***Phonemic Awareness Checklist***

Phonemic awareness is an especially important precursor to reading and writing. It is imperative that teachers have knowledge and understanding of where each child’s strengths and weaknesses lie to enable planning for appropriate instruction at each child’s level. This checklist is best completed within the first couple of weeks of school to guide planning and assist with developing rapport with the students.

This checklist is designed to allow teachers to assess individual achievement on each section. From this knowledge, class groupings can be made for children needing extra practice to aid development.

It is best completed during 1:1 quiet time and should only take 3-5 minutes per child enabling a whole class of 30 children to be assessed in approximately 2 hours in total. Although it is not easy to do this, if only 2-3 children are assessed each day it will only take 10-15 minutes each day and the whole class will be completed in two weeks, providing the teacher with valuable information to guide their planning.

**Guidelines for Administration:**

Find a quiet place with not too many distractions or a time when the rest of the class are busily engaged in an activity. Ask the child to sit beside you and create a relaxed, informal atmosphere. Start by chatting to them and then tell them that you would like to ask them some questions. If they don’t know the answers, that’s okay. Just say, “I don’t know” but if you think you know, have a go. It doesn’t matter if you make a mistake.

As the children progress through the checklist, the skills become increasingly difficult. If a child is unable to do any of the early tasks, the test should be ended and the child thanked for their efforts.

After completion of the individual checklists, create the class profile. It will guide your instruction and enable you to help individual children as well as small groups and help identify areas the whole class needs to develop.

Mid-year, the checklist could be repeated to determine progress and identify further areas requiring work.

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Phonemic awareness checklist - Individual Name: Date:

|  |  |  |  |
| --- | --- | --- | --- |
| Skill | Not Yet | Developing | Yes |
| Rhyme recognition: 2 words – yes or no* Bunny, funny
* Seat, sand
 |  |  |  |
| Rhyme recognition: * odd one out - school, pixie, pool
 |  |  |  |
| Clap/ Count syllables* castle
* hop
* Sprizzletania
 |  |  |  |
| Distinguish and remember 3 separate phonemes in sequencee.g. /s/ /z/ /b/ |  |  |  |
| Blend initial and final word partse.g. pa/t |  |  |  |
| Blend onset and rimee.g. f/an |  |  |  |
| Produce a rhyme* shop
* pat
 |  |  |  |
| Identify initial sounds* Sakaela
* carrot
 |  |  |  |
| Identify final sound* leaf
* sun
 |  |  |  |
| Identify medial sound* cot
* pat
 |  |  |  |
| Compound word/ syllable deletione.g. Say ‘rainbow’ but leave out the ‘rain’ part |  |  |  |
| Skill | No | Developing | Yes |
| Blend 2 phonemes (sense and nonsense)* /o/ /n/ = on
* /i/ /g/ = ig
 |  |  |  |
| Blend 3 phonemes (sense and nonsense)* /s/ /a/ /p/ = sap
* /f/ /e/ /n/ = fen
 |  |  |  |
| Blend 4 or more phonemes (sense and nonsense)* /t//e//n//t/ = tent
* /f//l//o//t/ = flot
 |  |  |  |
| Segment 2 phoneme words (sense and nonsense)* an - /a/ /n/
* ek - /e/ /k/
 |  |  |  |
| Segment 3 phoneme words (sense and nonsense)* cut - /c/ /u/ /t/
* ped - /p/ /e/ /d/
 |  |  |  |
| Segment 4 or more phoneme words* fond - /f//o//n//d/
* plig - /p//l//i//g/
 |  |  |  |
| Phoneme substitution* Change the /c/ in cat to /s/
* Change the /j/ in cage to /n/
 |  |  |  |
| Initial sound deletione.g. say meat without the /m/ |  |  |  |
| Final sound deletione.g. say meat without the /t/ |  |  |  |

Comments:

Phonemic Awareness Checklist Class Profile Date:

Record Children’s names in the appropriate columns

|  |  |  |  |
| --- | --- | --- | --- |
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Children requiring extension: