

*Promoting the expertise of schools to meet the needs of learners with specific learning difficulties through advisory work, training and exemplar teaching*

## Phonological Assessment Pack for Secondary Schools

### May 2020

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

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#### General Instructions:

**All sections of this assessment should be attempted to provide useful information for further SpLD advice:**

1. The assessment will take approximately **15 mins** to administer. All assessment tasks can be completed in one sitting, with a rest break if needed.
2. Make sure the student is seated in a **quiet area without distractions**.
3. **Instructions and a script are provided along with example practice picture cards.**
4. Be discreet when recording the student's responses on the Phonological Assessment sheet so that they cannot see what you are writing e.g. put the record sheet inside a ring binder.
5. **Always** write down what the student 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

Student's Name: \_\_\_\_\_

Year Group: \_\_\_\_\_

Date: \_\_\_\_\_

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

Instructions	Observations/Outcome
<p><b>1. Syllables (syllable detection cards A - H)</b></p> <ul style="list-style-type: none"> <li>Demonstrate what a syllable is using student's name by clapping or tapping on desk.</li> <li>Practise with student - car/pet, dog, corr/i/dor</li> <li>Show each picture card, naming the pictures for the pupil and say, <i>'Now look at each picture and say how many syllables in each word.'</i></li> </ul>	<p><b>Record answers given</b></p> <p>A. pizza (2) _____ E. playstation (3) _____            B. computer (3) _____ F. helicopter (4) _____            C. skateboard (2) _____ G. chips (1) _____            D. phone (1) _____ H. calculator (4) _____</p>
<p><b>2. Rhyme Detection (rhyme detection cards R1-R5)</b></p> <ul style="list-style-type: none"> <li>Show example picture strip of 'wall, ball, coat' and name items for student. Say, <i>'Look at these 3 pictures, can you tell me which 2 words rhyme?'</i> Help student if unsure.</li> <li>Continue to assess with strips R1-R5</li> </ul>	<p><b>Circle answers given</b></p> <p>R1 fox, king, box      R4 bench, stick, brick            R2 ghost, zip, toast      R5 dish, boat, fish            R3 skip, ring, king</p>
<p><b>3. Rhyme Generation</b></p> <ul style="list-style-type: none"> <li><i>'I'm going to say 2 words that rhyme e.g. fat, pat. Can you give me 2 more words that rhyme with them e.g. cat, mat.'</i></li> <li>Continue to assess with words opposite, saying, <i>'Now listen to some more words. Can you give me 2 more words that rhyme?'</i></li> </ul>	<p><b>Record answers given</b> (accept non-words)</p> <p>1. jet, met: _____, _____            2. book, cook: _____, _____            3. fight, sight: _____, _____            4. will, still: _____, _____</p> <p>Circle: <b>Quick</b> or <b>Slow</b> to generate response</p>
<p><b>4. Phoneme Blending</b></p> <ul style="list-style-type: none"> <li><i>'I am going to say some sounds and I'd like you to tell me what word I am trying to sound out.'</i> Give one example: d-o-g = dog</li> <li>Continue with words listed opposite.</li> </ul>	<p><b>Phonemes – read out and record answers given</b></p> <p>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 _____</p>
<p><b>5. Phoneme Segmentation</b></p> <ul style="list-style-type: none"> <li><i>'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.'</i> Give example e.g. map = m-a-p, boat = b-oa-t</li> <li>Continue with words listed opposite.</li> </ul>	<p><b>Record answers given</b></p> <p>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) _____</p>
<p><b>6. Medial Vowel Isolation</b></p> <ul style="list-style-type: none"> <li><i>'I am going to say a word and I'd like you to tell me the sound you can hear in the middle of the word.'</i></li> <li>e.g. 'log' l-o-g. We can hear the 'o' sound.</li> <li>e.g. 'goat' = g-oa-t. We can hear the long 'o' sound.</li> <li>Continue with the words listed opposite.</li> </ul>	<p><b>Record answers given</b></p> <p>1. dig _____ (i)      7. rain _____ (ai)            2. coat _____ (oa)      8. pin _____ (i)            3. jet _____ (e)      9. rat _____ (a)            4. sail _____ (ai)      10. pen _____ (e)            5. feet _____ (ee)      11. jeep _____ (ee)            6. fog _____ (o)      12. hut _____ (u)</p>

## Phonological Assessment-Summary Sheet

Student Name: \_\_\_\_\_

Year Group: \_\_\_\_\_

Date: \_\_\_\_\_

Skill	1. Initial Date:	2. Review Date:	3. Review Date:
<b>1. Syllables</b> Can the student hear the rhythm/beats in words?	— 8	— 8	— 8
<b>2. Rhyme Detection</b> Can the student hear rhyme?	— 5	— 5	— 5
<b>3. Rhyme Generation</b> Can the student add to a list of rhyming words?	— 8	— 8	— 8
<b>4. Phoneme Blending</b> Can the student hold and blend a series of sounds?	— 10	— 10	— 10
<b>5. Phoneme Segmentation</b> Can the student break a word into its individual sounds?	— 10	— 10	— 10
<b>6. Medial vowel isolation</b> Can the student isolate the middle vowel sound?	— 12	— 12	— 12
<b>Phonological skills</b> <b>Total score /53</b>	— 53	— 53	— 53

### Useful resources to support Phonological Awareness:

**'Sound Linkage' by Peter J Hatcher et al**

**Pub: Wiley-Blackwell; 3rd edition (7 May 2014)**

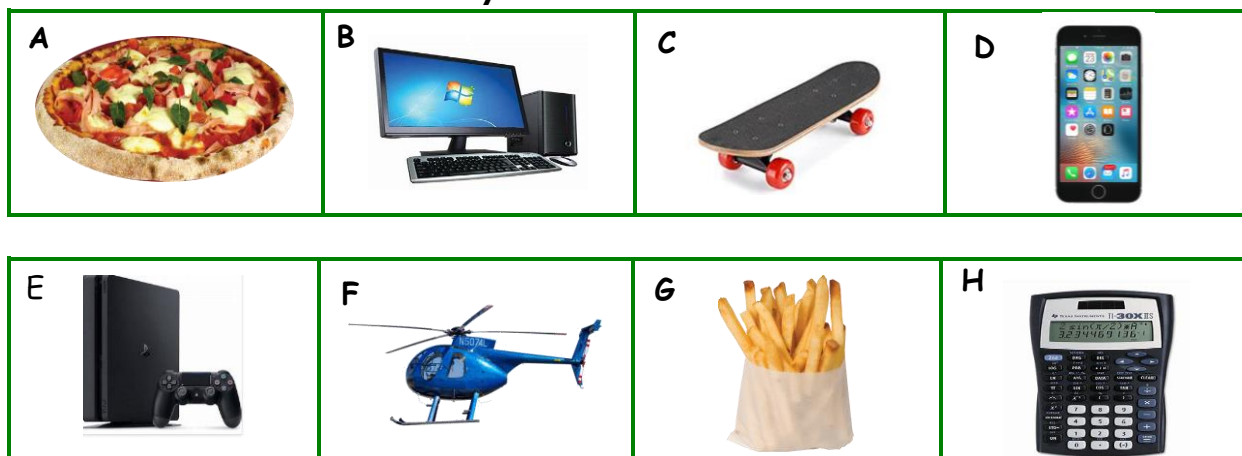
- This is a highly successful phonological training programme, developed to support students struggling to make progress in reading.
- The 10 sections of activities within the programme include:
  - identification of words and syllables;
  - identification and supply of rhyming words;
  - identification and discrimination of phonemes;
  - and blending, segmentation, deletion, substitution and transposition of phonemes within words.
- The manual also contains a standardised test of phonological awareness; and a method that can be used to grade children's reading books. All activities are accompanied by a set of photocopiable Record Sheets, a set of Picture Sheets and an appendix of additional activities useful in helping students to master a particular skill or to reinforce existing learning.

#### Universal Training

- As part of the Universal training offer, the SpLD team provide free training on Phonological awareness and phonics. **Contact your Link Specialist teacher for further details.**

## PHONOLOGICAL ASSESSMENT PICTURE CARDS

### 1. Syllable Detection Cards



### 2. Rhyme Detection Cards

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

#### Example Strip

