Phonological Assessment Pack
September 2020

This assessment is to help Hertfordshire schools identify whether a pupil is experiencing difficulties with hearing and distinguishing sounds (phonological awareness). Weak phonological skills are a primary cause for reading difficulties.

Contents:

General Instructions:

All sections of this assessment should be attempted to provide useful information for target setting.

1. Make sure the pupil is seated in a **quiet area without distractions**.
2. The assessment will take approx. **15 mins** to administer. All assessment tasks can be completed in one sitting, with a rest break if needed.
3. **Instructions and a script are provided along with example practice picture cards. Support pupils** by being positive and encouraging them to have a go.
4. Be discreet when recording the pupil's responses on the Phonological Assessment sheet so that the pupil cannot see what you are writing e.g. put the record sheet inside a ring binder.
5. **Always write down what the pupil says and any comments regarding how quick or slow they are to generate responses.**
6. Transfer the results on to the **Summary Sheet**.

Phonological Assessment

Pupil Name: _____   Year Group: _____   Date: _____

Complete all sections - Remember to transfer these scores onto the Summary sheet

Instructions	Observations/Outcome
1. Syllables (syllable detection cards A - H) • Demonstrate what a syllable is using pupil's name by clapping, tapping on desk or with chin bobs. • Practise with pupil - com/pu/ter, car/pet, dog • Show each picture card, naming the pictures for the pupil and say, *'Now look at each picture and say how many syllables in each word.'*	**Record answers given** A. zebra (2) _____ E. kangaroo (3)_____ B. elephant (3) _____ F. helicopter (4)_____ C. rabbit (2)_____ G. key (1) _____ D. bus (1) _____ H. calculator (4)_____
2. Rhyme Detection (rhyme detection cards R1-R5) • Show example picture strip of 'wall, ball, coat' and name items for pupil. Say, *'Look at these 3 pictures, can you tell me which 2 words rhyme?'* Help pupil if unsure. • Continue to assess with strips R1-R5	**Circle answers given** R1 fox, king, box R4 fish, stick, brick R2 ghost, zip, toast R5 dish, boat, fish R3 skip, ring, king
3. Rhyme Generation • *'I'm going to say 2 words that rhyme eg **fat,pat**. Can you give me 2 more words that rhyme with them e.g. **cat**, **mat**.'* • Continue to assess with words opposite, saying, *'Now listen to some more words. Can you give me 2 more words that rhyme?'*	**Record answers given (accept non-words)** 1. jet, met: _____, _____ 2. book,cook: _____, _____ 3. ring, bring: _____, _____ 4. will, still: _____, _____ Circle: **Quick** or **Slow** to generate response
4. Alliteration Detection (alliteration detection cards) • Show pupil example picture strip, '**bat, bag, cat**'. • Adult points to each picture and says each word. *'Can you tell me which 2 words **start** with the same sound?'* Help pupil if unsure. Continue to assess with A1-A5	**Circle answers given** A1 cot, sun, cat A4 wall, fish, watch A2 net, nest, jelly A5 feather, fish, nest A3 yoyo, sock, yoghurt
5. Alliteration Generation • *'I'm going to say 2 words that start with the same sound and then I want you to give me 2 more words that start with the same sound e.g. **m**an, **m**onkey: **mat**, **melon**.'* • Emphasise initial sound in practice items. • *'Listen to some more words. Can you give me 2 more words that start with the same sound?'*	**Record answers given** 1. fog, fire: _____,_____ 2. give, gate: _____, _____ 3. rip, rat: _____, _____ 4. hip, hat: _____, _____ Circle: **Quick** or **Slow** to generate response
6. Phoneme Blending • *'I am going to say some sounds and I'd like you to tell me what word I am trying to sound out.'* Give one example: d-o-g = dog • Continue with words listed opposite.	**Phonemes – read out and record answers given** 1. b-i-t _____ 6. t-oa-d _____ 2. m-a-n _____ 7. m-u-s-t _____ 3. sh-o-p _____ 8. f-r-igh-t _____ 4. w-i-sh _____ 9. sh-r-i-n-k _____ 5. f-ee-t _____ 10. b-l-a-n-k _____
7. Phoneme Segmentation • *'I am going to say a word and I'd like you to tell me all of the sounds you can hear in the word.'* Give example e.g. map = m-a-p, boat = b-oa-t • Continue with words listed opposite.	**Record answers given** 1. on (2) _____ 6. chop (3) _____ 2. pin (3) _____ 7. play (3) _____ 3. now (2) _____ 8. slug (4) _____ 4. clap (4)_____ 9. crown (4) _____ 5. stop (4)_____ 10. drink (5) _____

Phonological Assessment-Summary Sheet

Pupil Name: _____   Year Group: _____   Date: _____

Skill	1. Initial Date:	2. Review Date:	3. Review Date:
1. Syllables Can the pupil hear the rhythm/beats in words?	____ 8	____ 8	____ 8
2. Rhyme Detection Can the pupil hear rhyme?	____ 5	____ 5	____ 5
3. Rhyme Generation Can the pupil add to a list of rhyming words?	____ 8	____ 8	____ 8
4. Alliteration Detection Can the pupil identify the initial sound in a set of words?	____ 5	____ 5	____ 5
5. Alliteration Generation Can the pupil give a list of words beginning with the same sound?	____ 8	____ 8	____ 8
6. Phoneme Blending Can the pupil hold and blend a series of sounds?	____ 10	____ 10	____ 10
7. Phoneme Segmentation Can the pupil break a word into its individual sounds?	____ 10	____ 10	____ 10
Phonological skills **Total score /54**	____ 54	____ 54	____ 54

PHONOLOGICAL ASSESSMENT PICTURE CARDS
1. Syllable Detection Cards
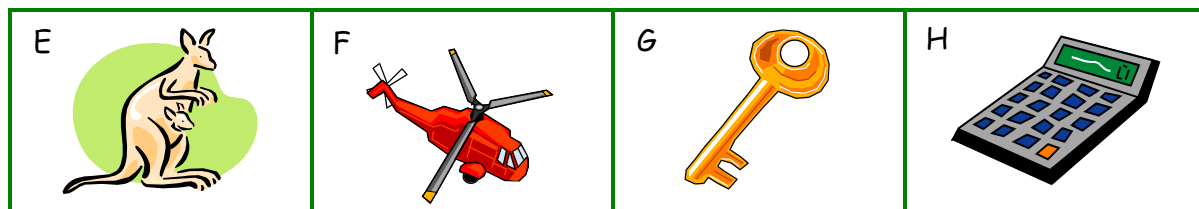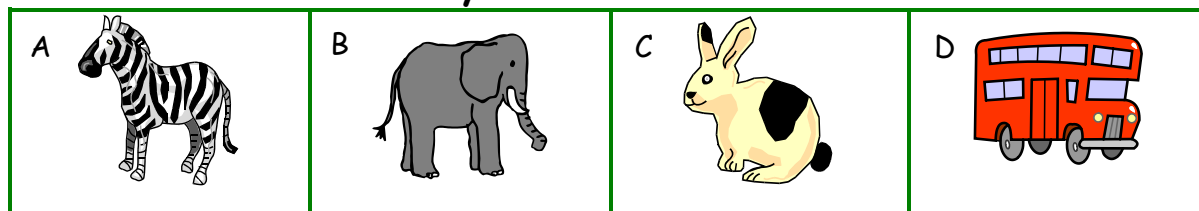
A	B	C	D

E	F	G	H

2. Rhyme Detection Cards
Adult points to each picture and names each word on the strip

Example Strip

R1		
R2		
R3		
R4		
R5		
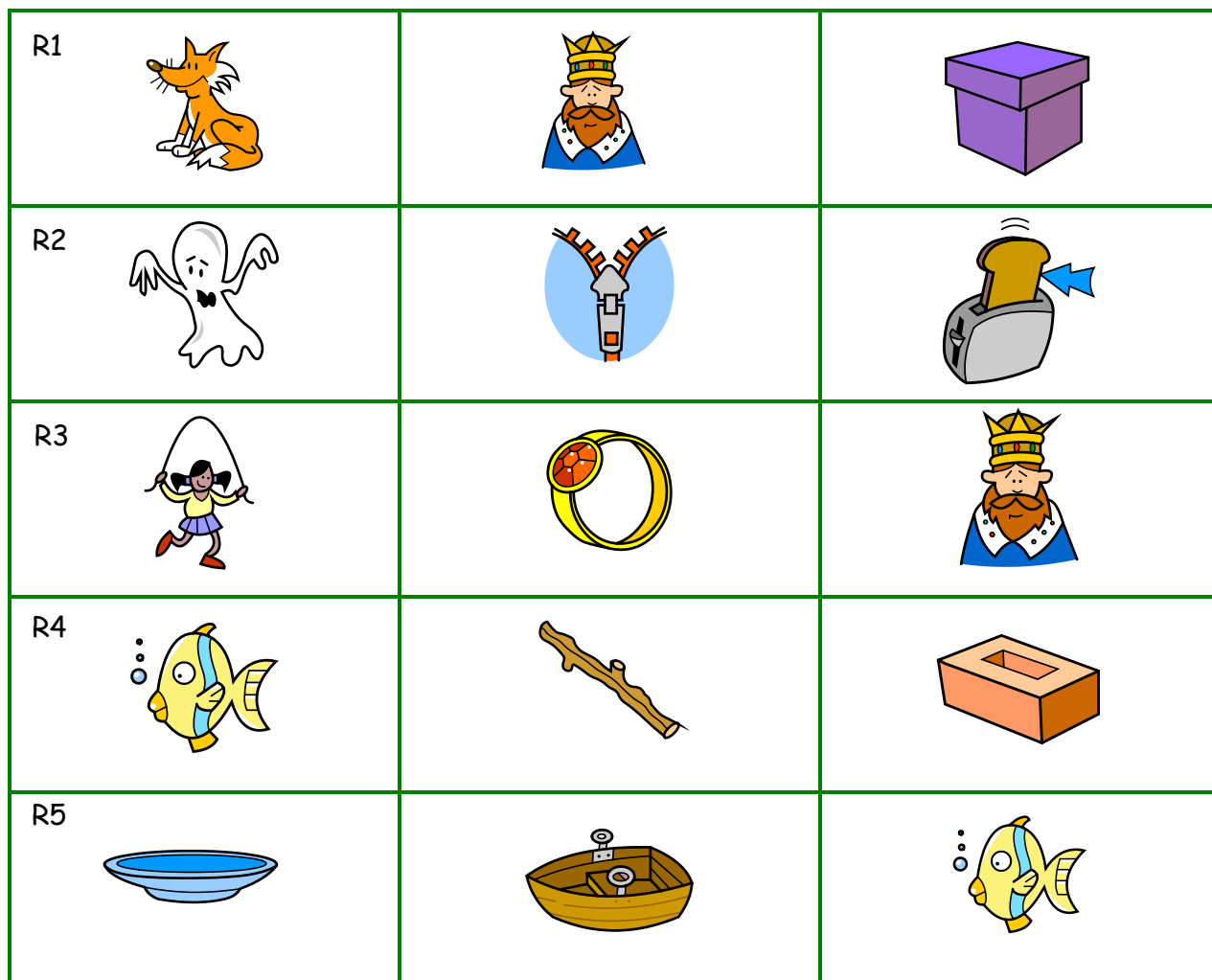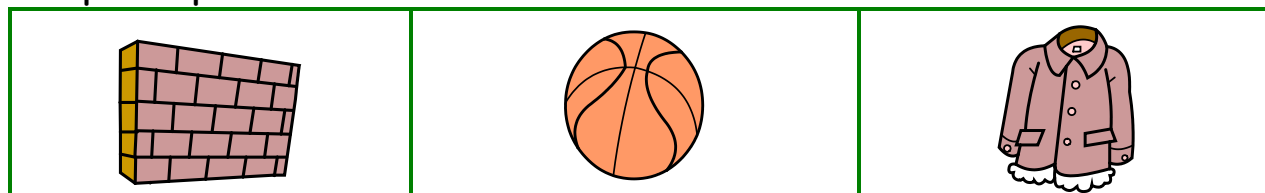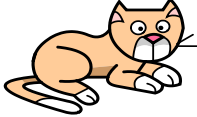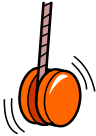
PHONOLOGICAL ASSESSMENT PICTURE CARDS

4.Alliteration Detection Cards

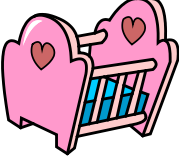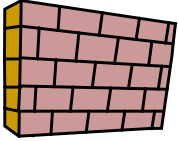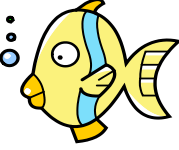*Adult points to each picture and names each word on the strip*

Example Strip

A1			
A2			
A3			
A4			
A5			