

# Phonological Awareness Skills Check

Summary			
Name			Date
Age			Assessor

	Early				Basic				Advanced		
	A	B	C	D	E	F	G	H	I	J	K
10											
9											
8											
7											
6											
5											
4											
3											
2											
1											
Score:											
	Judge rhyme	Generate rhyme	Identify syllables	Identify initial sounds	Blending - CVC	Blending - consonant blends	Segmenting CVC	Segmenting consonant blends	Phoneme deletion - CVC	Phoneme deletion - consonant blends	Phoneme substitution

**Next steps:**

This phonological awareness skills check is based on the levels of phonological and phonemic awareness development described by Dr David Kilpatrick, (2015). All the skills are necessary for development of skilled reading and spelling, with the Basic and Advanced level skills playing the most critical role.

## Test administration:

- Read the instructions as they are written. Give more examples if you feel the student might be able to do the task but hasn't understood the instructions.
- Pronounce all individual sounds as phonemes, not letter names: **m** is 'mmm' not 'em'; **r** is 'rrr' not 'are'. Don't add a vowel sound after the phoneme: 'mmm' not "muh"; 't' not 'tuh'.
- Write down the child's response if incorrect, to analyse later.
- Attempt all items in the Early section, then discontinue assessment after a 0/10 section score.

## Scoring:

- 0 = incorrect / no response
- 1 = correct but required observable thinking, concentration, or effort
- 2 = correct, rapid / instant, automatic response

This scoring system helps to contrast proficiency, automaticity and mastery with emerging skills to track progress. A Google sheet is available for automatic scoring – contact

[emma@soundfoundations.co.nz](mailto:emma@soundfoundations.co.nz)

## Rhyming

**Judge rhyme:** **Cat** and **rat** are rhyming words, because they sound the same at the end. **Cat** and **map** are not rhyming words. Tell me if these words are rhyming: (yes / no)

	Response	Score		
		0	1	2
hand - band	yes			
frog - stick	no			
knife - fork	no			
sheep - beep	yes			
chair - chop	no			
		Score out of 10:		

A

**Generating rhyme:** Here's another rhyming word game. I can think of some words that rhyme with lake: snake, cake, zake! Can you tell me a real or nonsense/made-up word that rhymes with:

	Response	Score		
		0	1	2
hop				
bun				
sing				
day				
go				
		Score out of 10:		

B

## Identify Syllables

Now let's listen to hear how many syllables (how many beats) are in some words. In the word **motorbike**, I can hear 3 beats: **mo-tor-bike**. In the word **paper**, I can hear 2 beats: **pa-per**. Can you clap out the syllables (beats) while you say these words slowly:

	Response	Score		
		0	1	2
computer	3: com-pu-ter			
dragon	2: dra-gon			
marshmallow	3: marsh-mal-low			
donkey	2: don-key			
cauliflower	4: cau-li-flo-wer			
		Score out of 10:		

C

## Identify initial sounds

We're going to listen for the beginning sounds of some words. In the word **mouse**, I can hear **mmm** at the beginning. In the word **sock**, I can hear **sss** at the beginning. What sound can you hear at the beginning of:

	Response	Score		
		0	1	2
never	n			
sausage	s			
beetle	b			
sheep	sh			
video	v			
		Score out of 10:		

D

## Blending

I'm going to say a word very slowly. I want you to see if you can hear the word I am saying by blending the sounds together. If I said **sh...ee...p**, the word is **sheep**.

CVC Words	Response	Score		
		0	1	2
sh...ar...k	shark			
b...oo...t	boot			
f...i...sh	fish			
p...e...n	pen			
m...o...p	mop			
		Score out of 10:		

E

Consonant blends	Response	Score		
		0	1	2
n...e...s...t	nest			
j...u...m...p	jump			
s...t...i...ck	stick			
f...l...a...g	flag			
f...r...o...s...t	frost			
		Score out of 10:		

F

## Segmenting

We're going to see if we can hear all the sounds in some words. Stretch out your hand like me (demonstrate outstretched hand for finger spelling). I will say a word, and I'd like you to try to put a sound on each finger, like this: **toast**; the sounds I hear are **t...oa...s...t** (grab one fingertip for each sound, moving from left to right).

CVC	Response	Score		
		0	1	2
sock	3: s...o...ck			
light	3: l...igh...t			
shoe	2: sh...oe (oo)			
beach	3: b...ea...ch			
cheese	3: ch...ee...se (z)			
		Score out of 10:		

G

Consonant blends	Response	Score		
		0	1	2
slug	4: s...l...u...g			
black	4: b...l...a...ck			
gift	4: g...i...f...t			
stamp	5: s...t...a...m...p			
sprite	5: s...p...r...i (igh)...t			
		Score out of 10:		

H

## Phoneme Deletion

I'm going to say a word. I want you to say it too, then I'll ask you to take away one of the sounds.  
Say: **gate** (gate). Now say it again, but don't say /g/ - the new word is **ate**.

CVC	Response	Score		
		0	1	2
Say <b>beat</b> Now say it again, but don't say /b/	eat			
Say <b>farm</b> Now say it again but don't say /m/	far			
Say <b>nose</b> Don't say /z/	no			
Say <b>peg</b> Don't say /p/	egg			
Say <b>moon</b> Don't say /n/	moo			
		Score out of 10:		

I

Consonant blends	Response	Score		
		0	1	2
Say <b>speech</b> Now say it again, but don't say /s/	peach			
Say <b>cloud</b> Now say it again but don't say /c/	loud			
Say <b>spoon</b> Don't say /p/	soon			
Say <b>black</b> Don't say /l/	back			
Say <b>ghost</b> Don't say /s/	goat			
		Score out of 10:		

J

## Phoneme Substitution

This time I want you to try and swap a sound in the word, like this: say **bay** (bay). Now instead of /b/ say /m/. The new word is **may**.

	Response	Score		
		0	1	2
Say <b>sight</b> Instead of /s/ say /b/	bite			
Say <b>dark</b> Instead of /d/ say /sh/	shark			
Say <b>mat</b> Instead of /t/ say /p/	map			
Say <b>blue</b> Instead of /b/ say /g/	glue			
Say <b>cap</b> Instead of /ă/ say /ü/	cup			
		Score out of 10:		

K

### Reference:

Kilpatrick, D. A. (2015). *Essentials of assessing, preventing, and overcoming reading difficulties*. Hoboken, NJ: Wiley & Sons.

Created by: Emma Nahna [emma@soundfoundations.co.nz](mailto:emma@soundfoundations.co.nz)  
[www.soundfoundations.co.nz](http://www.soundfoundations.co.nz)

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