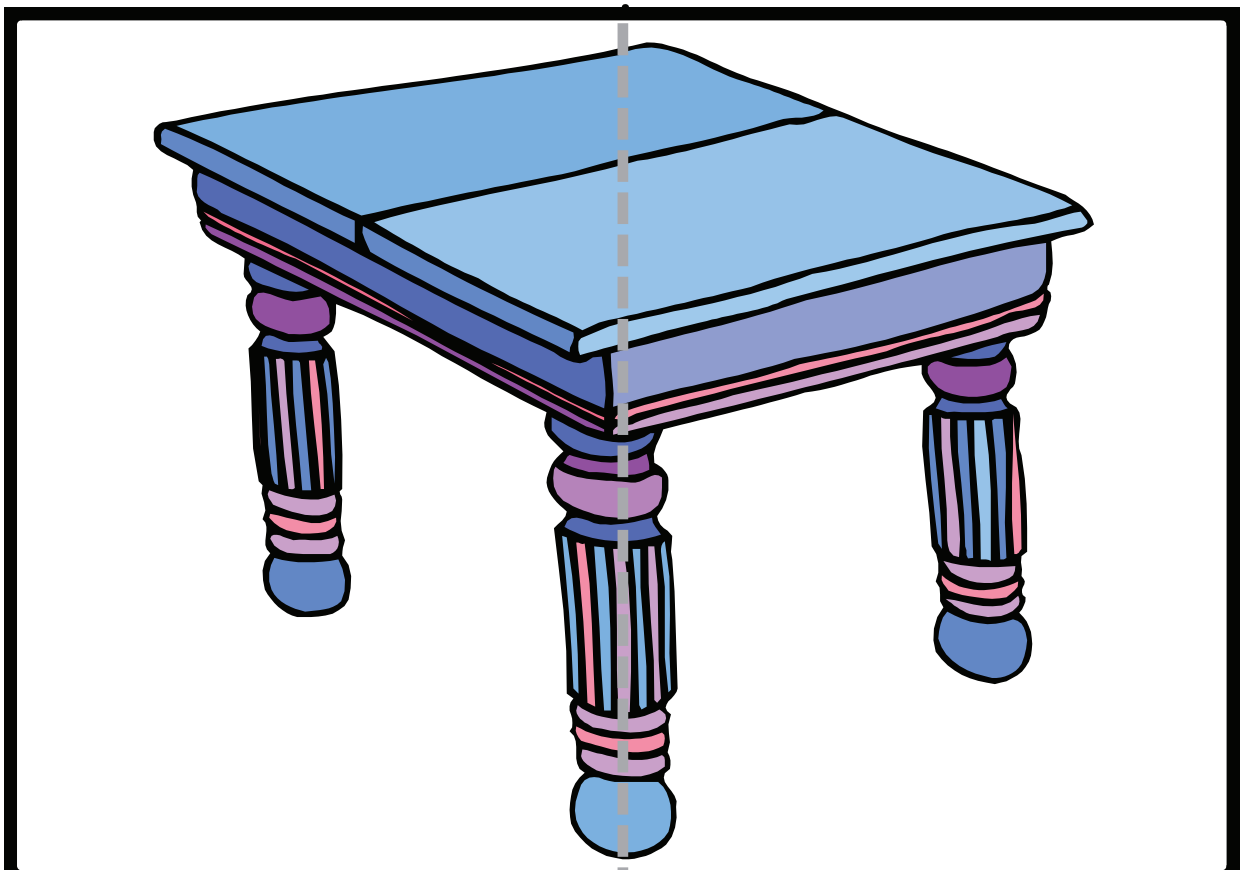
Use two syllable pictures. Cut the pictures in half, shuffle and lay out on the table, face down. Players take turns to turn two cards.

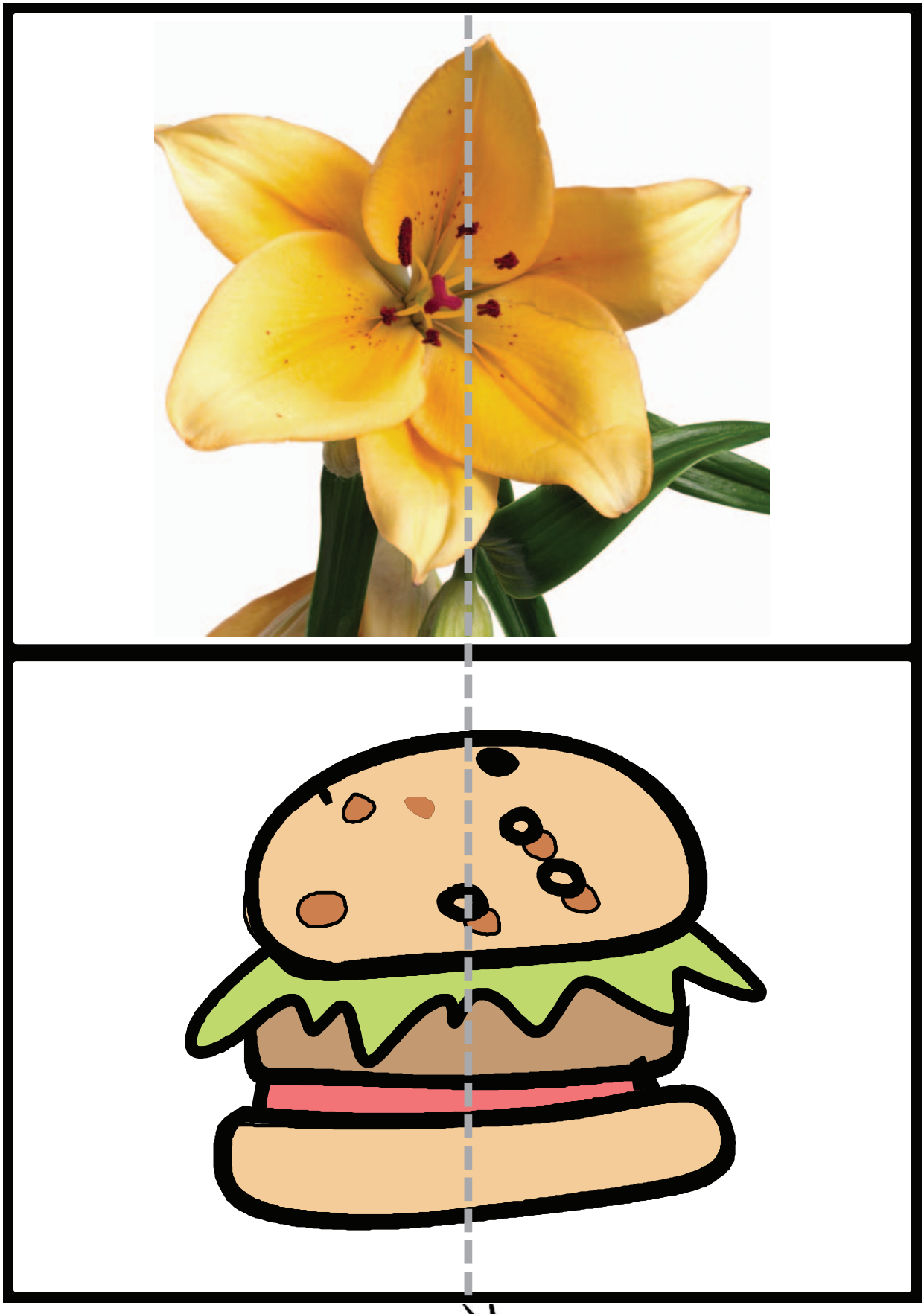
They should be encouraged to say the relevant syllable from each picture.

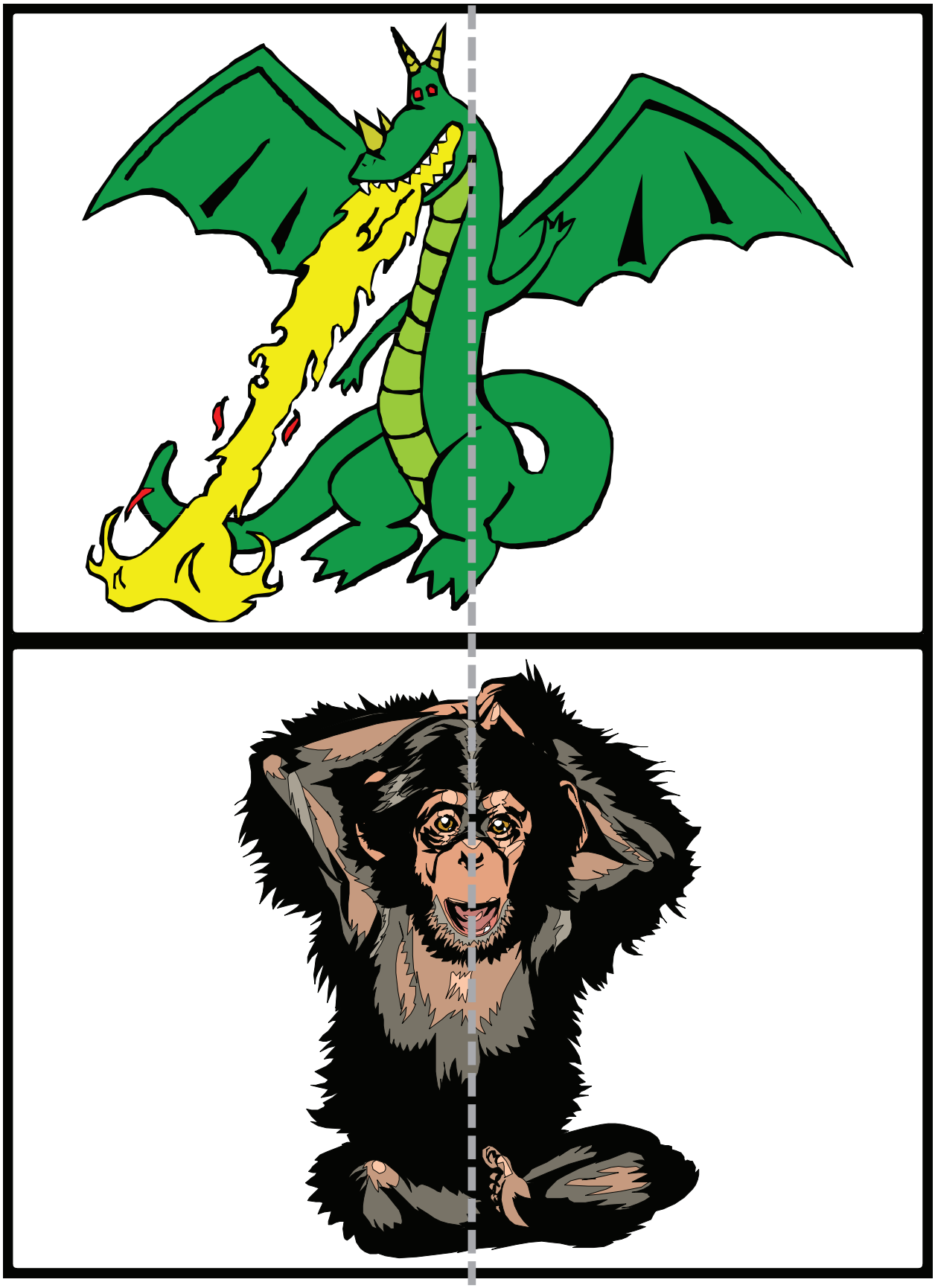
When a pair is turned over the player says the syllables e.g. 'zeb and ra make zebra' and keeps the cards.

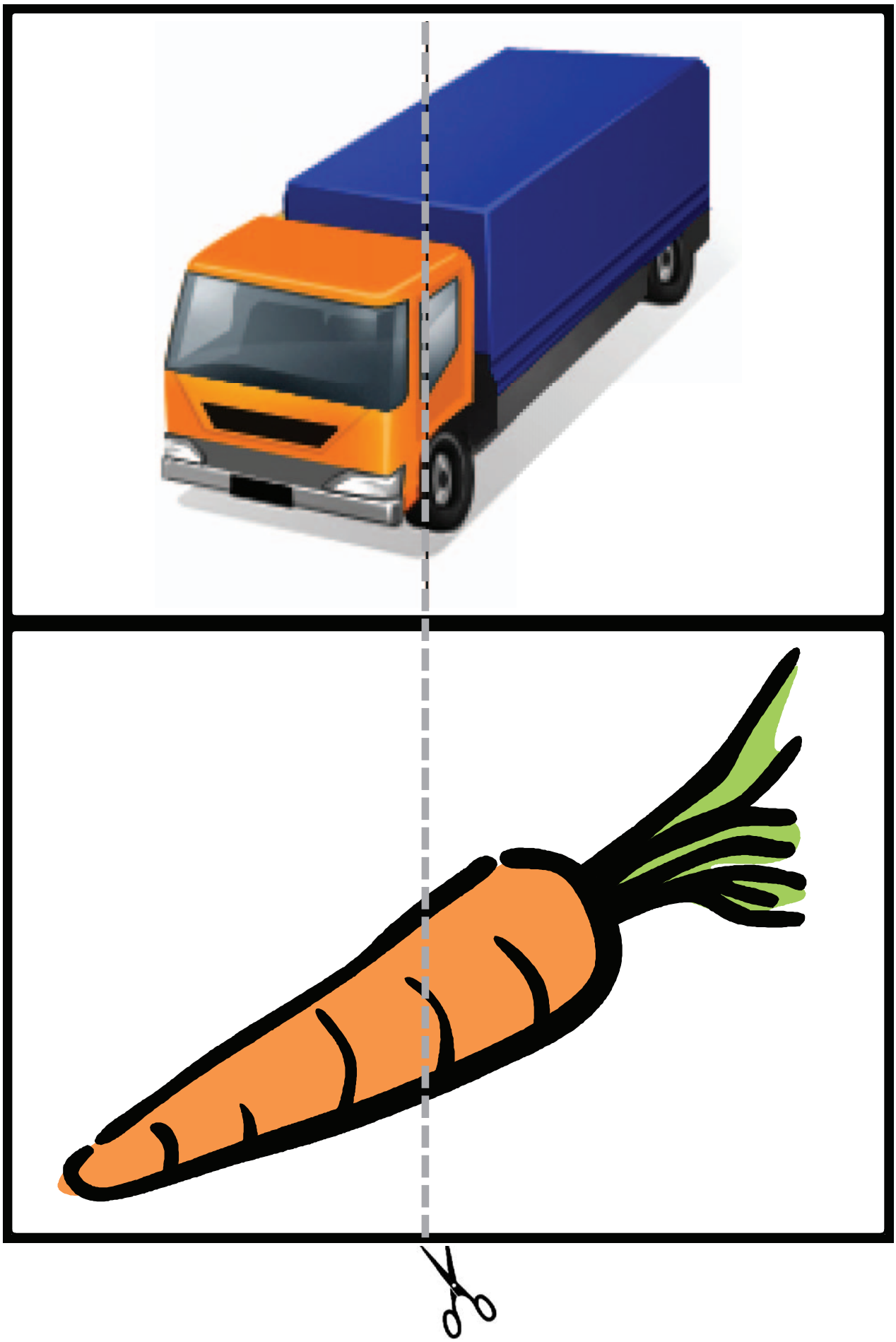












Compound Word Blending

Purpose:

- To use two one syllable words to make a two syllable word.

Before playing:

The child needs to be confident in segmenting syllables.

Equipment:

Compound word picture cards (included)

How to play:

Lay the compound word cards out on the table. Ask the child to name all of the pictures. Talk about how some words can be put together to make a longer word. Model this to the child.

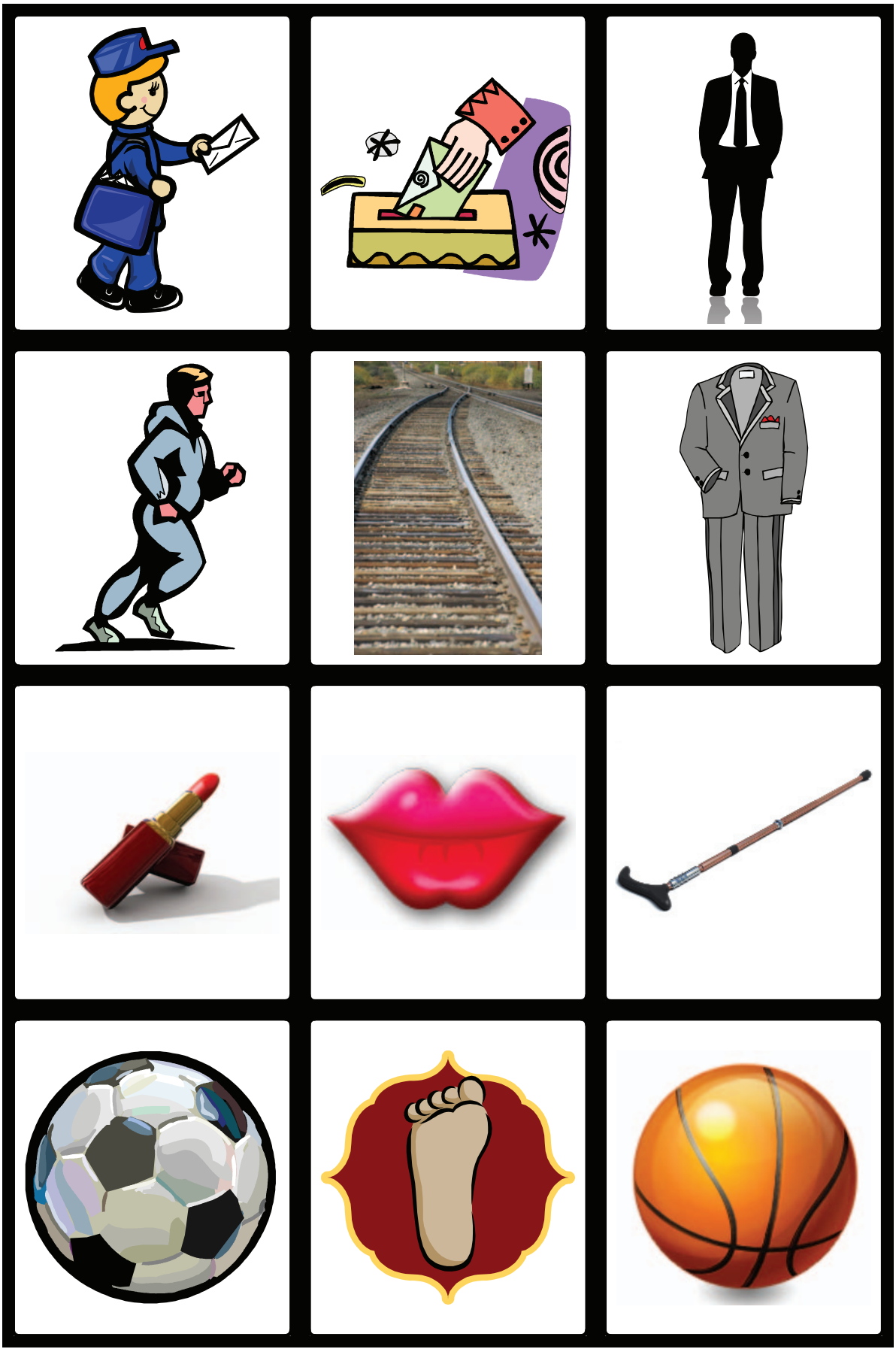
The symbols for 'plus' and 'equals' can be used if the child is familiar with these. Show the child a compound word and ask them if they can find the two word pictures that make the one longer word. E.g. lipstick is lip + stick.

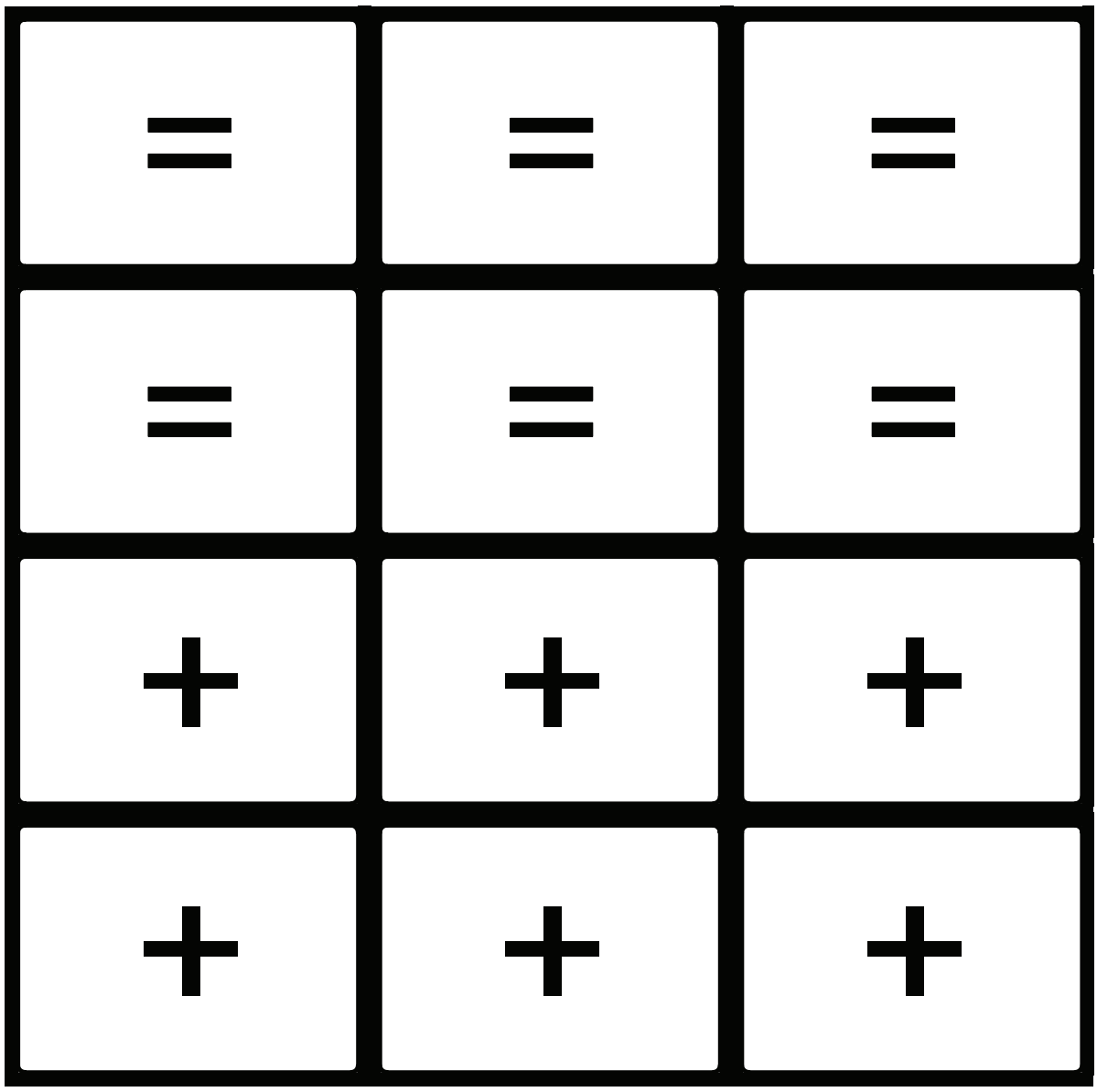
Variation:

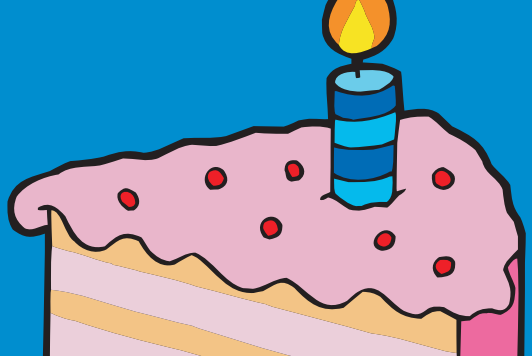
Once the child becomes familiar with the game the adult can withhold the main picture and see if the child can find two words that go together.

Picture vocabulary included:

Classroom/class/room
Chipmunk/chip/monk
Netball/net/ball
Snowman/snow/man
Postman/post/man
Tracksuit/track/suit
Lipstick/lips/stick
Football/foot/ball







Stage Two – Syllable Awareness

2.3 - Syllable Deletion

Compound Word Deletion

Purpose:

- To begin to isolate syllables in words.

Before playing:

The child will need to be confident in segmenting syllables.

Equipment:

Compound word deletion cards (included)

How to play:

Show the child the selection of compound word pictures (included), cut into two pieces.

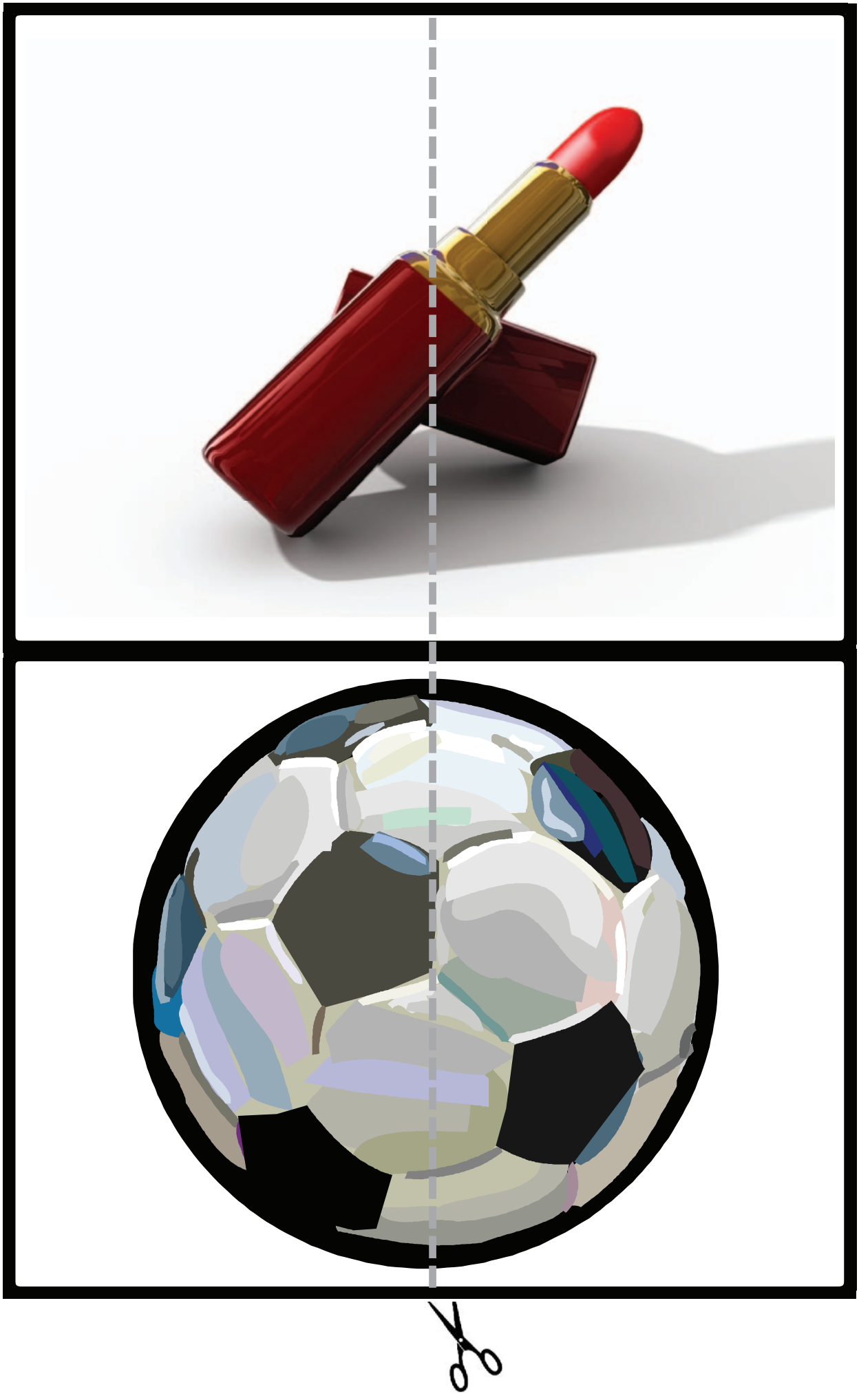
Ask the child to name the picture.

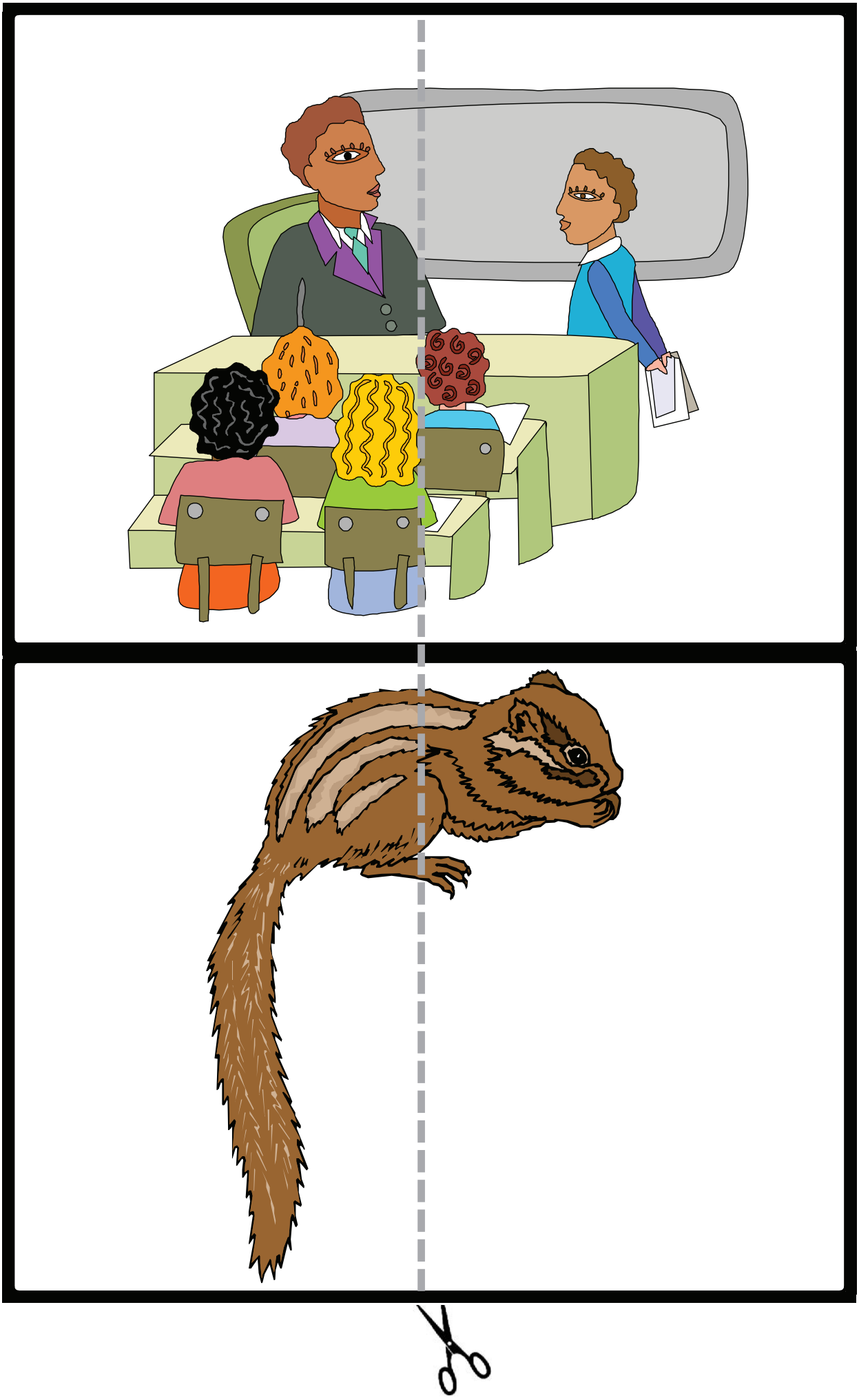
Remove one part of the picture and ask the child to identify what word is left.

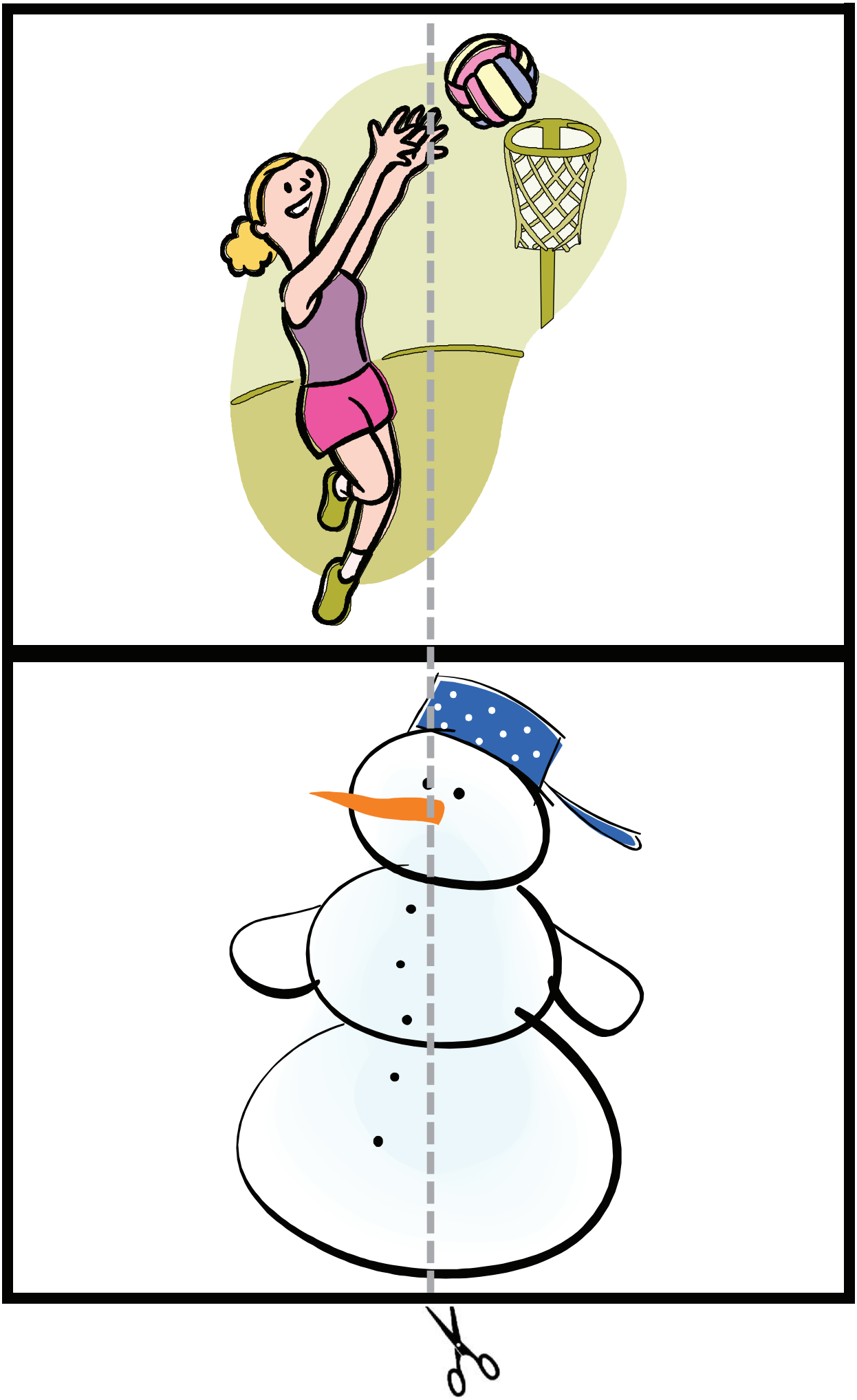
This is an early support for syllable deletion as the syllable the child is left with is still a word.

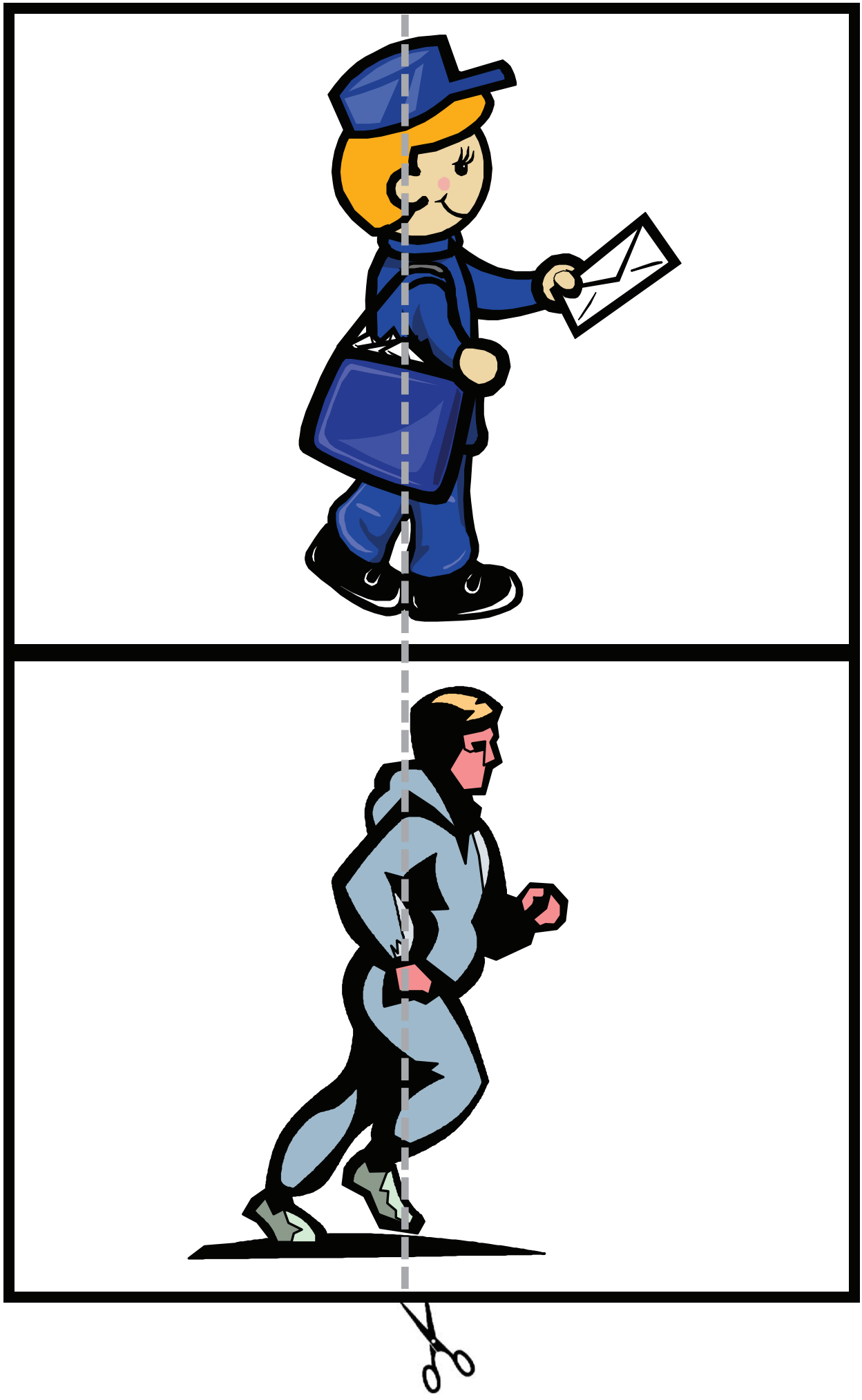
Picture vocabulary included:

Lipstick, football, classroom, chipmunk, netball, snowman, postman, tracksuit.









Compound Word Deletion - Verbal

Purpose:

- To begin to isolate syllables in words.

Before playing:

Ensure the child is confident with segmenting and blending syllables.

How to play:

Provide the child with a compound word, verbally (a list is included).

Ask him/her what the word would be without one part of it e.g. 'what is jellyfish without the fish?'

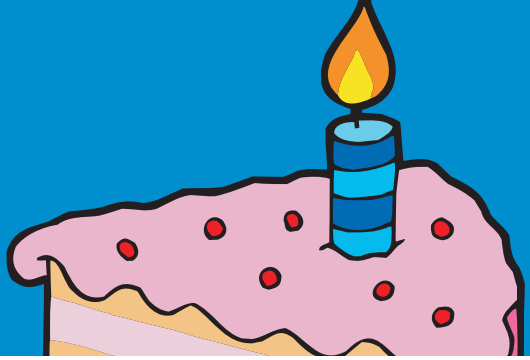
This is a stage before general syllable deletion as, when a syllable in the compound word is removed, the child is still left with a real word.

Compound Word List

A compound word is a word that is made up of smaller words. The following are examples of compound words.

Classroom	Somewhere	Anybody
Earthquake	Tabletop	Popcorn
Netball	Rattlesnake	Sometimes
Upstairs	Superhero	Seashore
Chipmunk	Eyeballs	Something
Footprint	Cartwheel	Whatever
Tracksuit	Housekeeper	Inside
Airport	Bookworm	Honeycomb
Carpet	Underground	Sunflower
Skateboard	Grandmother	Lifeboat
Snowman	Bookcase	Football
Everything	Lifetime	Superstar
Snowflake	Forget	
Backward	Moonlight	
Butterfly	Thunderstorm	

Syllable Deletion



Purpose:

- To remove syllables from a word, verbally.

Before playing:

Ensure the child has a sound knowledge of syllable segmentation and blending.

How to play:

Give the child a two or three syllable word, verbally (list included).

Ask the child to remove one syllable from the word.

A list of example questions is included.

Removing Syllables - Sample Questions

1. **What is zebra without the 'ra'?**
2. **What is computer without the 'com'?**
3. **What is helicopter without the 'ter'?**
4. **What is ambulance without the 'am'?**
5. **What is elephant without the 'el'?**

Please note:

To begin with, it is easier for the child to remove the last syllable.

However, once they are comfortable with the activity they can begin to remove the first syllable.

It is not of benefit to ask the child to remove the middle syllable in words where there are three or more syllables.

Stage Three - Onset and Rime

Stage Three - Onset and Rime

The 'onset' of a syllable is its initial consonant(s) and the 'rime' is the vowel and any following consonants in the syllable e.g. in 'cat' the onset is the consonant /c/ and the rime is -at.

This stage usually develops after syllable awareness and before phoneme awareness and is considered a crucial aspect of reading development.

Children who have difficulty in segmenting words into single sounds may find the strategy of breaking words into onset and rime a useful intermediate step in the development of segmentation skills (Spector; 1995).

Onset and rime develops through the following stages:

1. **Full adult support** - The child requires the adult to model the onset and rime and say the full word in order to find pictures.

2. **Adult intervention** - the child can find a picture card in response to the adult saying an onset and rime e.g. adult says d-og, child finds the picture of a dog.

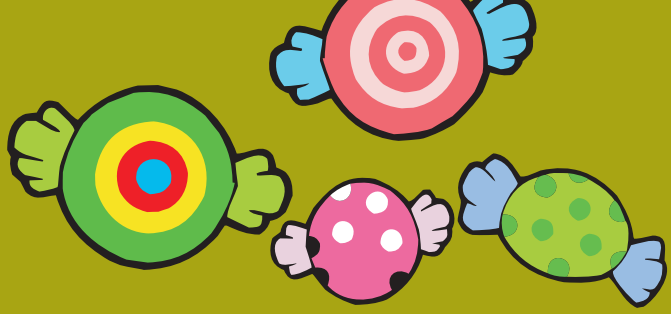
3. **Child led** - the child can break words into onset and rime without adult support e.g. mmmm-at.

4. **Internalisation** - the child can isolate the onset or the rime without saying the full word.

Stage Three - Onset and Rime

3.1 - recognise that words can be broken down into onset and rime

Onset Posting



Purpose:

- To identify a target onset when provided orally by the adult.

Before playing:

The child will need some understanding of the concept 'beginning' or 'start'.

Equipment:

A box for posting, onset and rime cards (included).

How to play:

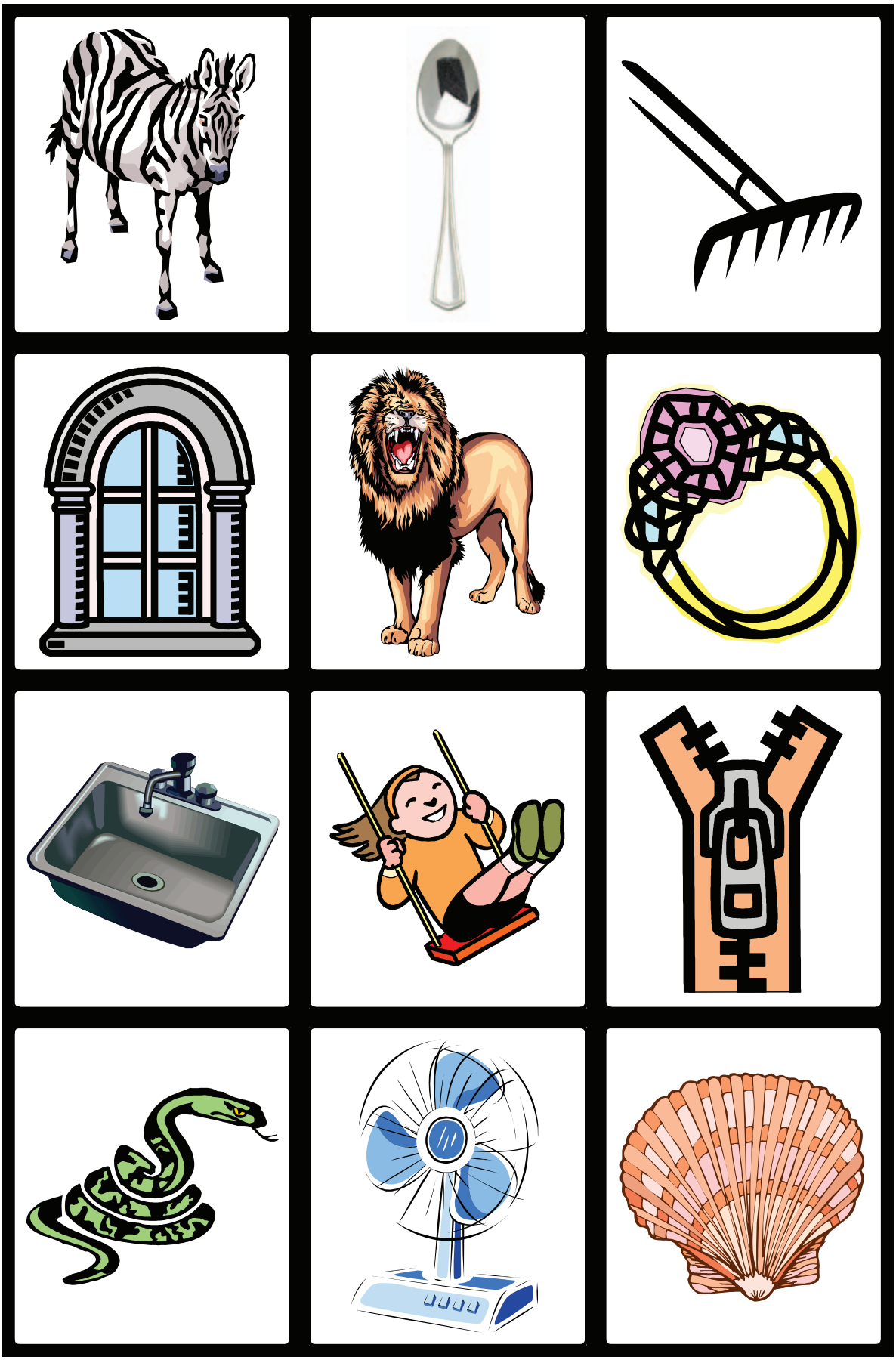
This activity comes before initial sound identification as the adult will be giving the child the word already broken into onset and rime. Lay the selection of cards on the table.

Tell the child they are going to try to find all the words with a given sound (these are words with a long initial sound to allow emphasis) and post them in the box.

The adult then says a selection of the words, shown on the cards, in an onset and rime format e.g. mmmmmmm-ap. The child then posts the word if they think it has target sound at the beginning.

Picture vocabulary included:

Zebra, spoon, rake, window, lion, ring, sink, swing, zip, snake, fan, shell, van, lipstick, moon, microphone, rain, fox, vase, snowman, shoe, ladder, rabbit, ship.



Onset and Rime Detection / Blending

Purpose:

- To identify the word when given the onset and rime.

Before playing:

Ask the child to name the pictures to ensure that the labels you use are the same as those the child uses.

Equipment:

Single syllable onset and rime pictures (included)

How to play:

Lay a selection of single syllable pictures on the table.

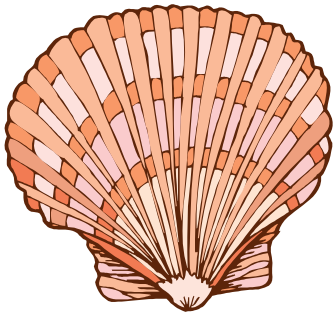
Explain to the child that you are going to tell them a word and you want them to find the picture, but you are going to say it in a funny way.

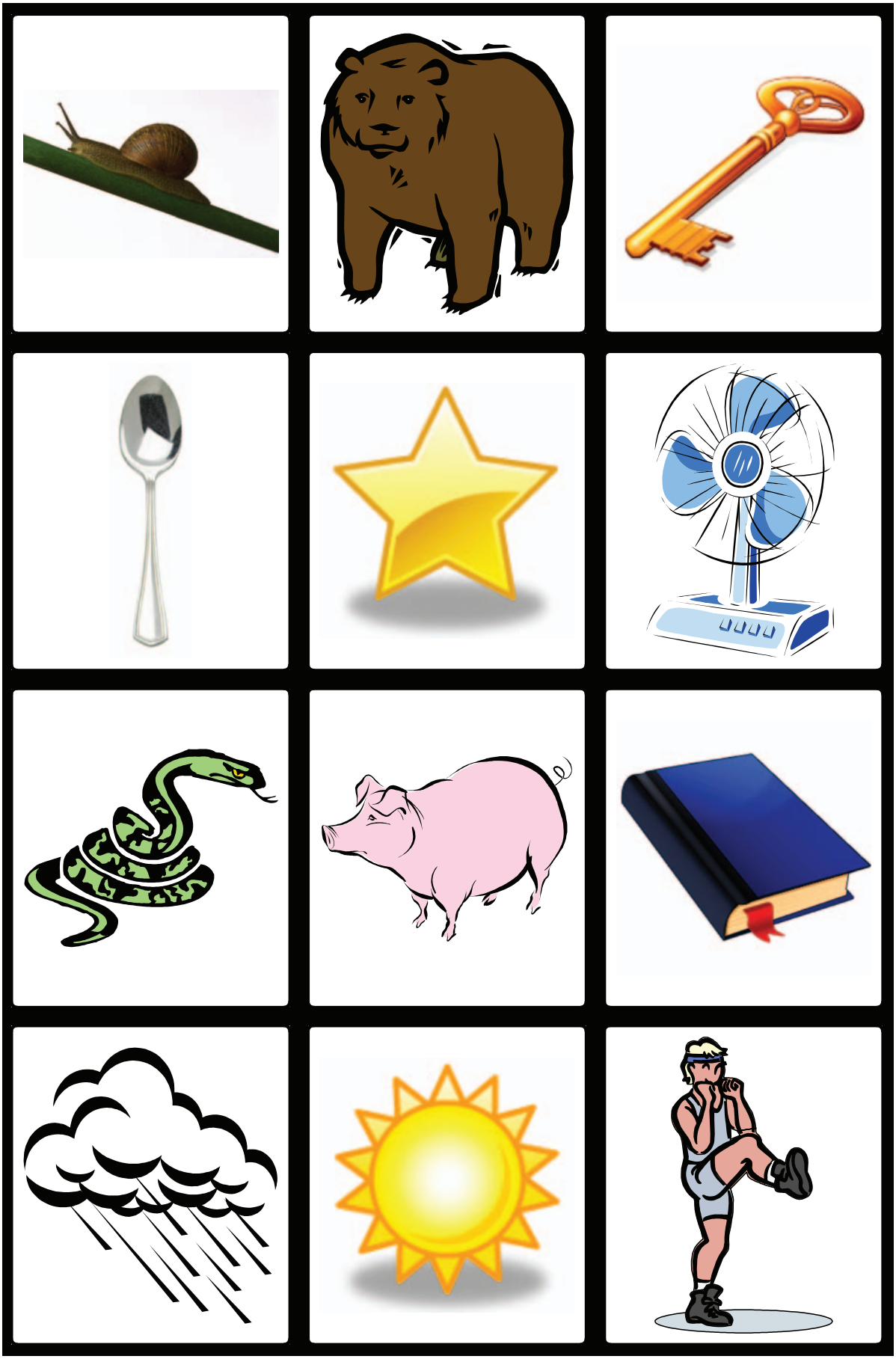
Model the way you will say the words using onset and rime e.g. d-og and ask the child to find the correct picture.

This could be posted into a box or collected in a pile.

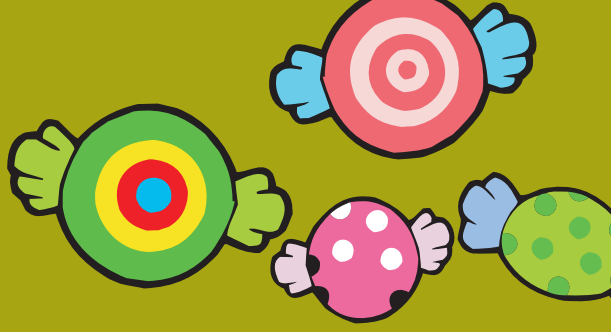
Picture vocabulary included:

Cat, fish, cup, house, chain, shell, chair, dog, bed, plate, pan, car, snail, bear, key, spoon, star, fan, snake, pig, book, rain, sun, kick.





Onset and Rime Ladders



Purpose:

- To join onset and rime to make a word.

Before playing:

The child must be able to identify when they can hear a target sound in a word.

Equipment:

Card, scissors, tape, visual prompts for sounds
e.g. Jolly Phonics (can be downloaded from the internet).

How to play:

Use jolly phonic pictures (or other visual) to collect a set of different onset and rimes e.g. f, m, s, v and or, at, ar, ill.

Make ladders with the children.

A selection of rime pictures can be stuck in a ladder format and a selection of onsets moved down the ladder to try to blend together words e.g. f - ar = far.

This can also be done with an onset ladder and the rime moved down to make a variety of words.

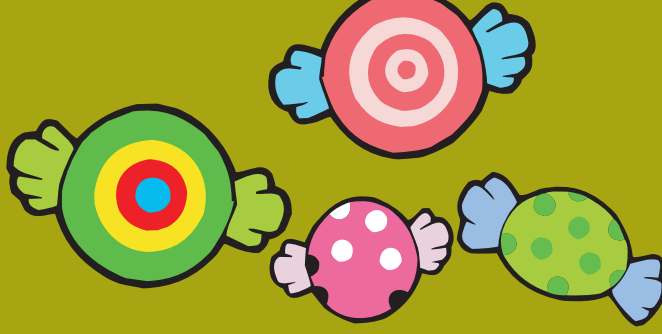
The following shows an example. However, when made letters should not be used as this is not the target skill.

F	ar
	ill
	or

Stage Three - Onset and Rime

3.2 - Onset Identification

Onset vs. Initial Sound



Activities to develop onset identification can be found in stage five - initial sounds. However, it is important to note that onset is different to initial sound.

Onset refers to all the sounds in the syllable that come before the first vowel.

Therefore, whilst in a word like 'cat' the onset is the same as initial sound - /c/, in the word 'stop' the onset is 'st' whereas the initial sound is /s/.

Onset and rime are present in each syllable of a word. Therefore, the word computer has three onsets c/p/t - the sound before the vowel in each syllable. This is not something we would teach children at this stage and, therefore, it is recommended that single syllable words are used.

It is important not to confuse the child with regard to initial sound and onset. The purpose of onset identification is to separate the word when it is presented in a larger unit i.e. the adult says c-at and the child can identify the /c/. This will support blending and segmenting at the phoneme level.

Stage Four - Rhyme Detection

Stage Four - Rhyme Detection

This is the ability to identify words that have identical final SOUND segments (not spelling patterns). This is a crucial step in developing understanding of language in that it requires attention to the sound structure rather than meaning.

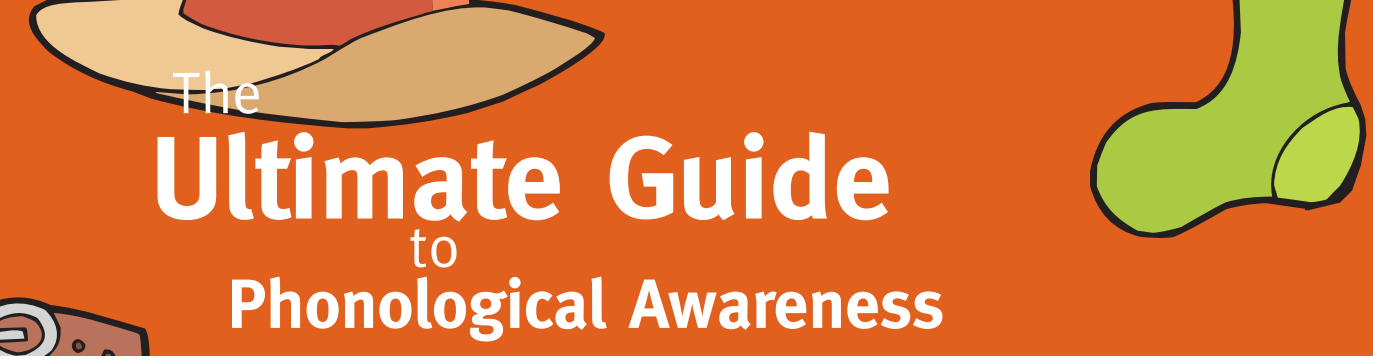
Bryan and Bradley (1985) suggest that learning about rhyming helps reading and spelling in the following ways:

1. Rhyming helps children develop phonemic awareness, which facilitates decoding.
2. Rhyming teaches children to group words together by sounds, thereby reducing the number of words they have to learn to read by making generalisations of larger sound units.
3. Rhyming teaches children to make connections between categories and the letter-string patterns that are used to spell words.

Rhyme production activities are included later as children with phonological awareness difficulties often struggle with the concept of rhyme and need support at the other stages before attempting to produce rhyme.

As with other skills, understanding of rhyme is effectively established once a child can internalise the rhyme. Before this can happen, a variety of skills need to be achieved. These are:

1. Ability to identify the words that rhyme when given orally by an adult.
2. Ability to find a picture that rhymes with a word given orally by an adult, from two options.
3. Ability to match pictures that rhyme with the child saying the words.
4. Ability to silently match or sort pictures that rhyme.



Stage Four - Rhyme Detection

4.1 - Recognise that words can rhyme

Rhyming pairs

Purpose:

- To identify words that rhyme

Before playing:

Revise the child's knowledge of rhyme.

Equipment:

Rhyming pairs cards (included).

How to play:

Set out the cards face down on the table.

Take turns to pick two cards each and turn them over.

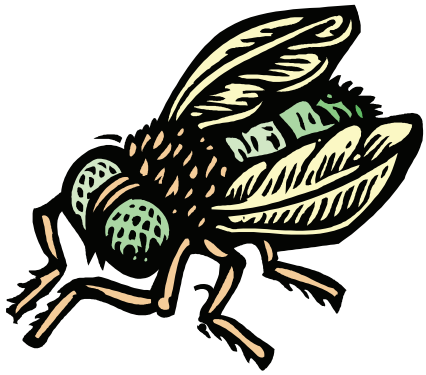
Say the words aloud and decide whether they rhyme.

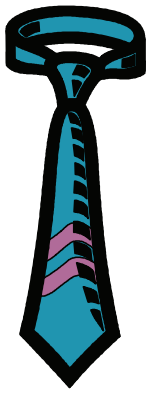
If the words are a rhyming pair, the player keeps the cards.

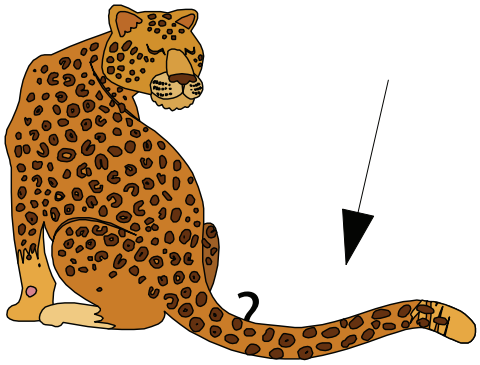
If not, they are turned back over and play passes to the next player.

Picture vocabulary included:

bear/chair
wall/ball
door/saw
man/fan
fly/tie
tail/snail
dog/frog
hat/fat







Match the rhyme

Purpose:

- To match pictures by rhyme.

Before playing:

Revise child's knowledge of rhyme.

Equipment:

Rhyme matching picture sheets (included)

How to play:

Identify a picture. Talk to the child about the picture and provide two other pictures, one which rhymes with the original.

Ask the child to try and match the picture with another that rhymes with it.

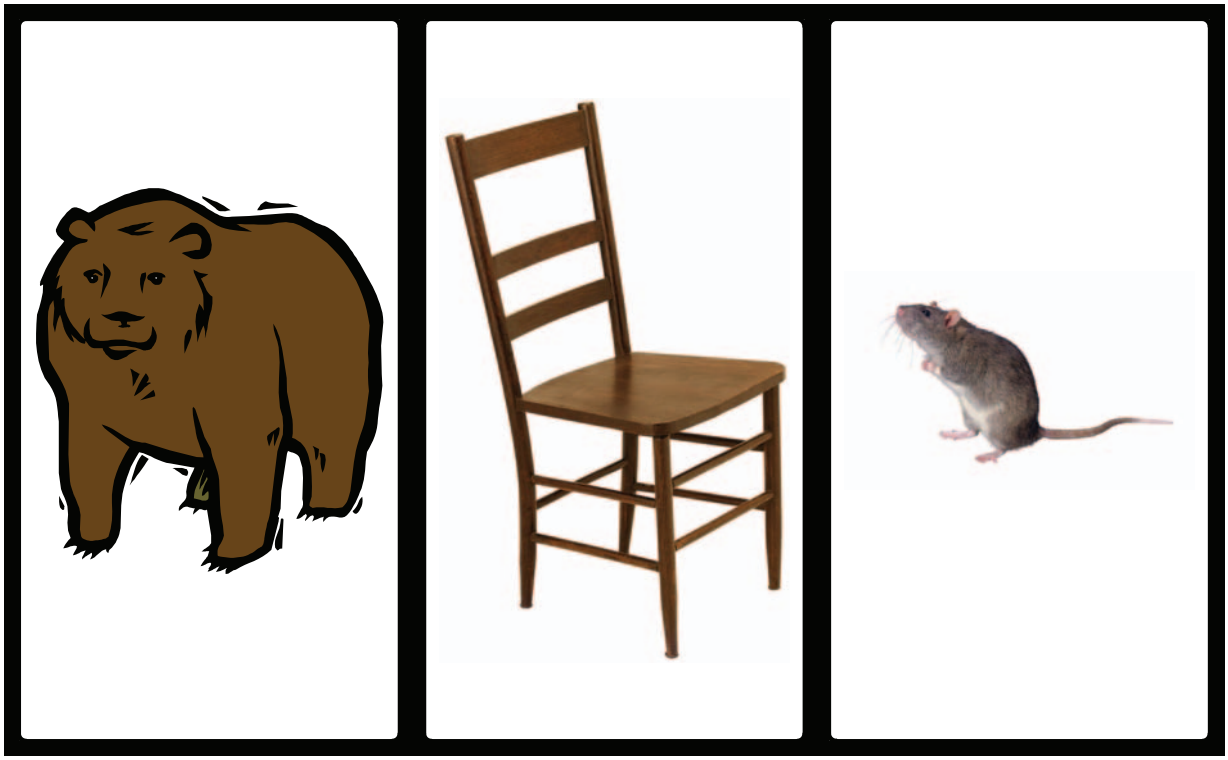
This can be done silently if the child is moving towards internalisation of the skill.

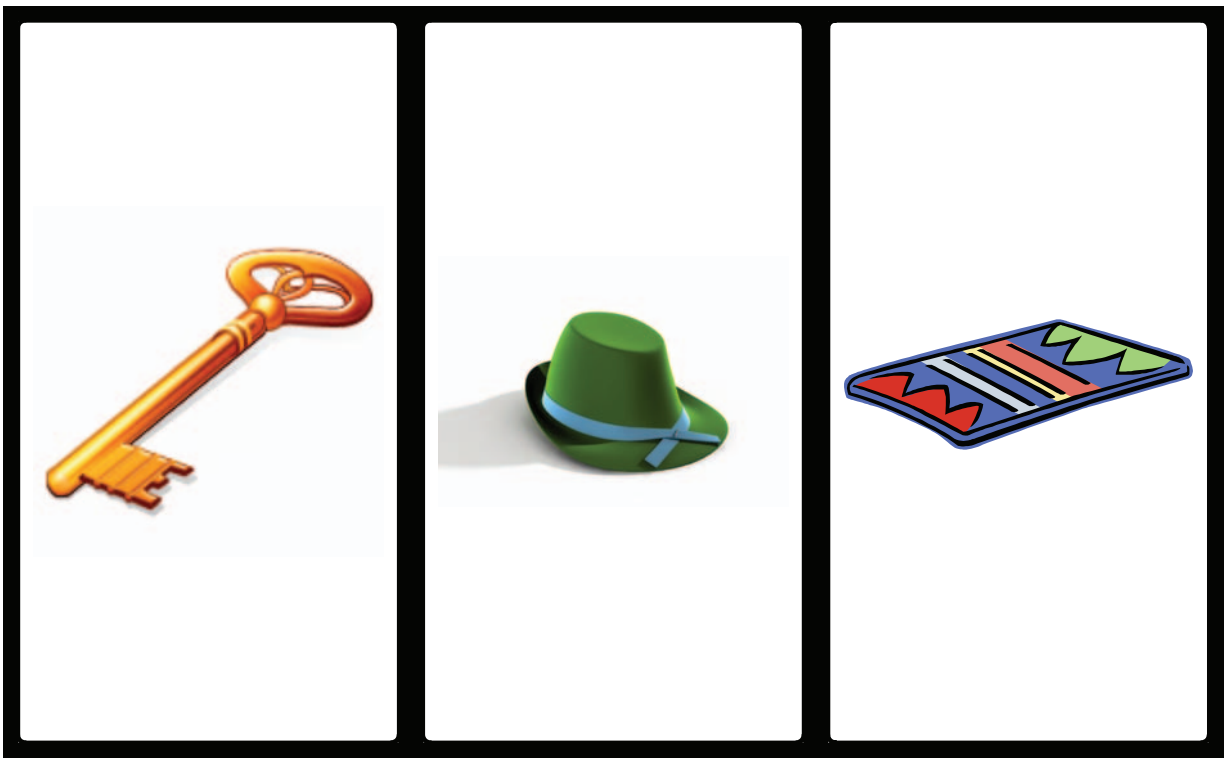
Variation:

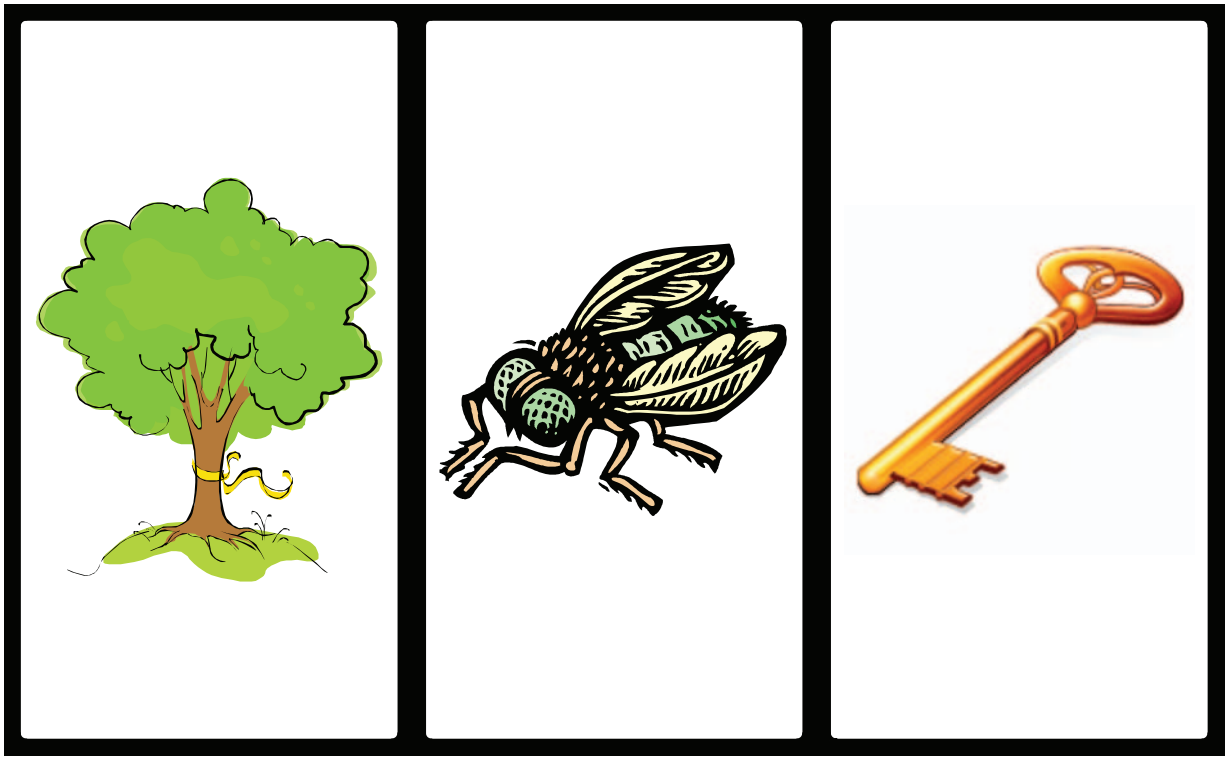
This game can also be played so that children have to identify the odd one out of the three pictures.

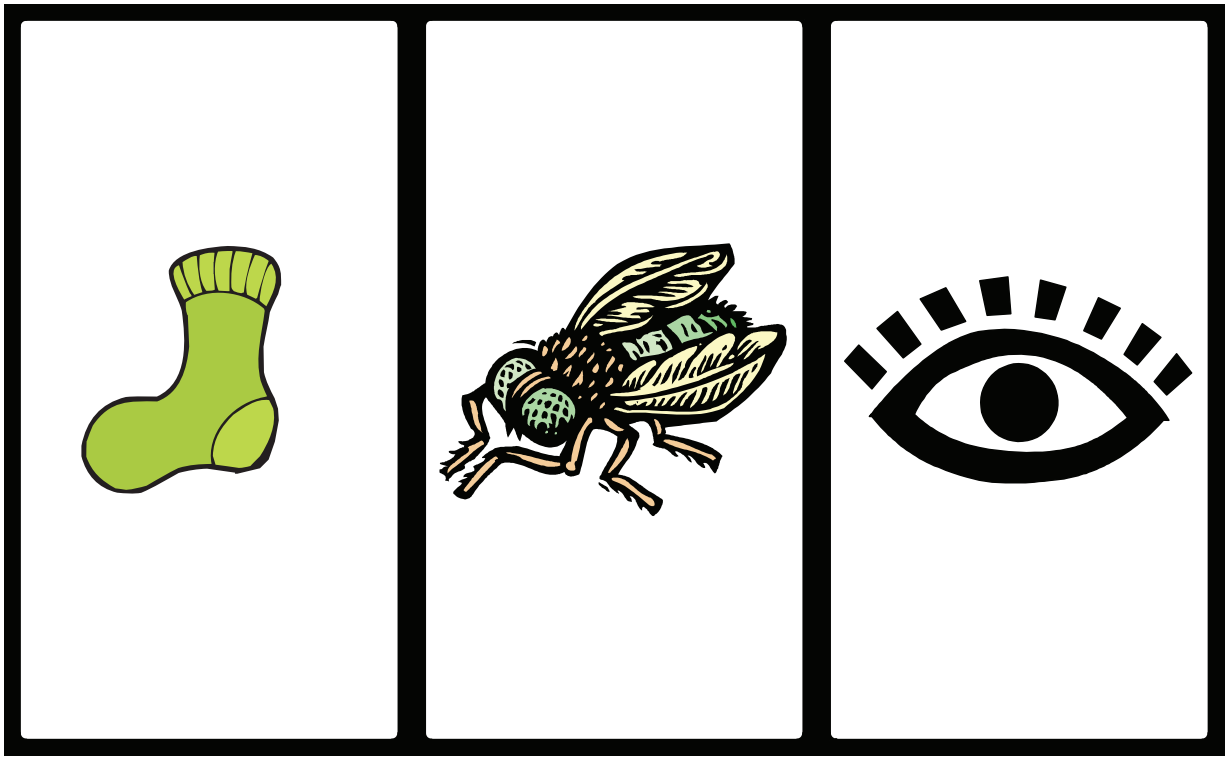
Picture vocabulary included:

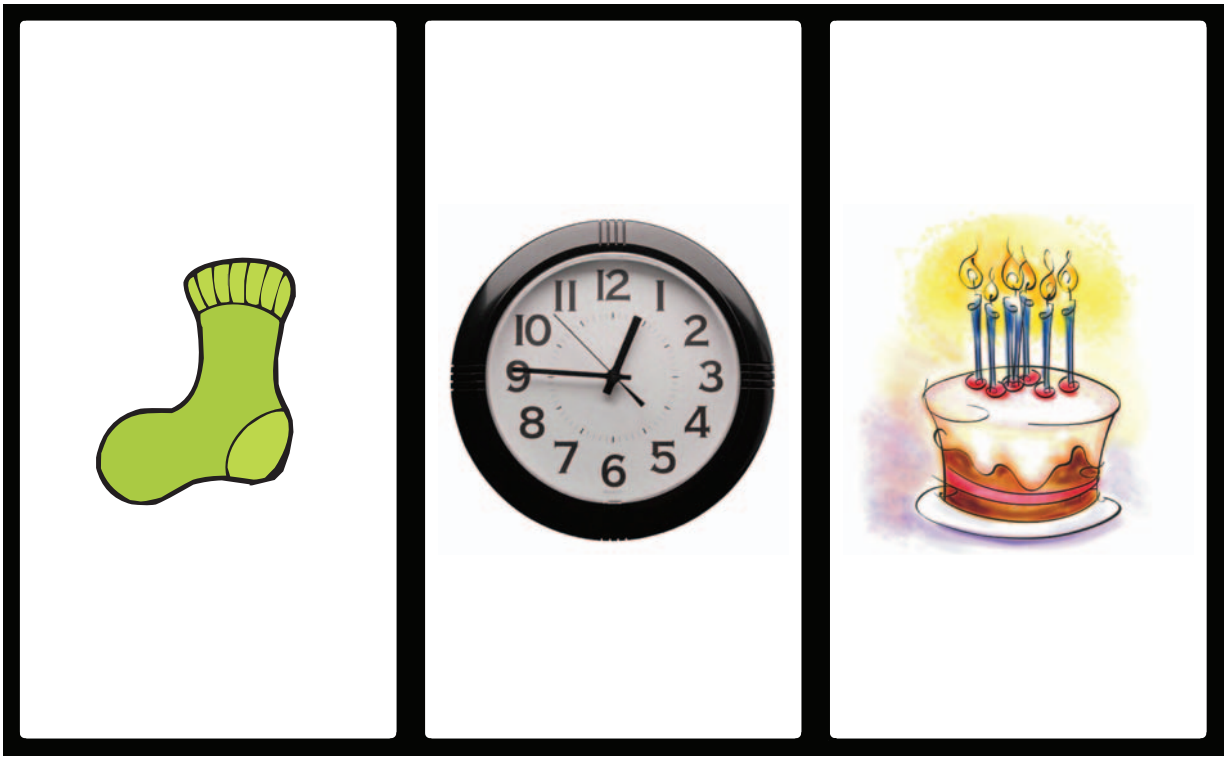
House/frog/dog, house/chair/mouse, bear/chair/mouse, key/hat/mat, tree/fly/key, sock/fly/eye, sock/clock/cake, snake/pan/cake, pan/shoe/fan, shoe/two/book.

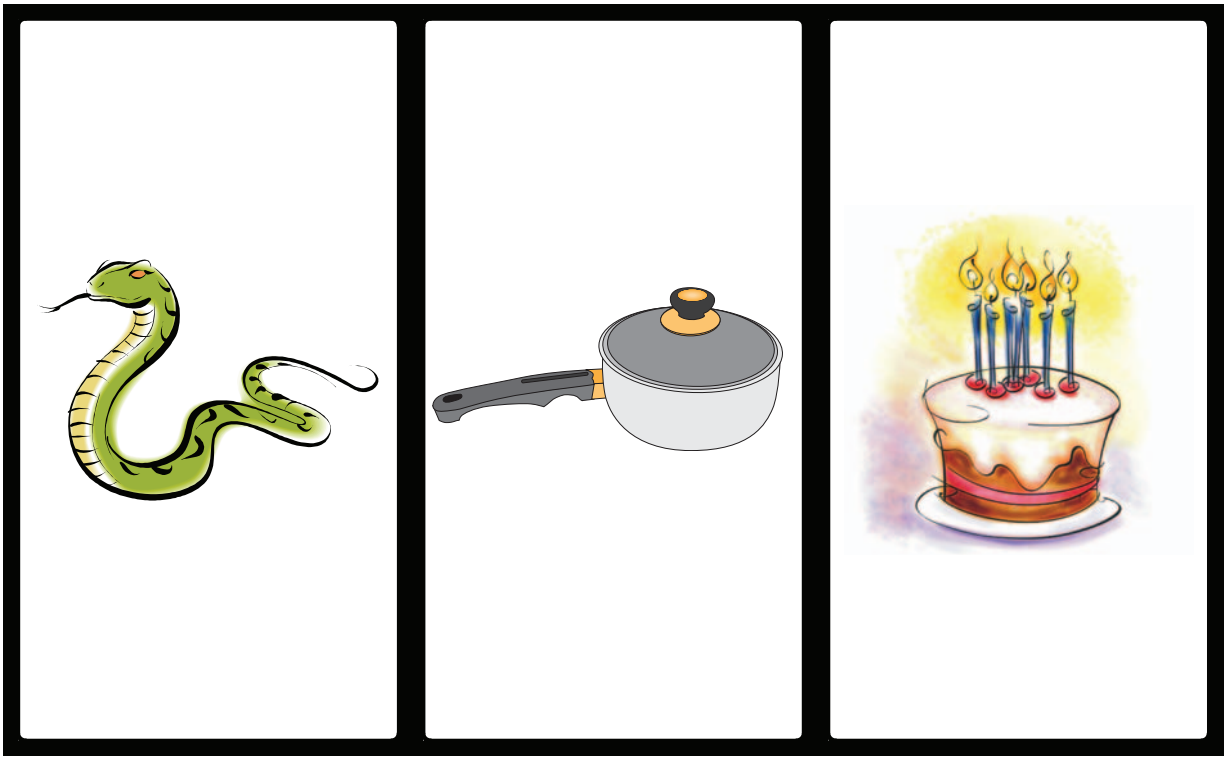


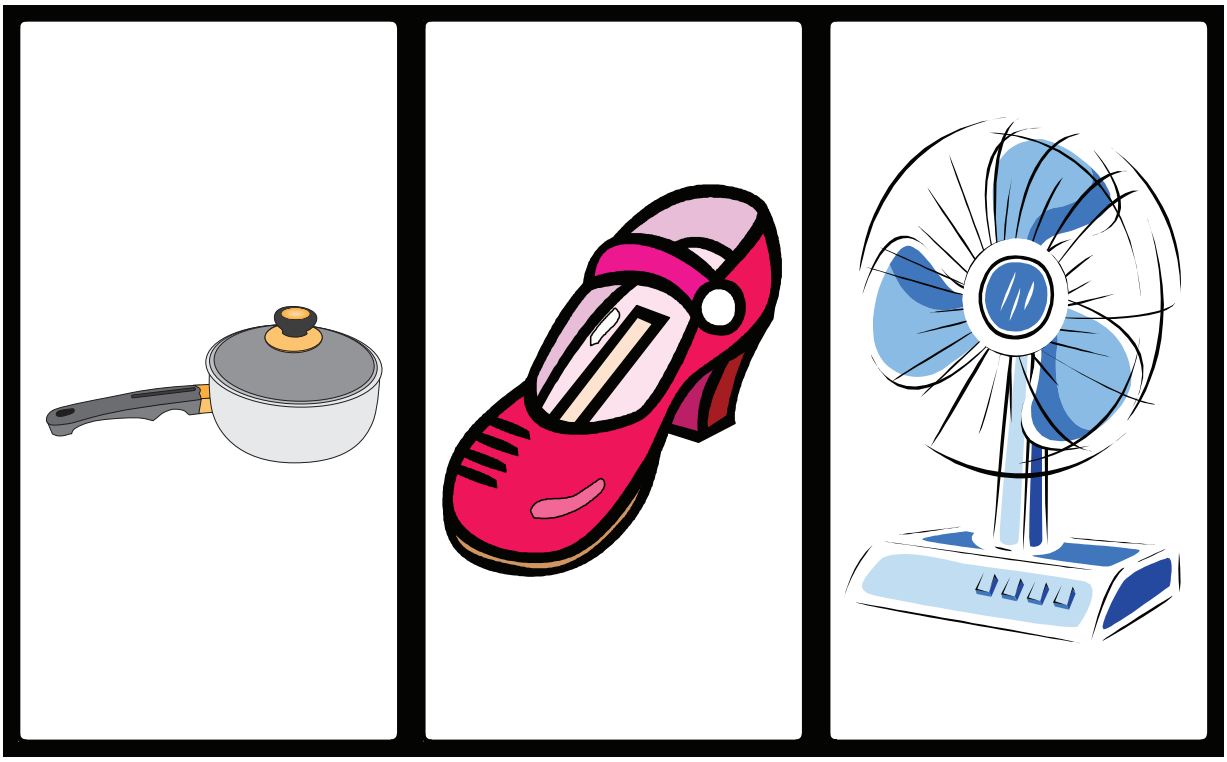












Rhyming lotto

Purpose:

- To recognise words that rhyme.

Before playing:

Revisit/check understanding rhyme.

Equipment:

rhyming lotto boards (thick borders); rhyming lotto cards,
(thin borders (included))

How to play:

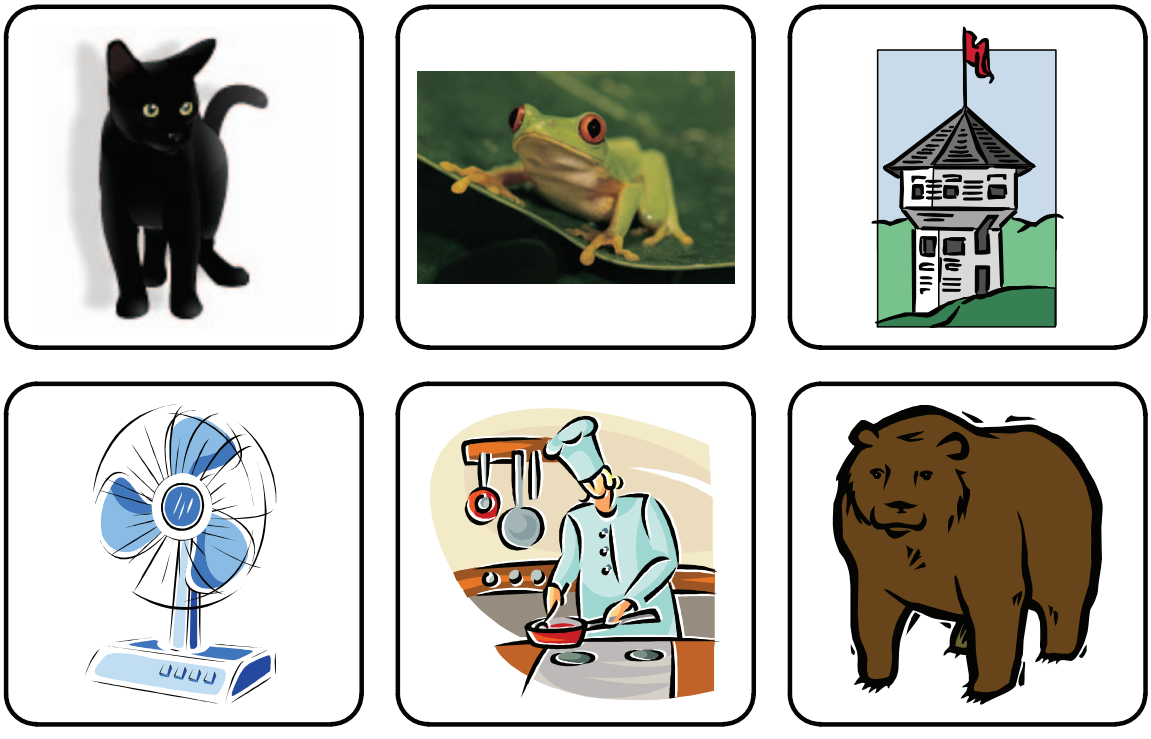
Each player takes a turn to select a lotto card; the children then look at the lotto boards to decide if they have a picture that rhymes with the card selected and it is placed on the board.

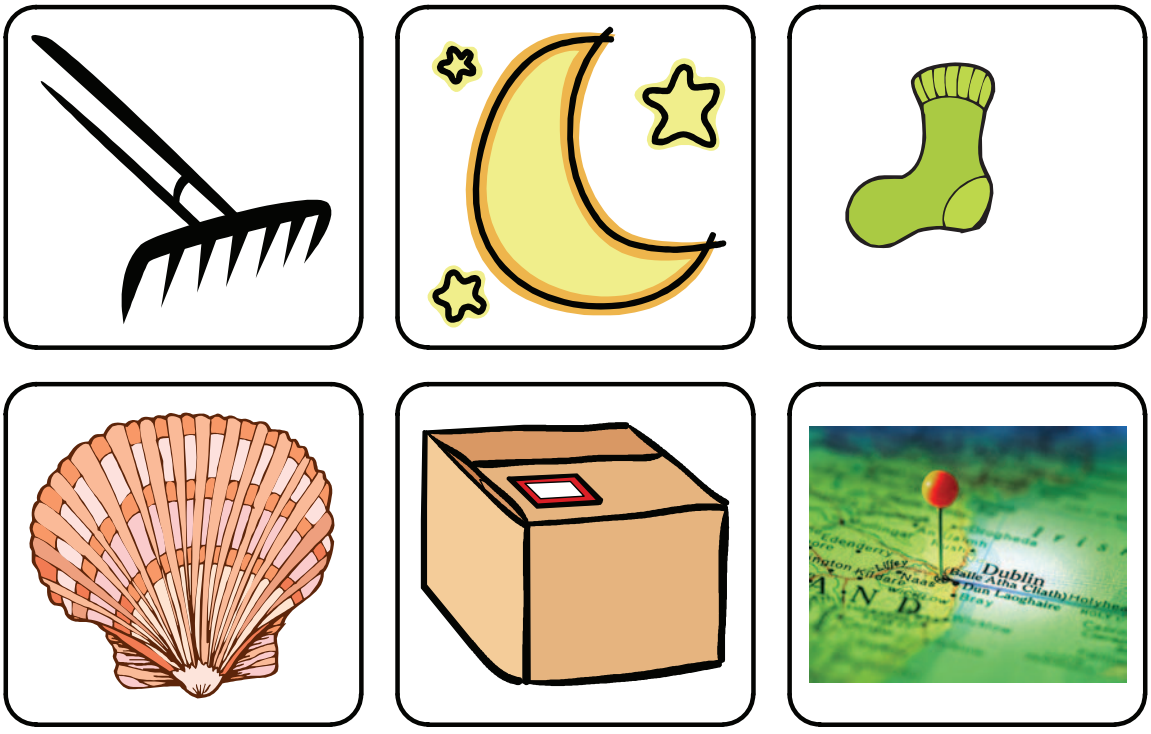
The game ends either when one child has filled their board or when all the boards are full.

At first, the words should be articulated but the aim is that the children are able to match the rhyming words without having to articulate them.

Picture vocabulary included:

hat/mat, dive/five, tie/pie, kite/light, two/shoe, brick/kick, rat/cat, dog/frog, flower/tower, fan/van, cook/book, hair/bear, snake/rake, spoon/moon, clock/sock, bell/shell, box/fox, map/tap, star/car, mouse/house, pear/chair, bee/tree, fall/ball.

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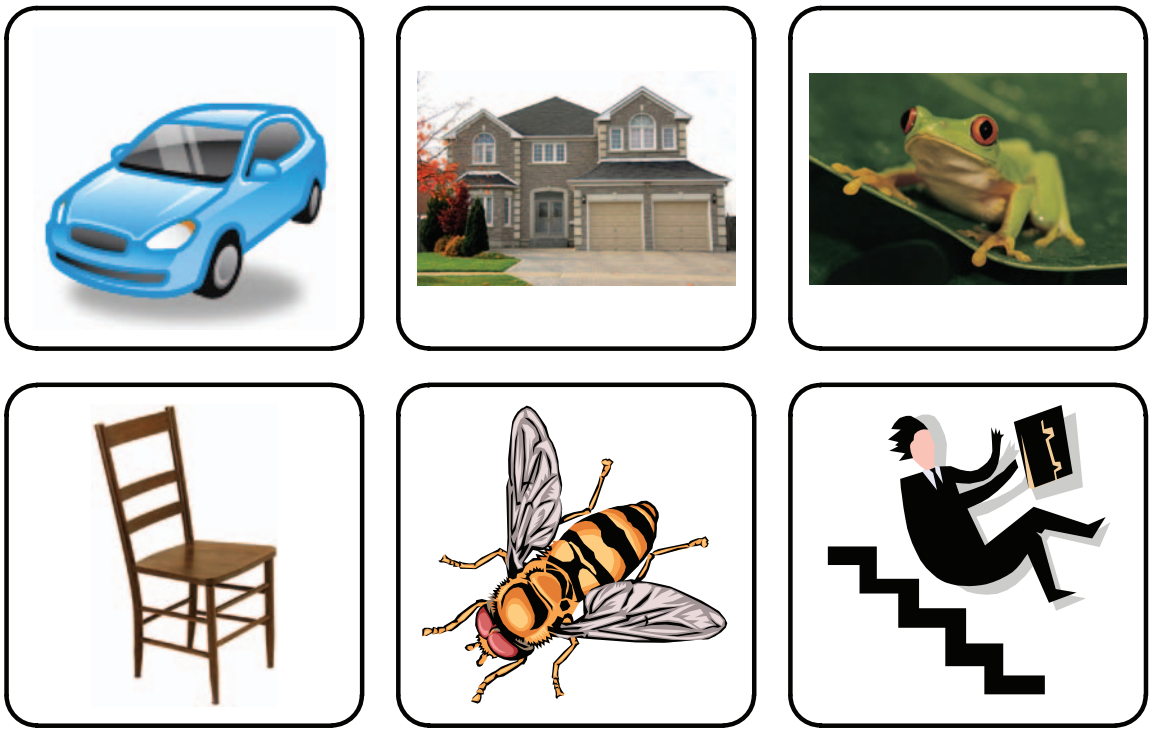


Happy families

Purpose:

- To identify words within a given rhyming string.

Before playing:

Ensure the child can ask effective questions.

Equipment:

Happy families game cards (included)

How to play:

Organise four rhyming pictures from a rhyming string.
There needs to be one string for each person playing.

Shuffle the cards and share between the players.

The object of the game is to collect a set of words that rhyme.

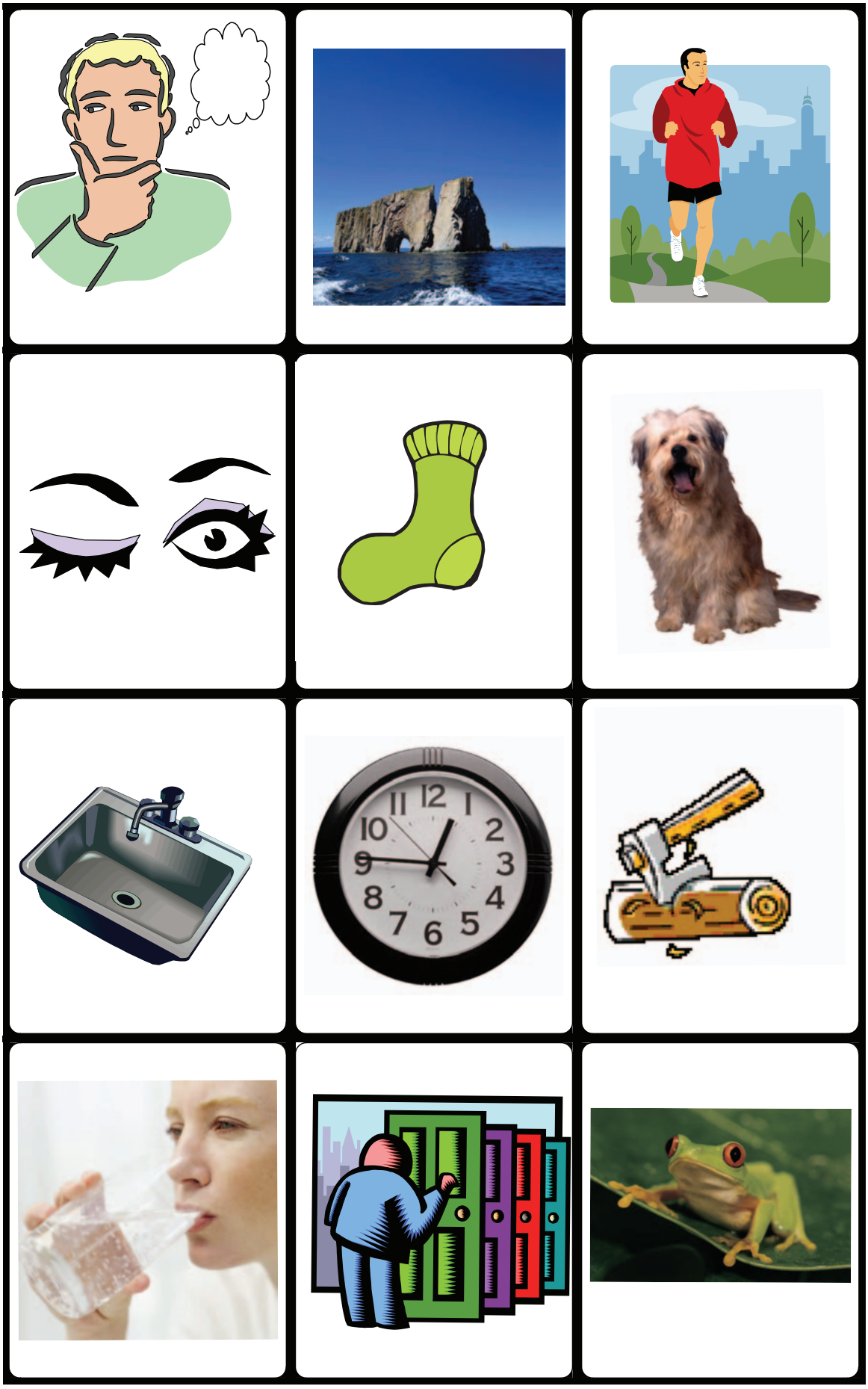
The first player identifies a set they want to make and asks another player 'Do you have a card that rhymes with...?'

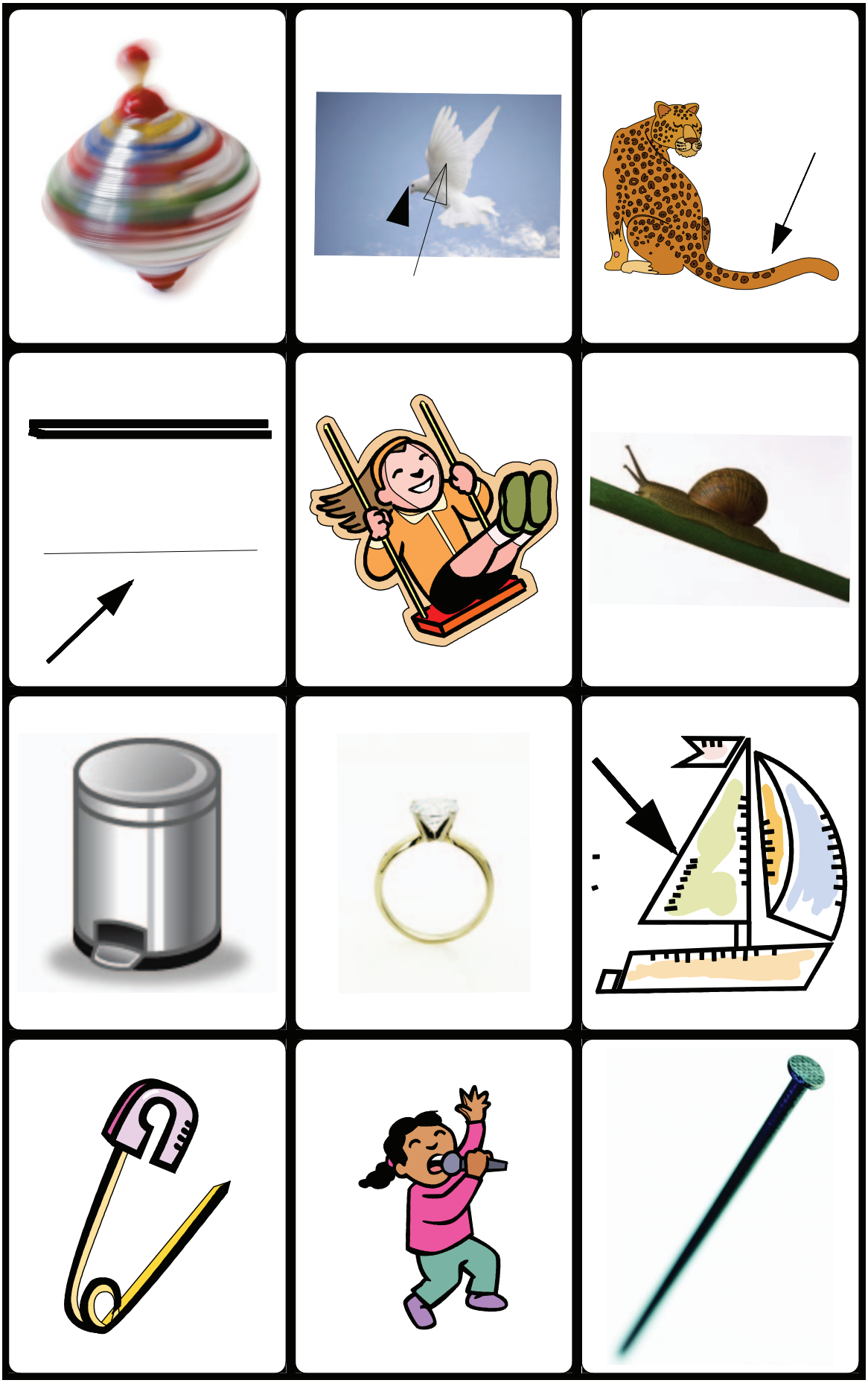
If the player has the card, they pass it to the person that asked.

Play continues round the circle until one player has the full set.

Picture vocabulary included:

rain, chain, plane, train.	cat, hat, fat, mat.	pin, bin, thin, spin.
eye, fly, cry, tie.	pan, fan, man, van.	sing, ring, swing, wing.
shoe, two, glue, blue.	sun, bun, run, one.	nail, snail, sail, tail.
book, cook, look, hook.	drink, sink, think, wink.	stick, brick, lick, kick.
chair, hair, bear, pear.	knock, sock, clock, rock.	ball, tall, fall, wall.
tea, tree, key, bee.	frog, log, dog, jog.	snake, cake, rake, lake.





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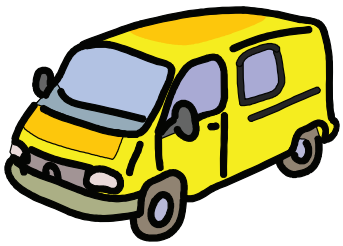

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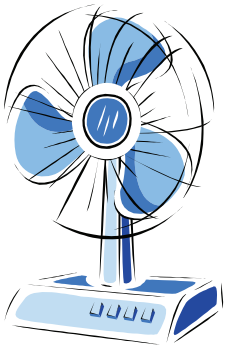
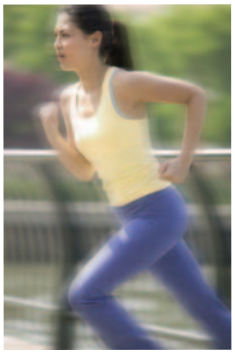
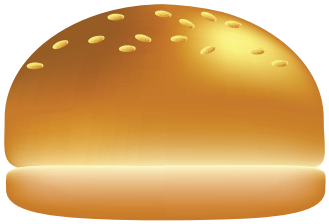
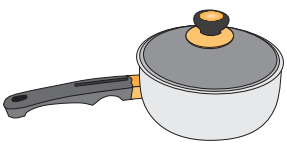








Stage Five -
Initial Sounds

Stage Five - Initial Sounds

At this stage the child is beginning to develop an awareness of individual units of sound. Children will begin to be able to identify which sound is heard at the beginning, end or middle of a word. Most children will also be able to match that sound to its grapheme. However, for those children that struggle with this, work on raising awareness of initial sounds may be appropriate.

The adult working with the child will need to ensure that any sounds that he/she makes are PURE sounds and do not contain an 'er' component. For example, if the adult segments the word cat into c-a-t WITHOUT using pure sounds, the child will hear ker-a-ter. In addition, an awareness of the sounds that do not use the voice is also essential.

This is necessary so that the child can begin to develop the ability to hear the difference between very similar sounds. For example, /c/ and /g/ are sounds that are made in the same place in the mouth and only differ by the fact that /c/ does not use the voice and /g/ does. In addition both of these sounds are short so /c/ is not said as 'ker' (as in her).

It is also helpful to be aware of sounds that are long as these can be emphasised when learning about initial or final sounds without adding the incorrect 'er' component.

/s/ /sh/ /f/ /v/ /l/ /m/ /n/

At this stage, the terminology 'beginning' and 'start' become important as the child needs to begin to isolate the sound on demand.

It is important to note that the development of this skill does not rely on knowledge of matching letters to sounds, but is purely about oral discrimination and separating the sound from the rest of the word.

Stage Five - Initial Sounds

Initial sound awareness develops in the following stages:

1. **Adult led** - The child requires full adult support to identify the initial sound.
2. **Adult intervention** - Words with long initial sounds are used. The adult says the word emphasising the initial sound. The child is then able to sort the words.
3. **Child led** - The child is able to sort pictures after saying the sounds.
4. **Internalisation** - The child is able to sort pictures silently.

Stage Five - Initial Sounds

5.1 - Recognise that words can begin with the same sound

Initial-Bubbles Game

Purpose:

- To recognise the initial sound of a c-v-c word.

Before playing:

Ensure that the child understands the concept of first or beginning.

Equipment :

CVC picture cards (those from other games in this section can be used), initial-bubbles card (included), 3 Counters

How to play:

2 players

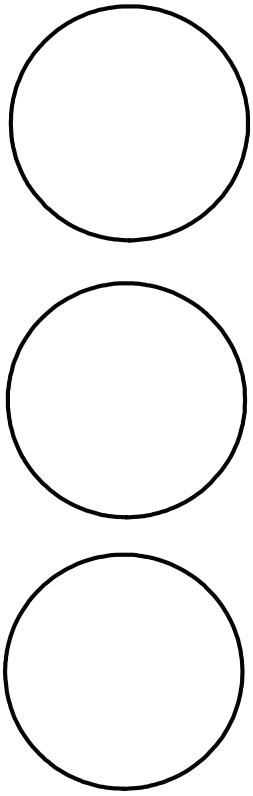
1. The child or the adult turns over a picture from the pile. The child and adult together segment the sounds - e.g. c-a-t.

2. Next, the adult segments the sounds and for each one a counter is placed on the bubbles.

3. Then the child segments the sounds pointing at each counter.

4. Next the adult takes away the first counter and asks the child what sound is missing.

As the child develops the skill steps 1-3 can be withdrawn.



Silent Sorting (C-V-C Words)

Purpose:

- To recognise that words can begin with the same sound

Before playing:

Ensure that the child understands the concept of first or beginning and can isolate the initial sound in a c-v-c word.

Equipment:

c-v-c picture cards using 2 different target initial sounds (included), two boxes with a symbol to represent the target sounds (e.g. Jolly Phonics pictures)

How to play:

2 players

1. The child or the adult turns over a picture from the pile.
2. Next, the child places the card in the box that matches the initial sound of the picture.
3. The activity continues until all the pictures are in the boxes.

Variation:

The cards can be sorted into two boxes by only one initial sound e.g. /f/ and not /f/.

Note: long sounds are used in the pictures enclosed as they can be emphasised without adding the incorrect 'er' element.

Picture vocabulary included:

Sun, spoon, saw, fish, foot, five, man, mat, map, shell, ship, shoe, leg, log, lips.

Dublin

Initial Sound Pairs

Purpose:

- To recognise that words can begin with the same sound.

Before playing:

Ensure that the child understands the concept of 'same'.

Equipment

Initial sound picture card pairs (included).

How to play:

2-4 players

The cards are placed face down and the children take it in turns to turn over two cards. (The rules are the same as for pelmanism).

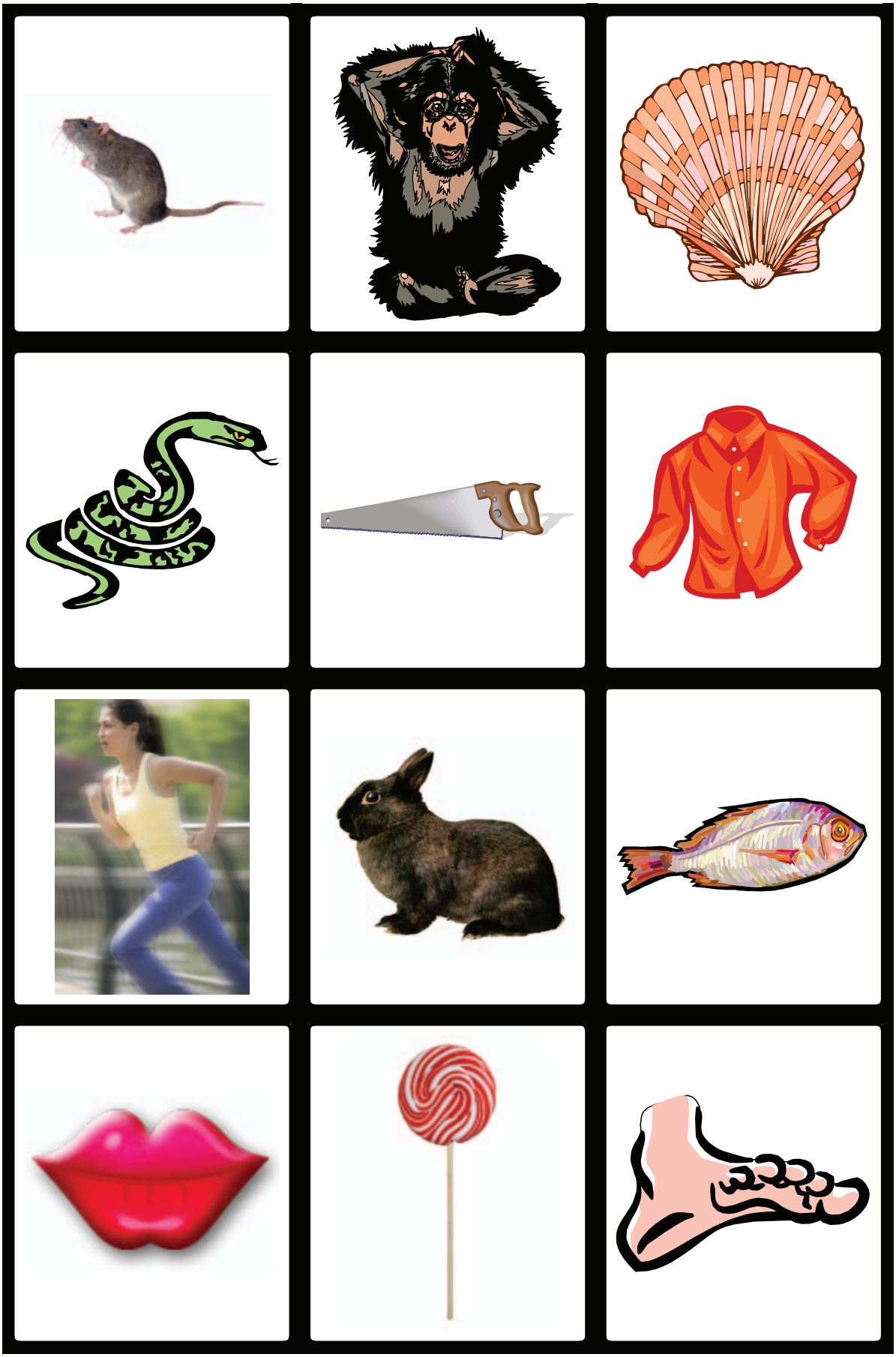
The adult and/or the child says the word and decides if the initial sound is the same. If they match, the pair is kept.

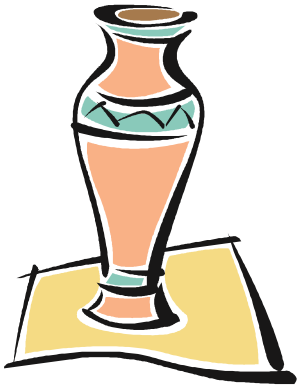
The game continues until all the pairs have been collected.

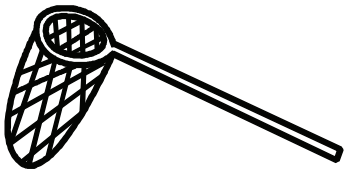
The goal is that the child can match initial sound pairs without having to articulate the words.

Picture vocabulary included:

Mouse/monkey, shell/shirt, snake/saw, run/rabbit, fish/foot, lips/lolly, van/vase, zebra/zip, house/hat, nail/net, moon/man, yellow/yoghurt.







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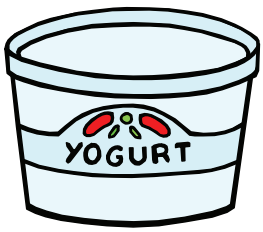


Initial Sound - Odd One Out

Purpose:

- To recognise that words can begin with the same sound.

Before playing:

Ensure that the child understands the concept of 'same' and 'not the same'.

Equipment:

Initial sound odd one out pictures (included).

How to play:

2 players.

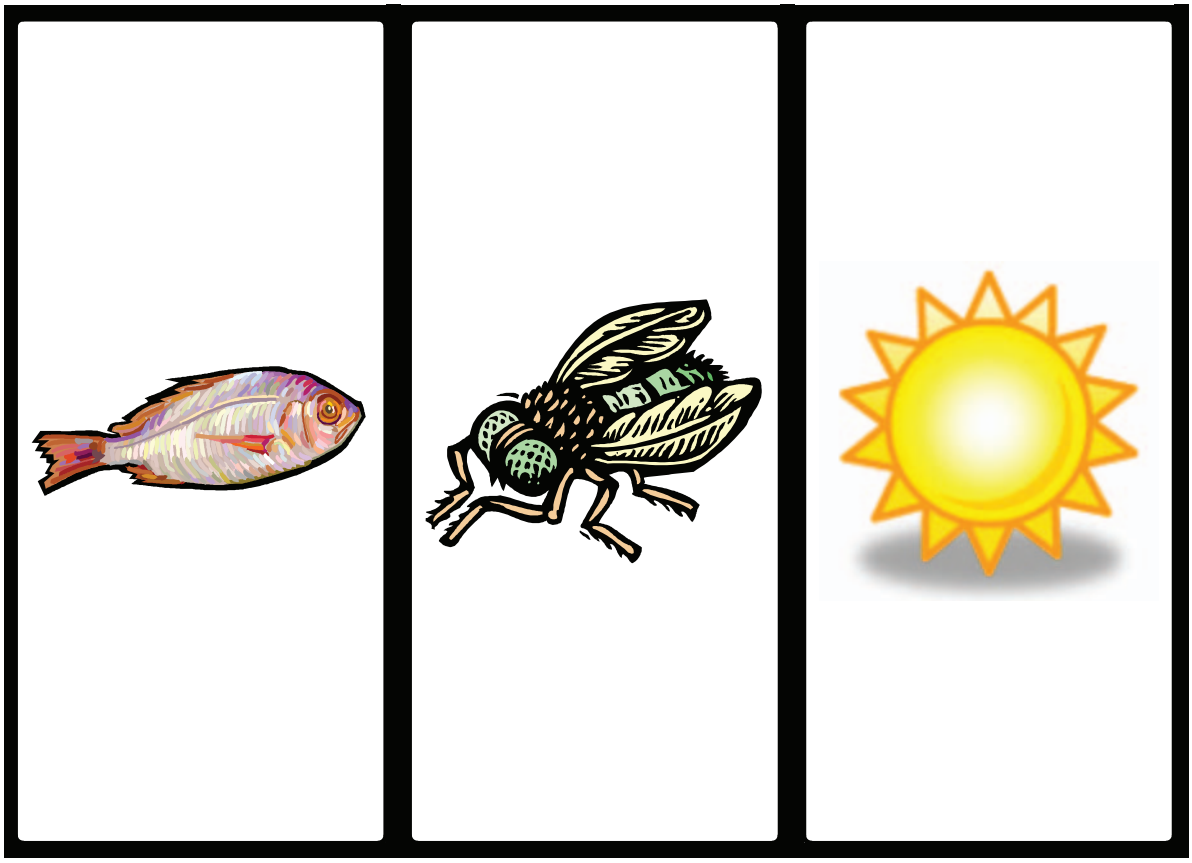
The child and/or the adult says the three words that the pictures represent and the child decides which one does not 'go' and says why. E.g. the cake does not go because the other two begin with /f/ and the cake begins with /c/.

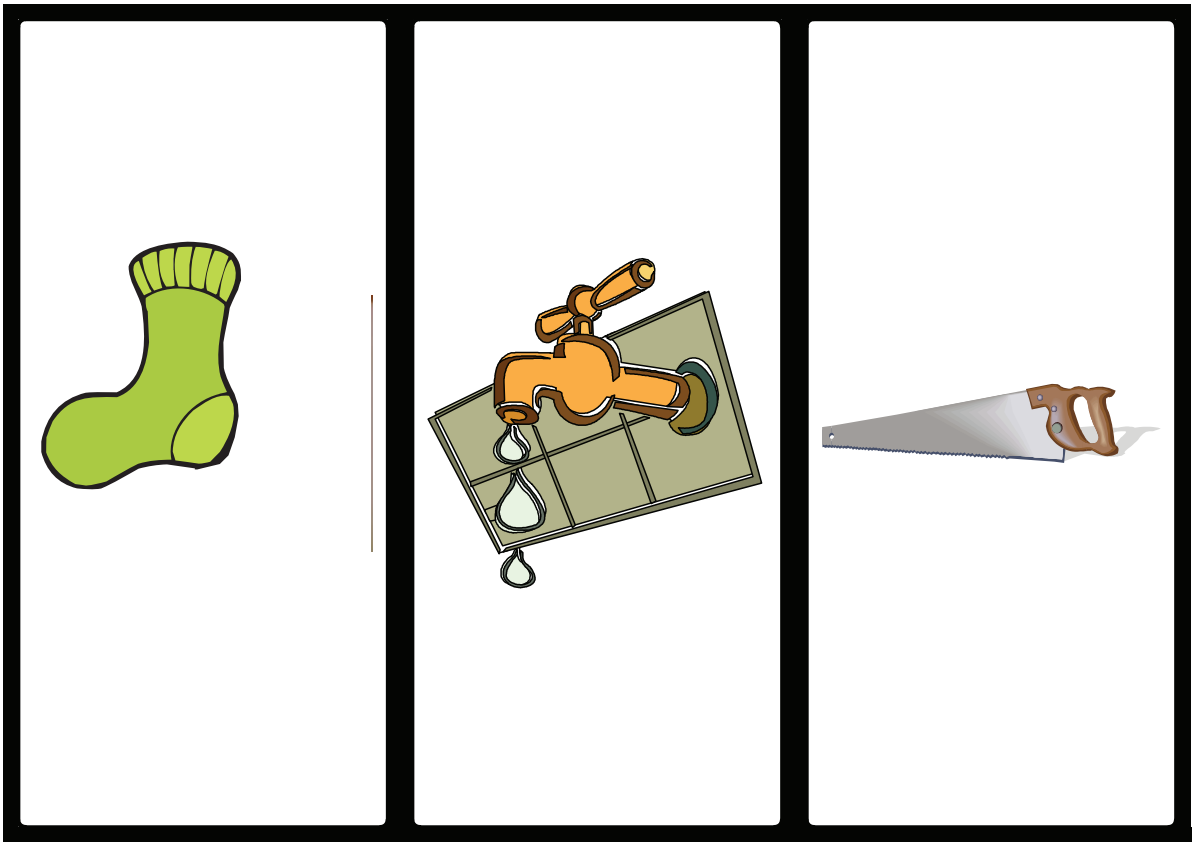
If the child is not quite able to do this, it may help to start off finding 2 pictures that go 'together'.

The goal is that the child can identify the odd one out without having to articulate the words.

Picture vocabulary included:

Fish/fly/sun, sock/tap/saw, lion/frog/four, house/cake/cup, shoe/ship/bin, sand/saw/duck, flower/cake/fox, window/lion/leg, fat/frog/mouse, bed/book/rabbit, mouse/monkey/star, pear/dog/pig, table/dinosaur/door, vase/van/wing, shell/ship/sock, chips/snail/sad.





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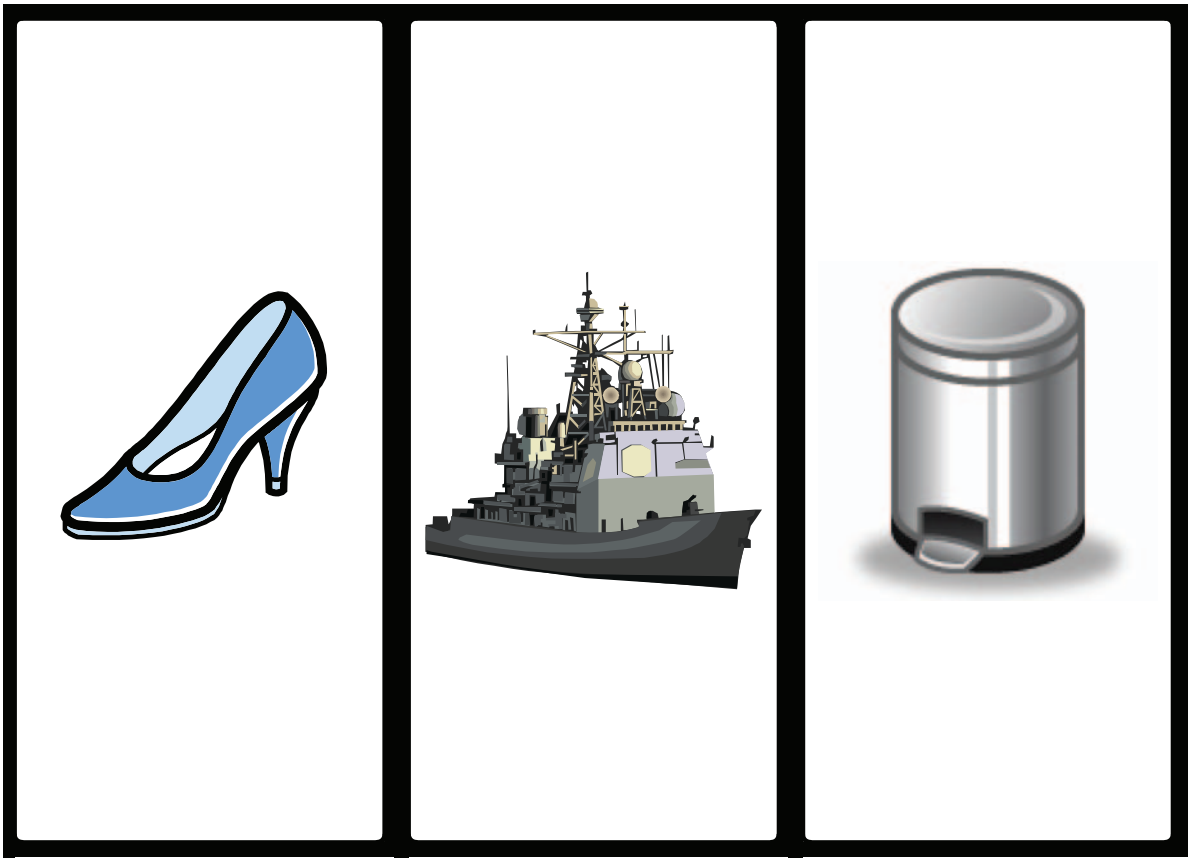
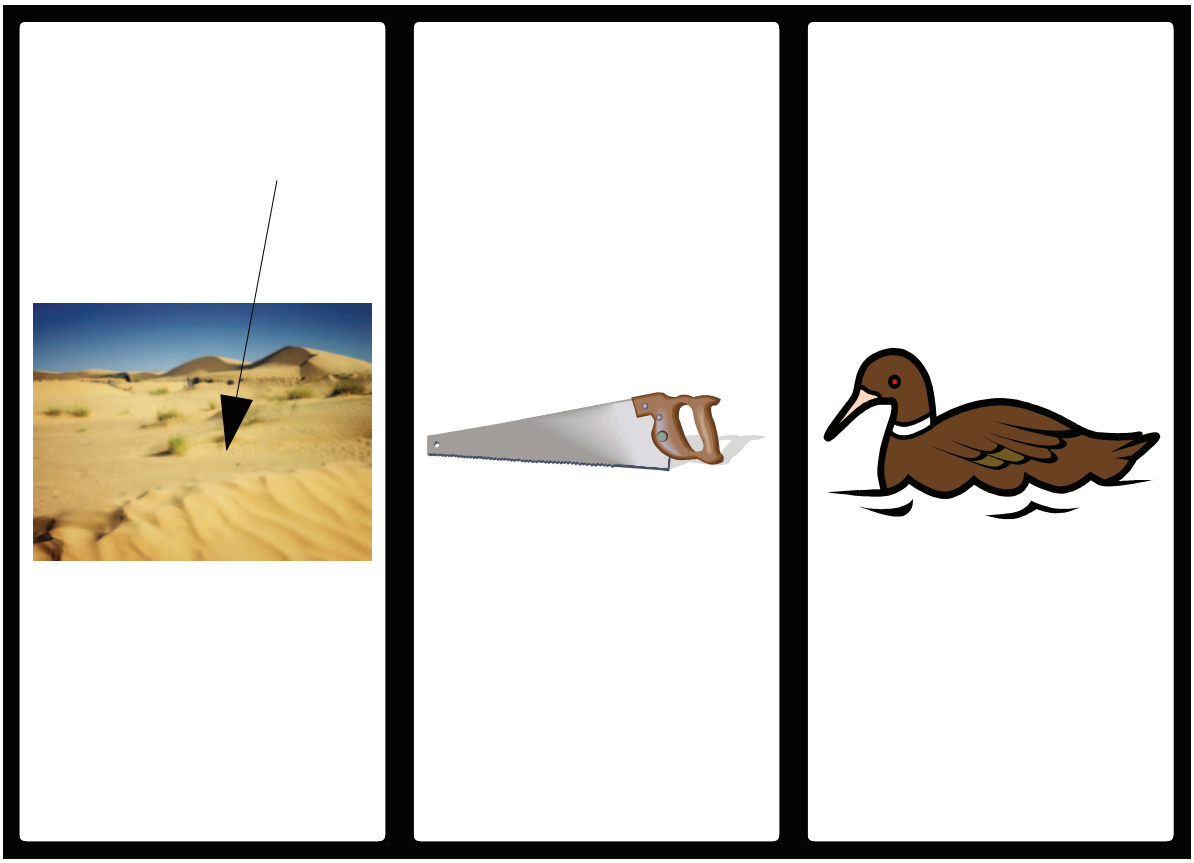
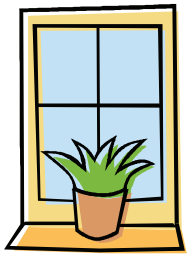
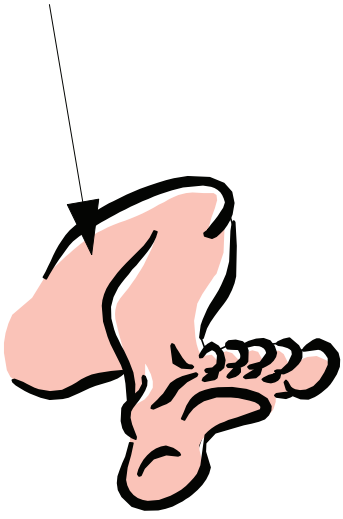
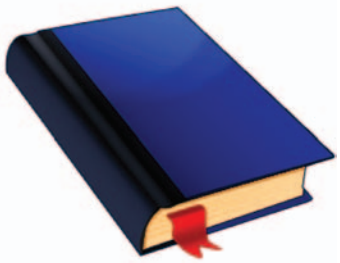
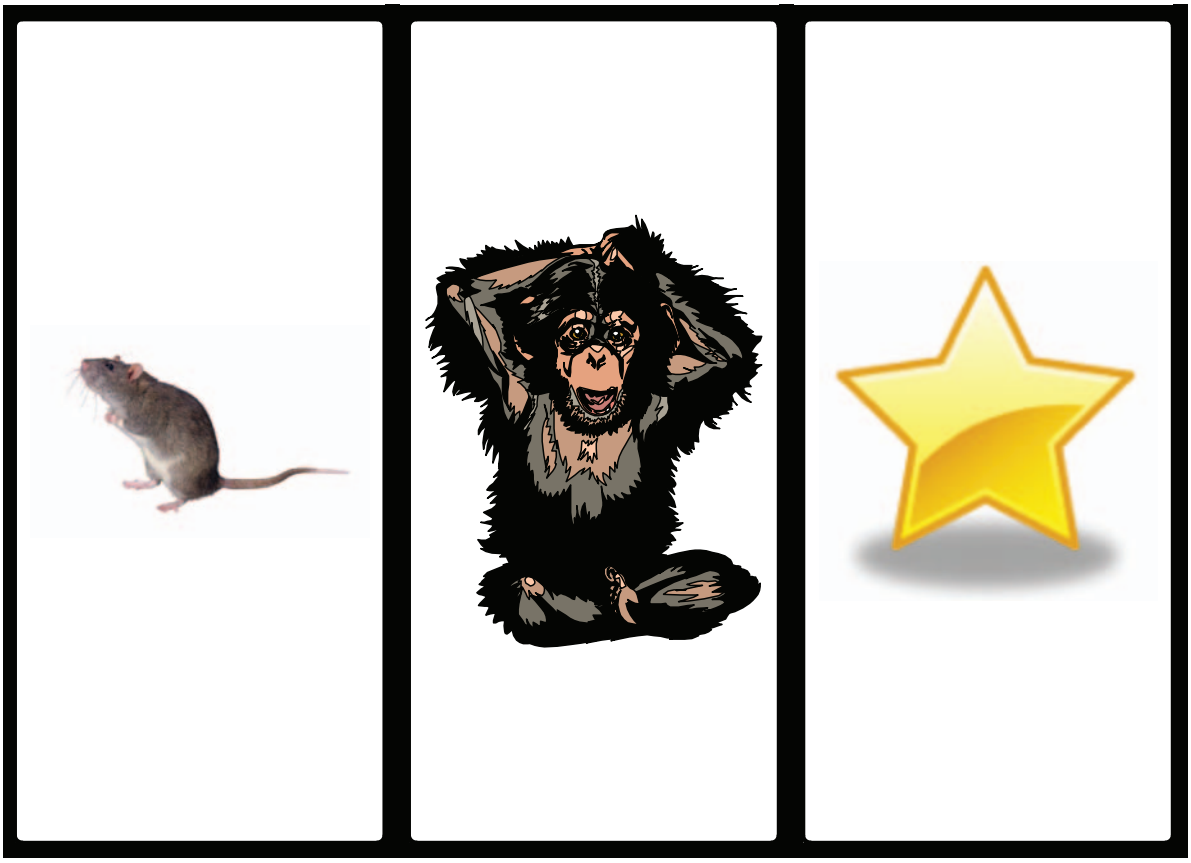


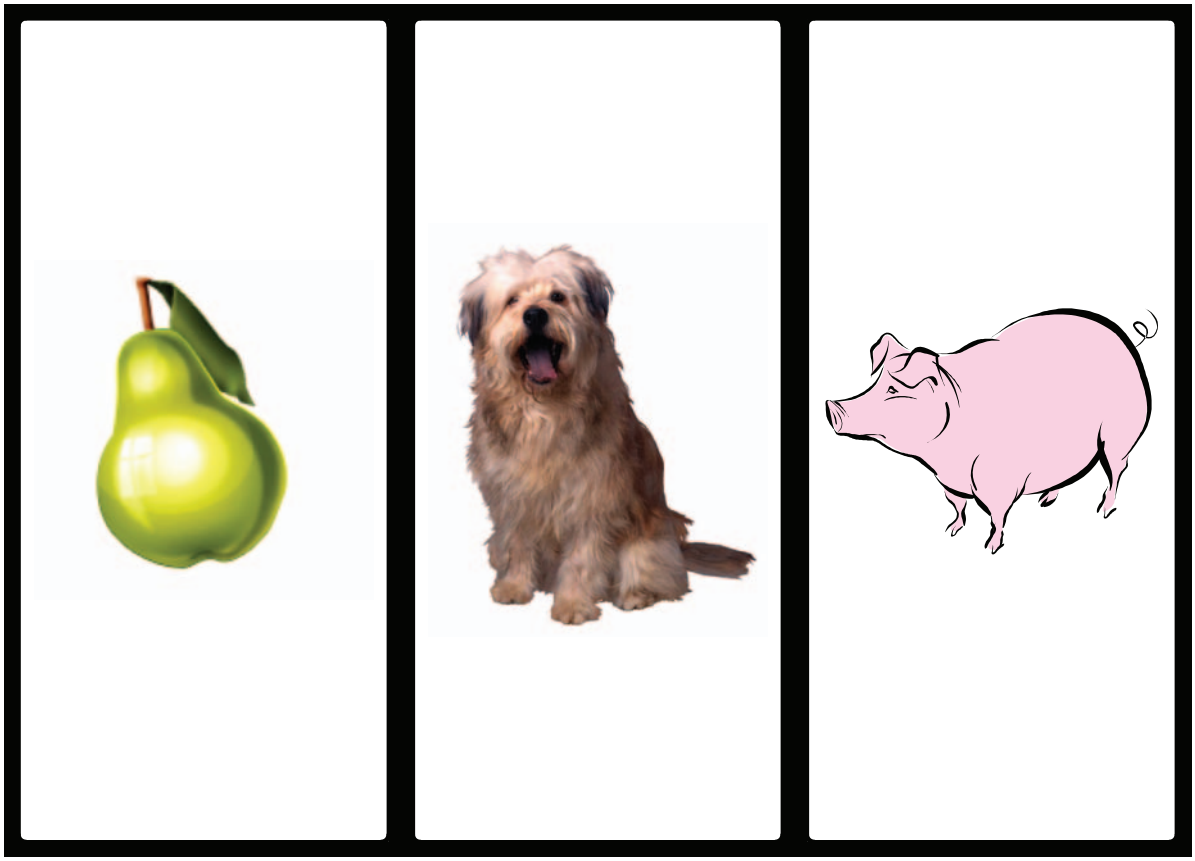


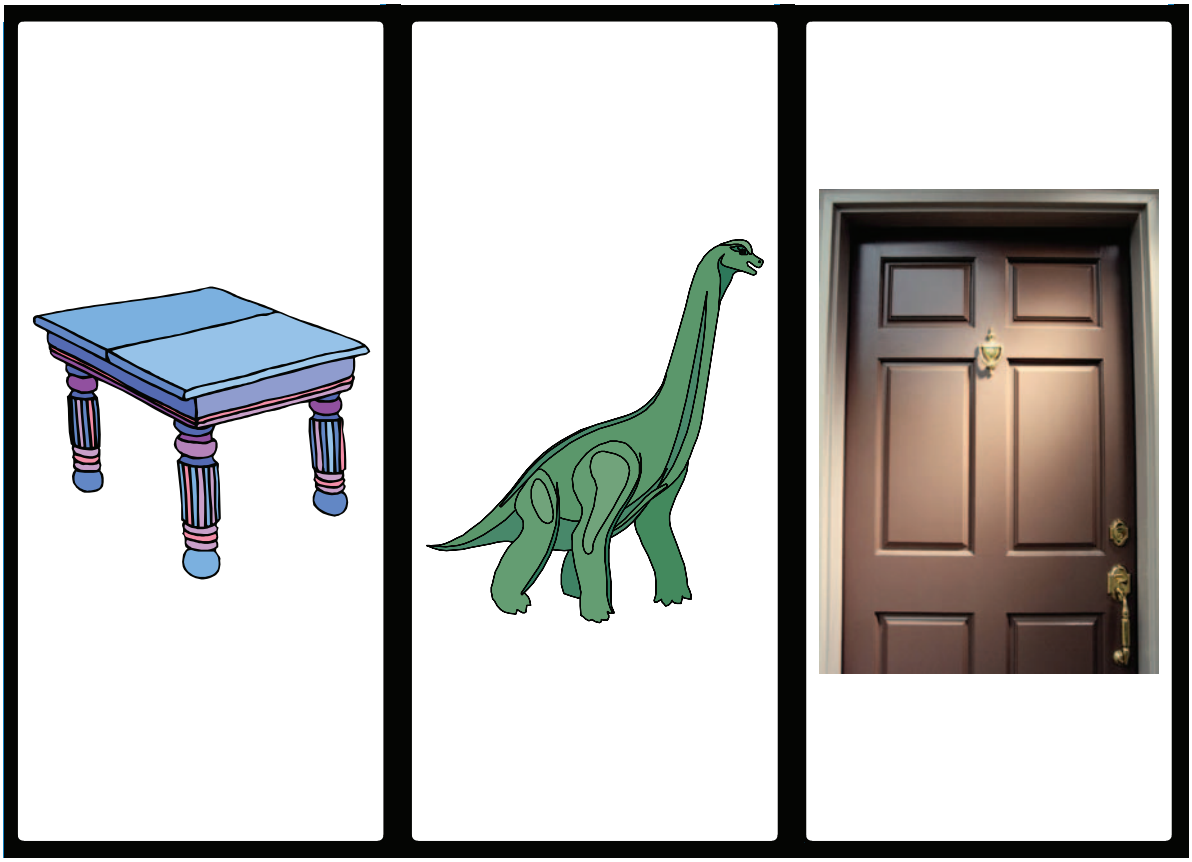


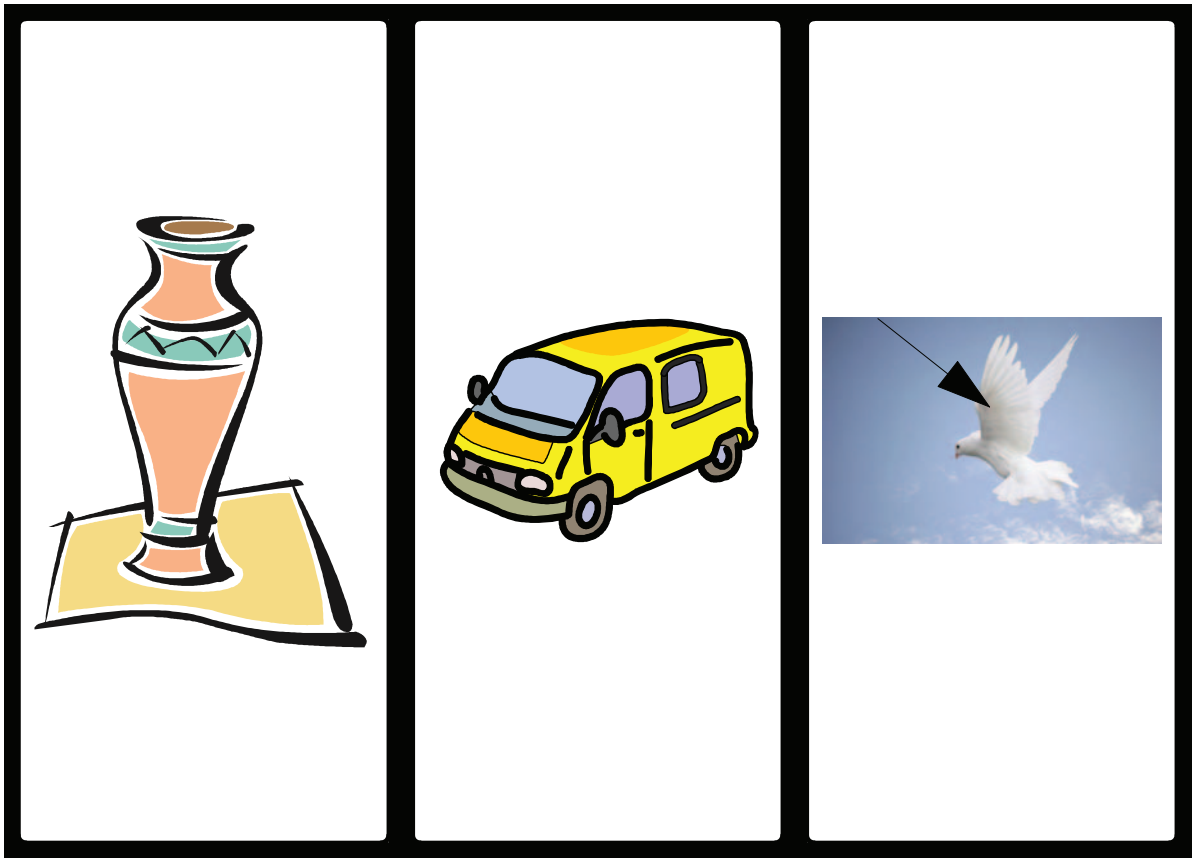


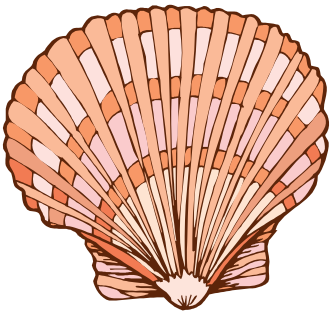


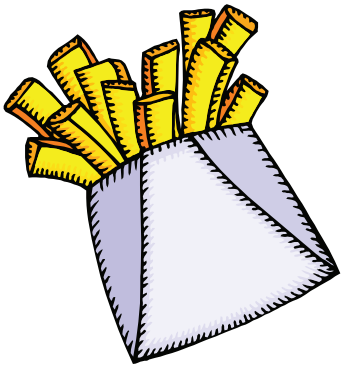












Stage Five - Initial Sounds

5.2 - Production of words with the same sound

Alliteration Game - Pass the Bean Bag

Purpose:

- To generate words that begin with the same sound as the stimulus word.

Before playing:

Revisit/check understanding of the concepts of 'beginning' and 'same'.
Allow words that start with the same sound even if the letter representation is different. For example /f/ and /ph/.

Equipment:

Bean bag or passing object.

How to play:

In a small group, the children stand or sit in a circle and a bean bag or other object is passed around.

The adult says a word and passes the object to the next child who must say another word that begins with the same sound.

When the object has gone all the way round the circle the adult then says another word and the round begins again.

Variation:

Children may find it easier to generate words if there is some picture support. The children could also select the stimulus word.

Alliteration Game - I went to the shop

Purpose:

- To generate words that begin with the same sound as the stimulus word.

Before playing:

Revisit/check understanding of the concepts of 'beginning' and 'same'.
Allow words that start with the same sound even if the letter representation is different. For example /f/ and /ph/

How to play:

In a small group, the children stand or sit in a circle and a player or supporting adult starts off with 'I went to the shop and bought a cake'.

The next child then has to say 'I went to the shop and bought a cake and a candle' for example.

The play continues until no more words can be added and then a new initial sound is used.

Variation:

Children may find it easier to generate words if there is some picture support.

Some children may not be able to memorise all the words, so rather than repeat them all each child could say a single word that begins with the same sound as the stimulus word.

Alliteration Game - Track Game

Purpose:

- To generate words that begin with the same sound as the stimulus word.

Before playing:

Revisit/check understanding of the concepts of 'beginning' and 'same'.
Allow words that start with the same sound even if the letter representation is different, for example /f/ and /ph/.

Equipment:

Track (examples included at the back of this pack), counters/objects that can move along track, picture cards (those from other games in this pack or downloaded from the internet).

How to play:

2 - 4 players.

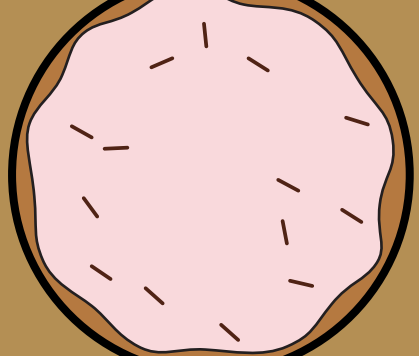
Using a blank track the children take turns to turn over a picture and generate words that start with the same sound moving the counter along the track for each word.

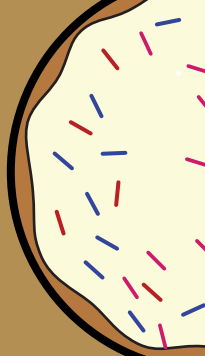
Variation:

Children may find it easier to generate words if there is some picture support.

Stage Six – Rhyme Production

Stage Six – Rhyme production



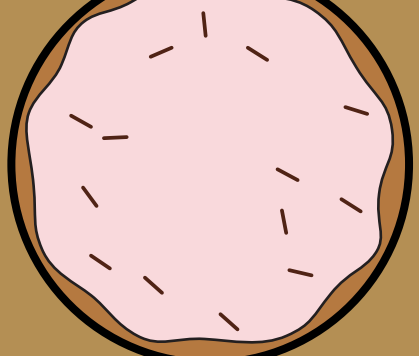


At this stage the child will be able to silently match rhyming pictures.

The focus of the stage is on producing rhyming strings. In its very early stages this skill can be 'played with' in games such as making up silly rhyming names for children in the class.

At this point we would encourage the use of non-words alongside real words. Following this, the child will be able to continue a rhyming string after an adult starts it, again with the acceptance of non-words.

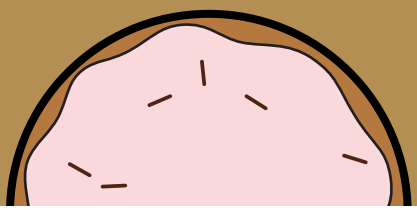
Finally, once the skill is established the child will be able to give a rhyming string in response to a picture stimulus e.g. give a string after being shown a picture of a hat.

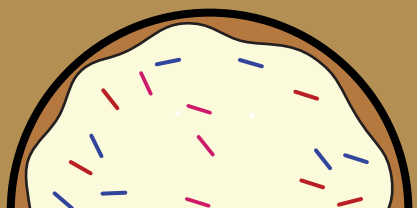


Stage Six - Rhyme Production

6.1 - Production of rhyming strings

Rhyme Production - Name Rhymes





Purpose:

- To play with rhyme

Before playing:

Ensure the child has a sound knowledge of rhyme detection.

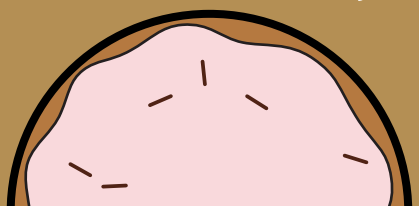
How to play:

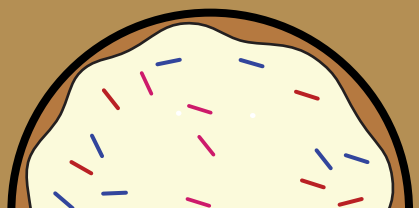
Encourage the children to make up silly names for each other by playing with words and creating a rhyme e.g. 'Megan, Fegan'.

Non-words are quite acceptable. Ensure that this is a fun activity.

Young children tend to find this word play very funny and it raises their awareness of simple rhyme.

Rhyme Production - Rhyme Time





Purpose:

- To continue a rhyming string from a visual stimulus.

Before playing:

The child must have a sound knowledge of rhyme detection and be able to silently match rhyming words.

Equipment:

Rhyme time board (included), picture cards (those from one of the other rhyming games can be used, alternatively pictures can be downloaded from the internet e.g. www.sparklebox.co.uk), counters.

How to play:

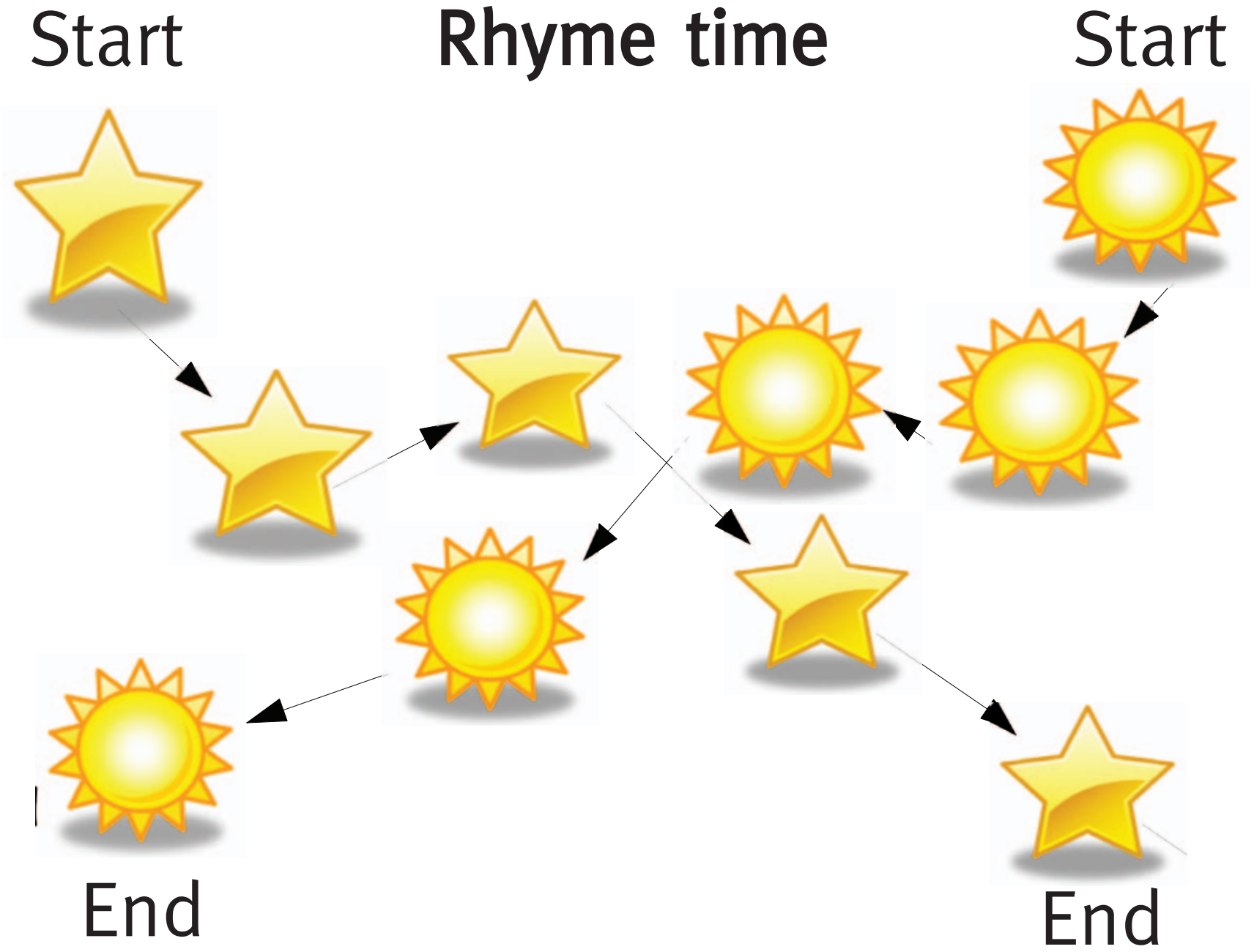
Each player has five counters, the first of which is placed on the first star or circle.

They then each pick a card from a pile laid face down on the table.

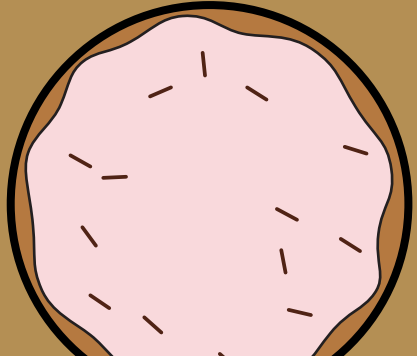
The player must try to move their counter to the end of the track by giving a variety of words that rhyme with the original picture.

For each rhyming word, the counter moves one space.

The object of the game is to get all five counters to the end of the track.


Start
Rhyme time
Start
End
End

Rhyme Production - Rhyming Sentences



Purpose:

- To identify rhyming words within a sentence.

Before playing:

Ensure the child has a sound knowledge of rhyme.

You may need to model some sentences before playing the game in order for the child to understand what they have to do.

How to play:

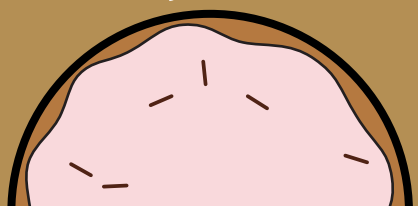
The adult gives the children a sentence.

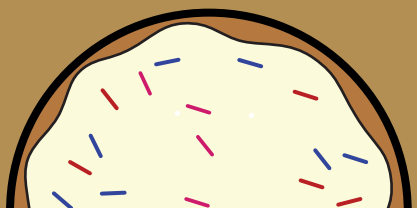
These can be serious sentences or 'silly' ones e.g. I went to the park with my friend Mike, the great big boys had stolen his _____'.

The children can try to guess what word is missing from the sentence.

It is important that the sentence provided has a familiar and appropriate rhythm in order to make the rhyme stand out from the rest of the words.

Examples of Rhyming Sentences





The handsome **king** had a shiny _____ (ring).

You can't eat that **jelly**, it's much too _____ (smelly).

The tired old **cat** fell asleep on the _____ (mat).

It's much too **cool** to swim in the _____ (pool).

He was stung by a **bee** on the back of his _____ (knee).

Your little pink **pig** is now very _____ (big).

You must run very **fast** so you do not come _____ (last).

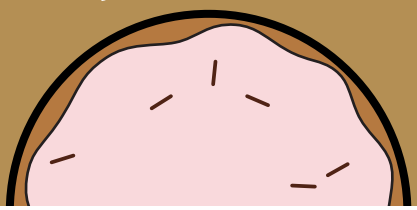
The terrified **mouse** ran out of the _____ (house).

I'll tell you once **more**, please close the _____ (door).

Six fat **fishes** on six shiny _____ (dishes).

The little brown **dog** jumped over the _____ (log).

Rhyme Production - Rhyming Songs



Purpose:

- To identify rhyming strings.

Before playing:

Ensure the child has a sound knowledge of rhyme detection.

How to play:

Sing 'we can rhyme' to the tune of three blind mice.

We can rhyme. We can rhyme.

Listen to the words. Listen to the words.

_____ rhymes with _____ and _____

_____ rhymes with _____ and _____

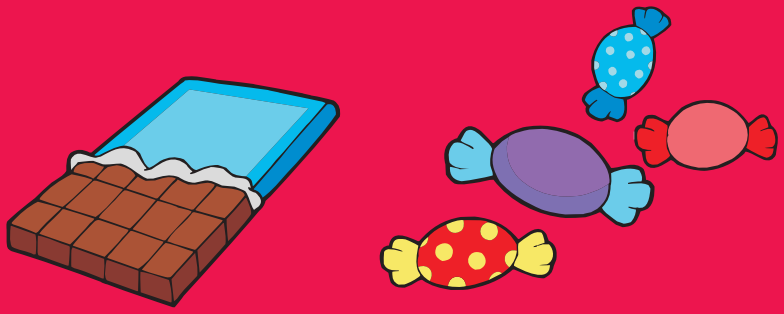
_____ rhymes with _____ and _____

We can rhyme. We can rhyme.

The adult can begin by adding words to the rhyme.

Children can provide pictures of rhyming words or provide their own ideas.

Assessment



Phonological Awareness Assessment

Introduction.

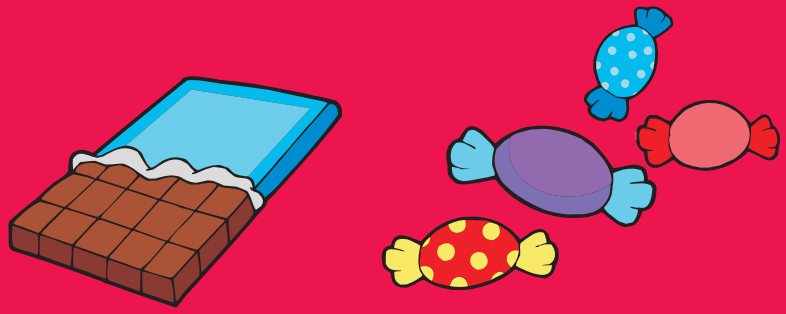
This assessment pack has been designed to be used in conjunction with the phonological awareness guide.

Who can use it?

The pack is designed to be used by school staff, including SENCO's, class teachers and LSA's.

Who has written it?

The assessment has been written by Lee Collier and Diana Kelly, SENCAN, Specialist Teachers for speech and language.



Information about Assessment

Phonological awareness is not only linked with learning to read but research indicates that it appears to help children develop reading skills. Phonological awareness is a foundation for matching sounds to letters (Stanovich, 1994).

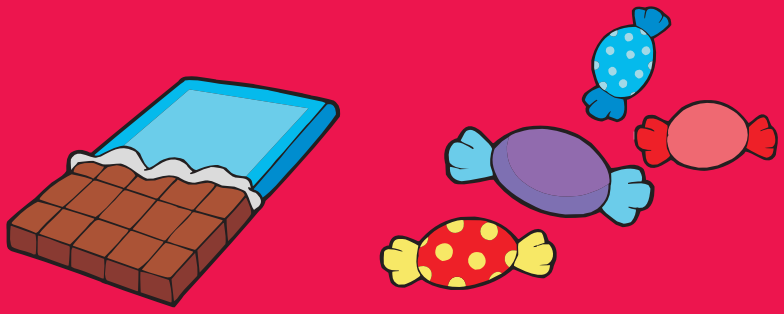
Phonological awareness is conscious sensitivity to the sound structure of language. It is the awareness of the units of sounds – which may be phonemes – but maybe rimes, onsets or syllables. Children who have good phonological awareness skills can identify that, when the teacher says b–a–t that the word is bat; they can say all the sounds in the spoken word dog and know that if the last sound in the word cart is removed then the word is changed to car.

This assessment can be used to identify areas of strength and weakness in a child's phonological awareness skills. It can be used as a screening tool for children who are not making expected progress in literacy or who are being supported to develop speech production skills.

The levels described on the assessment grid directly relate to the stages of support identified within that skill in the phonological awareness programme. This information can be found at the beginning of the section. For example, a child that scores 2 on syllable awareness will need to undertake syllable awareness activities, working towards a level three skill – the activity led by the child.

Stanovich, Keith, E. (1994). Romance and Reality (Distinguished Educator Series). Reading Teacher, 47(4), 696–703.

Name:	Date (pre-intervention):				Date (post-intervention):			
Recognise non-speech sounds.	1			4	1			4
Recognise speech sounds as distinct from environmental sounds.	1			4	1			4
Recognise that sentences are made up of words.	1	2	3	4	1	2	3	4
Syllable segmentation.	1	2	3	4	1	2	3	4
Syllable blending.	1			4	1			4
Syllable deletion.	1			4	1			4
Recognise that words can be broken into onset and rime.	1	2	3	4	1	2	3	4
Recognise that words can rhyme.	1	2	3	4	1	2	3	4
Recognise that words can begin with the same sound.	1	2	3	4	1	2	3	4
Production of words with the same sound.	1			4	1			4
Production of rhyming strings.	1			4	1			4
Pre-intervention comments:								
Post-intervention comments:								



Syllable Awareness

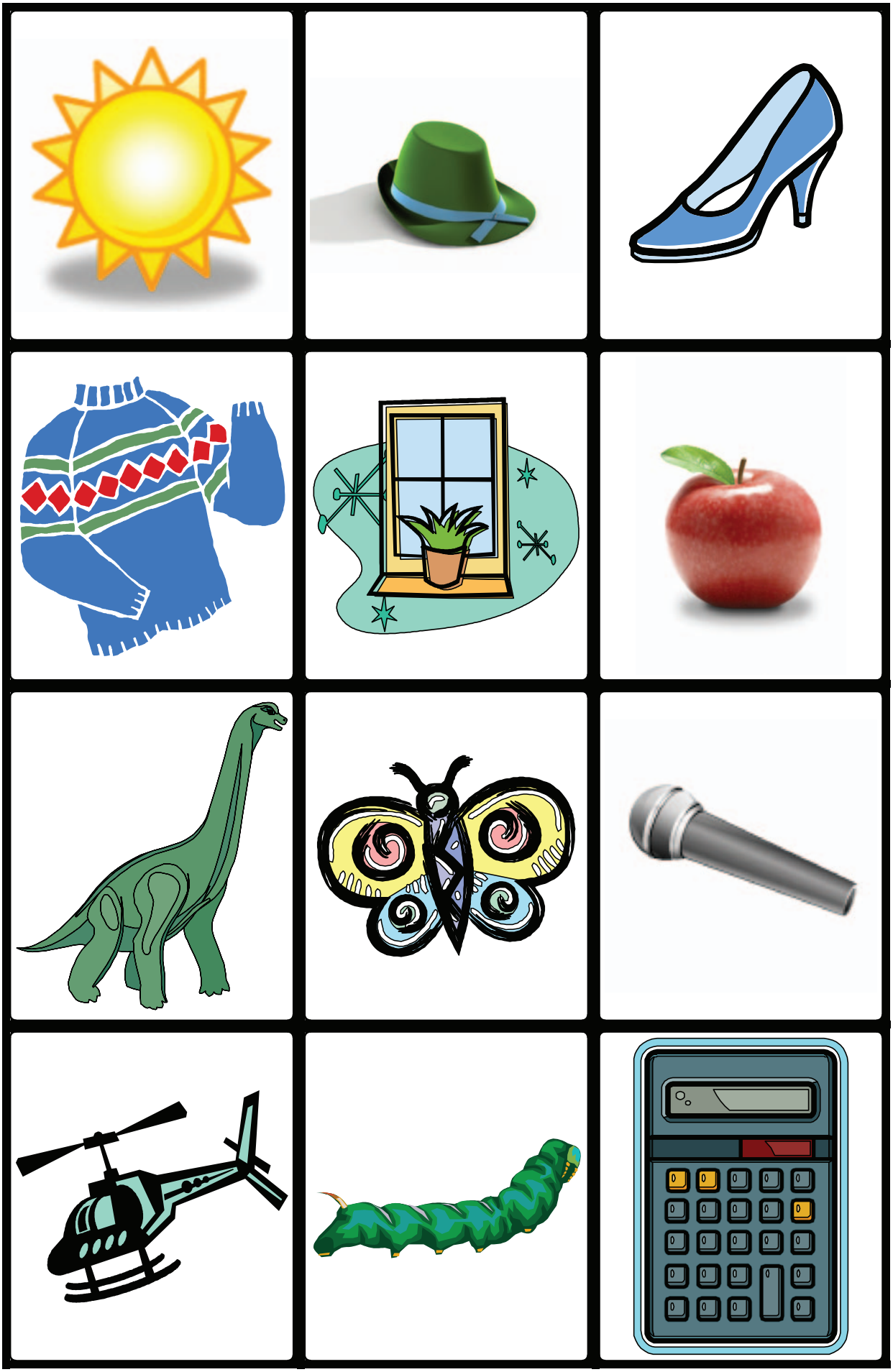
This section will assess the child's syllable segmentation skills. If the child cannot segment syllables, they will score one on syllable blending and syllable deletion.

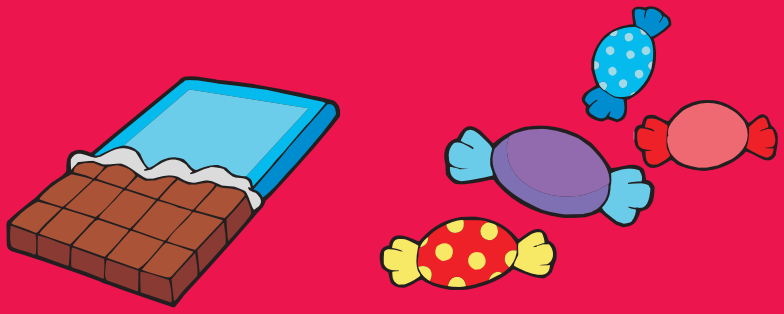
Place a selection of pictures in front of the child and work through the following stages:

Level four – present the pictures and encourage the child to sort according to the number of syllables, without saying the name of the picture. At this stage the adult should give the instructions but NOT model the activity. If the child can achieve this, they score a level four and no further assessment is needed. If not move to level three.

Level three – The set up remains the same but the child says the word as part of the sorting activity. If they can sort effectively, after verbalising the word, score level three. If not, move to level two.

Level two – The task remains the same but the adult uses a 'together, your turn' approach, clapping along with the child. If the child can sort after this input, score a level two. If not, score level one.





Onset and Rime Awareness

This section will assess onset and rime recognition. Onset identification can be assessed using the initial sound section and so is not recorded on the assessment grid.

Adult and child each have a set of the same pictures laid on the table, with a barrier between.

This process will start at the level of least skill and should be worked through to the end to establish the level of the child.

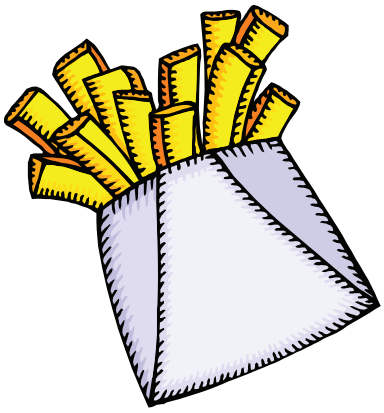
The adult chooses a picture and asks the child to find the same picture but says the word as an onset and rime e.g. m – ap. If the child can successfully identify all the pictures move on to the next level. If not, score level one.

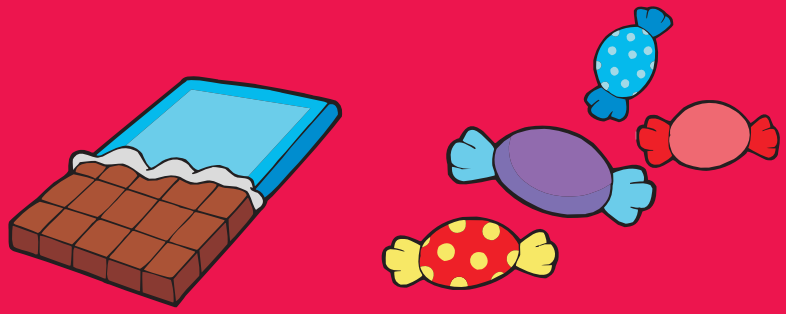
The next level is the same as the previous but the child is asking the adult to find the pictures. If the child can do this, move to the next level. If not score level two.

For this activity, say to the child 'I'm going to say the first part of a word and you are going to finish it.' Model this to the child by showing the dog picture and saying 'd', whilst pointing to yourself and 'og' whilst pointing to the child. Now try the same thing with cat but only say 'c'.

If the child understands the task, move to the test items. If they can do this, score level four. If not, score level three.

Dublin
(Baile Átha Cliath)
Dún Laoghaire
Bray





Rhyme Awareness

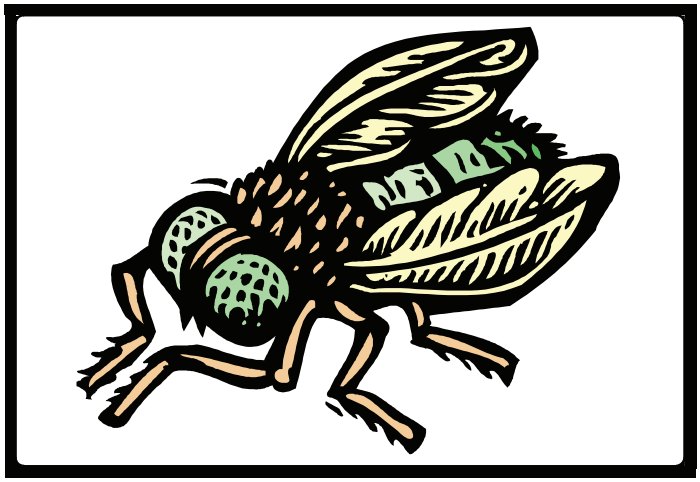
This section focuses on rhyme detection and production.

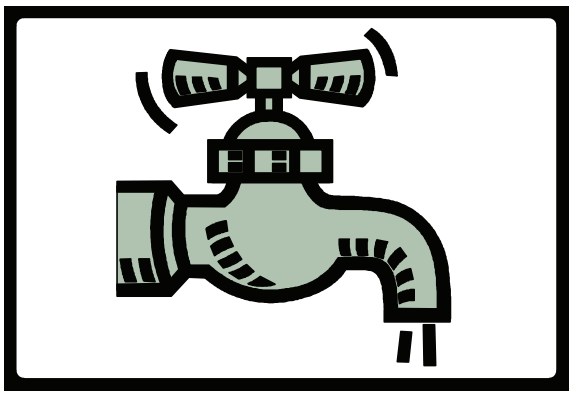
Detection – Level four: Lay out the selection of rhyming pictures. Ask the child to match the pictures that rhyme. If they are able to sort the pictures, score level four and move to production task. If not, move to the next level.

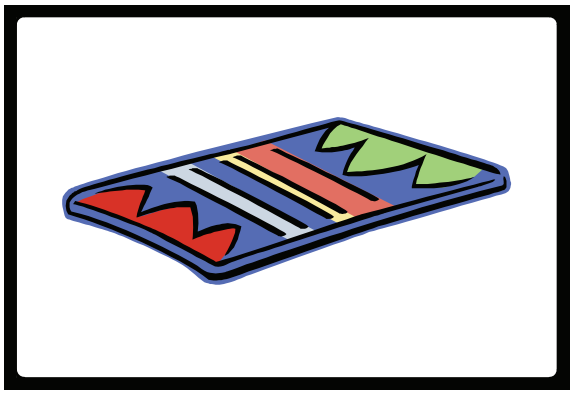
Detection – Level Three: The activity is the same as above but the child is encouraged to say the words and consider whether the picture pairs sound similar. If the child can do this, score level three. If not move onto the next activity.

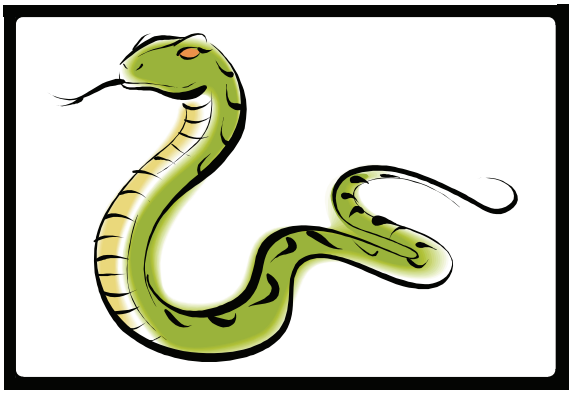
Detection – Level two: Use the rhyme detection sheets. The adult points to the target word and says 'which one rhymes with...' they then say the two possible option words. If they can successfully match the rhyme, score level two. If not, score level one.

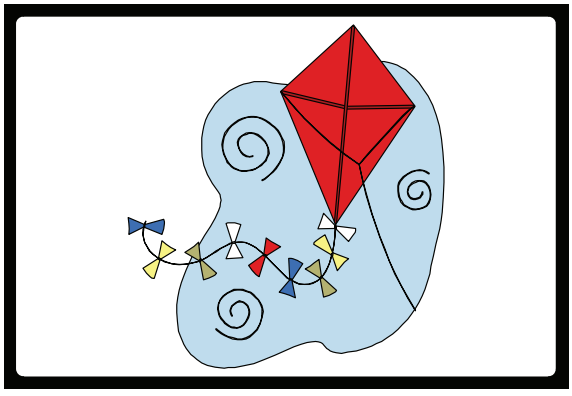
Production: The adult shows the child two pictures that rhyme. They then ask for more examples of words that rhyme e.g. 'dog and frog rhyme. Can you tell me three more words that rhyme with dog?' Non-words are acceptable answers. If the child can do this, score level four. If not, score level one.

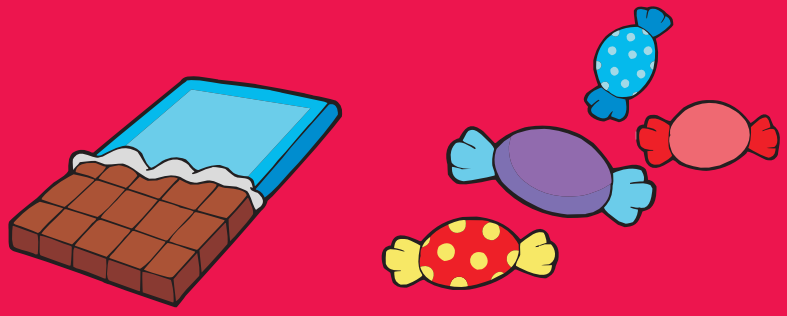












Initial Sound Awareness

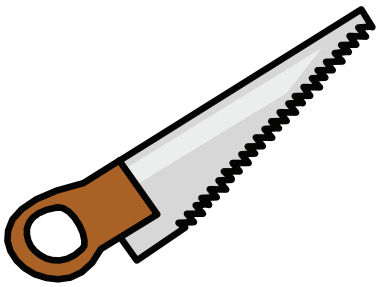
This assessment will look at both recognition and production of initial sound.

Recognition – level four: Place the initial sound cards in front of the child and ask them to sort them into groups that begin with the same sound. If they can do this, score level four and move on to production task. If not, move to next recognition task.

Recognition – level three. As above but ask the child to say the words aloud as they are sorted, emphasising the initial sound. If the child sorts the pictures correctly, score level three.
If not move to level two.

Recognition – level two: The adult uses only the cards that begin with long initial sounds, such as 's' and 'm'. They then say the word, emphasising the sound at the start, without leaving a gap between the initial sound and the rest of the word e.g. mmmmmman not mmmmm–an. If the child can then sort the pictures, score level two. If not, score level one.

Production: The adult shows the child a picture and asks for more examples of words beginning with that sound e.g. 'sun begins with 's'. Can you tell me three more words beginning with 's'?'If the child can do this. score level four. If not, score level one.



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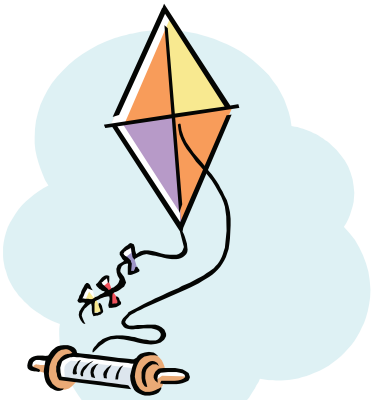

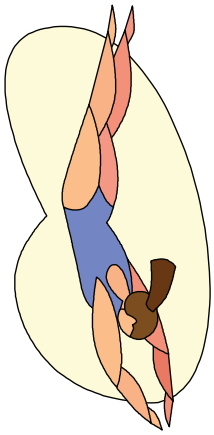

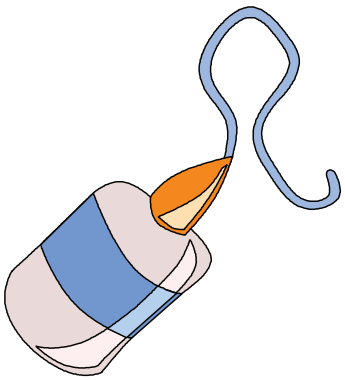

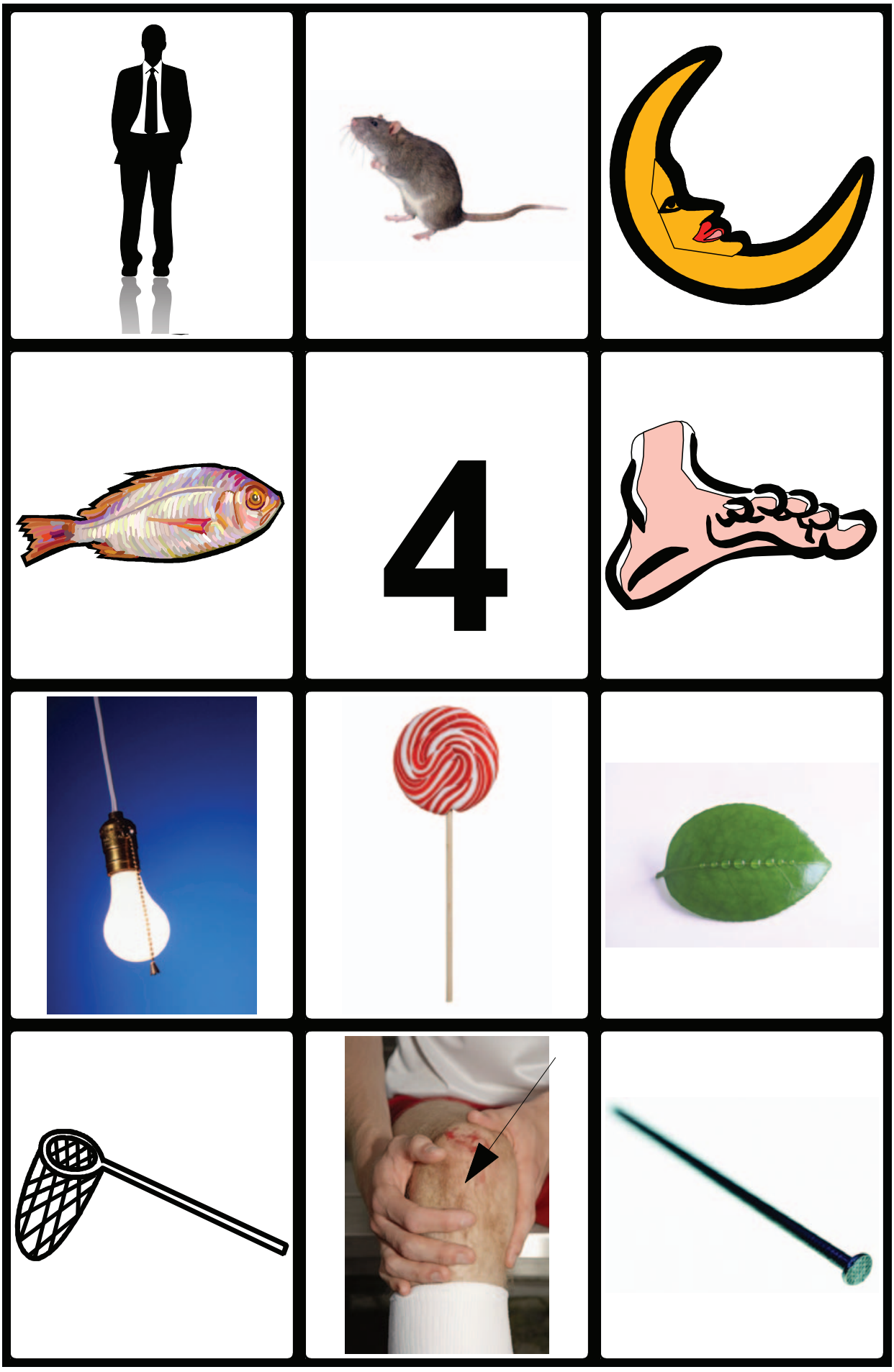
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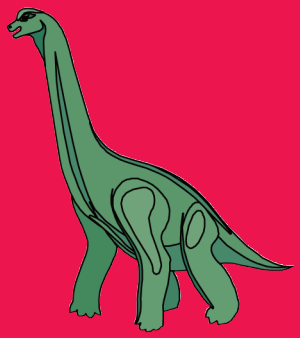
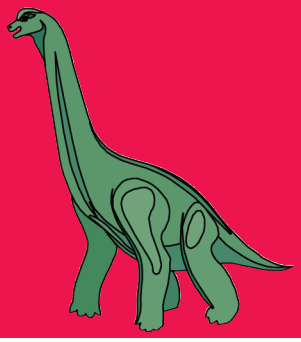


Tracks



Tracks

Track Games - some general principles

Track games should be aimed at allowing the child to practise or develop the skill rather than win! Therefore it is better if the activity avoids 'miss a turn/go back spaces' as these can affect self esteem.

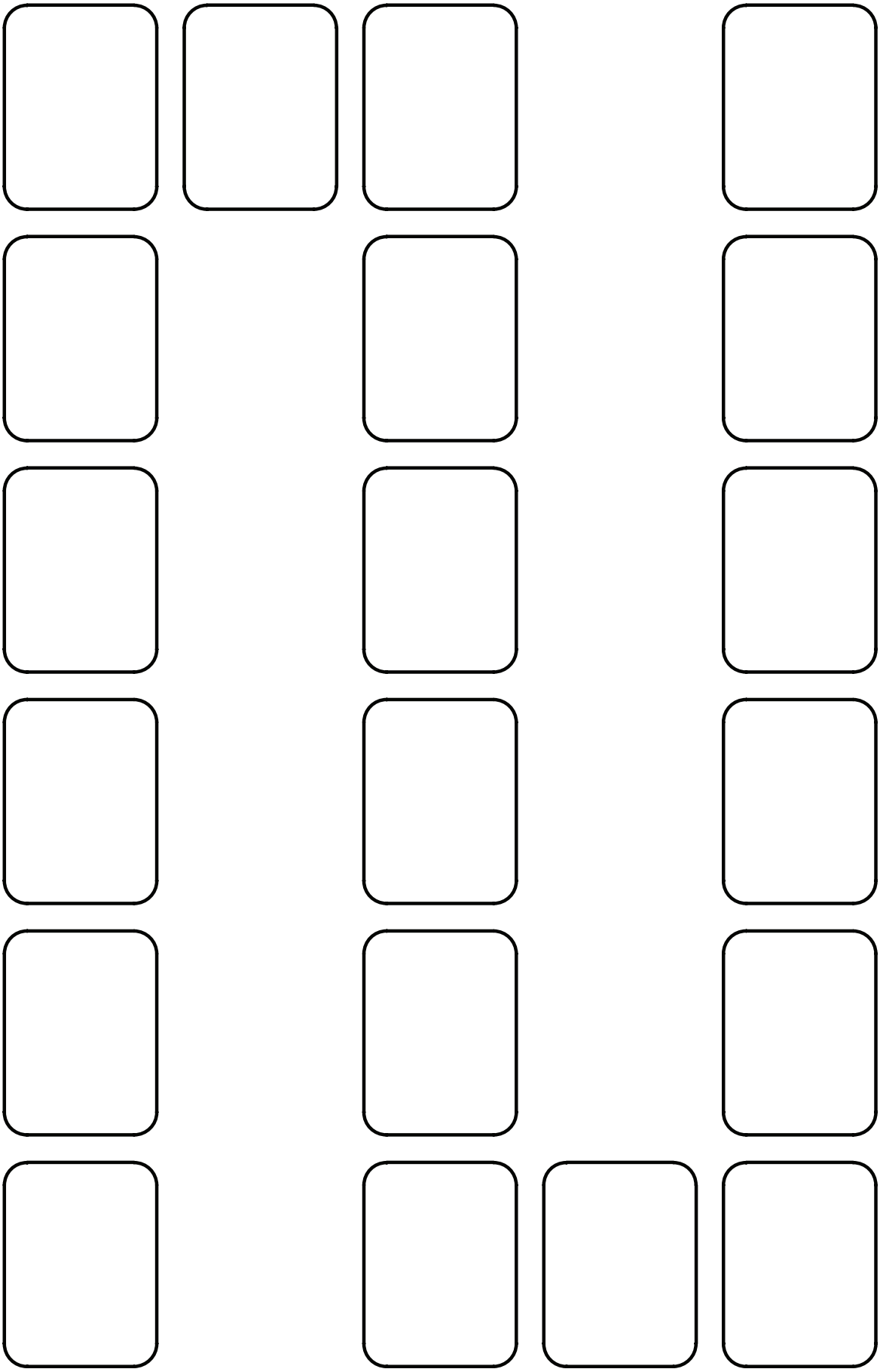
Also each turn should involve the child in some activity related to the target skill and should not be dependent on landing on a particular 'square'. Motivation could be increased by having 'special squares' that allow the child to have a free choice or an extra 'go' therefore increasing the extent to which the skill is practised.

Games can be increased in length by:

- using a circular track where the child collects an object each time they pass the start

- Using groups of objects (such as red cars/counters v blue cars/counters) that have to travel to the end of the track before the game is complete.

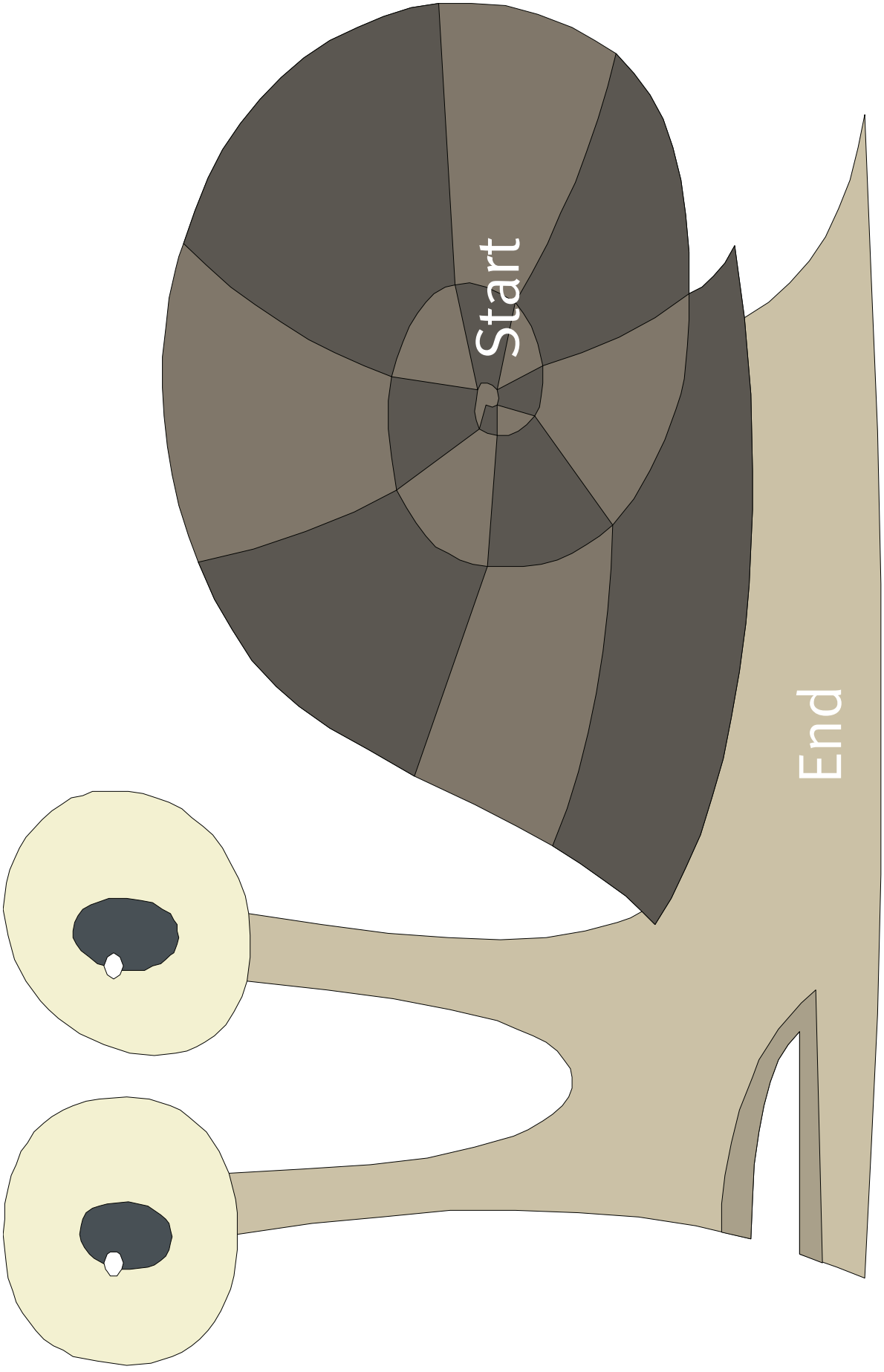
Finish
Start



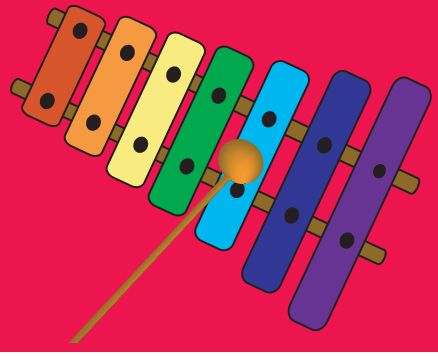
Ladders

Start

Start


Start
End

Appendix



Resources

Resources available to buy

Please note: Many of the commercial resources available rely on a knowledge of letters. This is problematic for children who do not yet have this skill. Please bear this in mind when buying resources to support phonological awareness as the skills needed are separate from knowledge of written letters.

The following resources may help develop phonological awareness.

'Songs, rhymes and fingers plays' book.

'Outdoor sounds' available from Colorcards

'Indoor sounds' available from Colorcards

'Sequencing sounds' available from Colorcards

'Phonic rhyme time' available from Smart kids

'Fun with action rhymes and poems' available from Smart kids

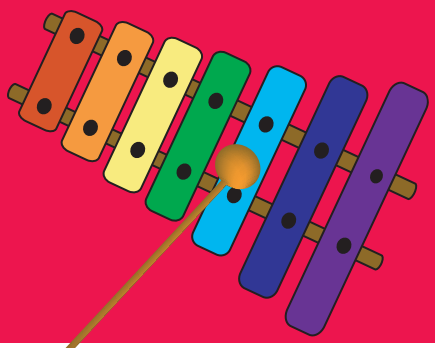
'Riddles, rhyme and alliteration' available from Smart kids

'Phonological awareness cards' available from Winslow

'Silly sounds' available from Winslow

'Sound around: Developing Phonological awareness in the foundation stage' by Andrew Burnett and Jackie Wylie.

'Action songs' CD available from Hope.



'Alphabet soundtracks' game available from Hope

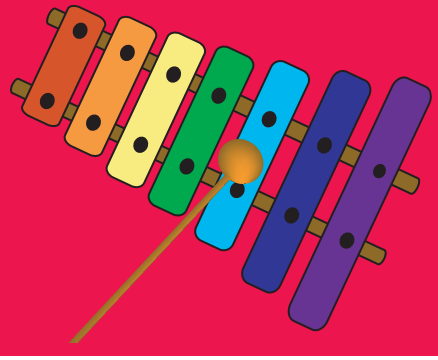
'Animal soundtracks' game available from Hope

'Fun deck compound words' available from Hope

'Rhyming sounds' available from Hope

'Silly Bulls' Syllable game from Phillip and Tacey

'Sound around' CD Rom from Crick Software



Examples of online games to support phonological awareness.

Please note: There are many online resources to support the skills described in this book. However, the vast majority require a secure knowledge of letters and often the emphasis is not on the skill described but on matching letters or spelling. The following are some examples where letter knowledge is not needed.

Rhyming:

http://teacher.scholastic.com/activities/bll/reggie/index.htm

http://www.bbc.co.uk/schools/laac/words/dg3.shtml

http://www.roythezebra.com/reading-games-words-that-rhyme.html

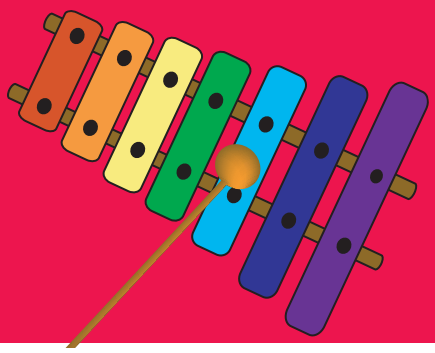
http://www.quia.com/jg/334099.html

http://www.getreadytoread.org/content/view/101/108/

Syllables:

http://www.bbc.co.uk/skillswise/words/spelling/soundandspell/syllables/index.shtml

http://www.bbc.co.uk/schools/starship/english/wordjumbler.shtml



Onset and rime -

http://www.bbc.co.uk/schools/wordsandpictures/clusters/blender/index.shtml
The following websites have a variety of online games and printable resources that may be of use when developing the skills within this pack:

www.primaryresources.co.uk -
word level literacy section contains activities on rhyme.

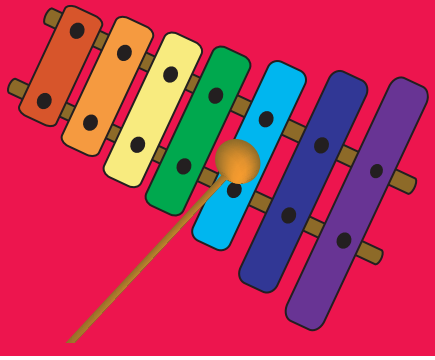
www.geocities.com/sen_resources/resources.html -
particularly useful for blank tracks.

www.sparklebox.co.uk -
lots of supporting activities to print including syllables, rhyme and resources to develop the phases of the Letters and Sounds document.

www.communication4all.com -
jolly phonics pictures are available to download from the phonics section.

www.woodlands-junior.kent.sch.uk -
lots of online games and activities.

www.coxhoe.durham.sch.uk/Curriculum/Curriculum -
lots of links to online activities and teaching resources.



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