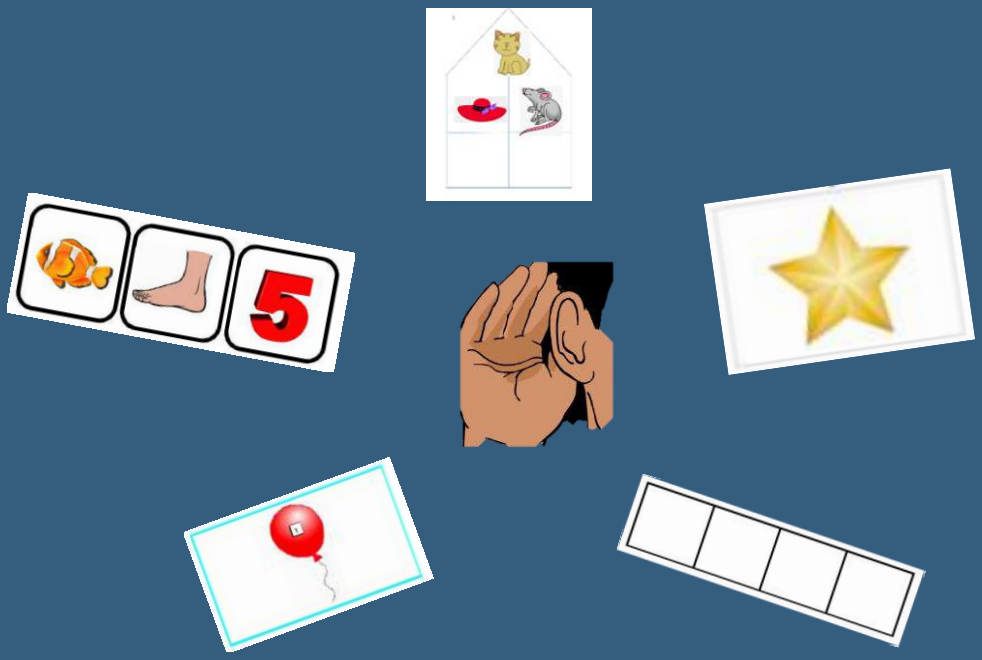
The Hertfordshire Specific Learning Difficulties

Phonological Awareness Pack



SEND Specialist Advice and Support (Specific Learning Difficulties)
Integrated Services for Learning

ISL Integrated Services for Learning
working together locally

Herts Specific Learning Difficulties
ISL Specialist Advisory Service

Hertfordshire

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Understanding Phonological Awareness

What is phonological awareness?

It is an awareness of the sound structure of language.

- Can you hear the difference between birdsong and a dog barking?
- Can you hear that a spoken sentence is made up of a series of individual words?
- Can you hear that a spoken word is made from a sequence of individual sounds?

It is the awareness of the units of sounds – which may be words, syllable, rhyme, phonemes

- Can you hear syllables, e.g. el/e/phant, ap/ple, trai/ner?
- Can you hear rhyme, e.g. snow and toe?
- Can you hear phonemes, e.g. /ch/ur/ch/, /s/w/i/m/?

Why is phonological awareness important?

- **Phonological awareness is the foundation for matching sounds to letters (Stanovich, 1994).**[1]
  - The effective mapping of sounds to letters (reading and spelling) will be more straightforward if an individual has a clear understanding and experience of the sound structure of the language.

- **Phonological awareness is both a prerequisite for and a consequence of learning to read (Yopp, 1992).**[2]
  - As well as necessary in the beginning stages of reading, awareness of the sound structure of more complex vocabulary can be directly seen once reading and spelling become more fluent.
  -

1 Stanovich, Keigh E. (1994) Romance and Reality (Distinguished Educator Series). Reading Teacher, 47(4), 280-91.

2 Yopp, Hallie Kay. (1992) Developing Phonemic Awareness in Young Children. Reading Teacher, 45(9), 696-703.

How should phonological awareness be taught?

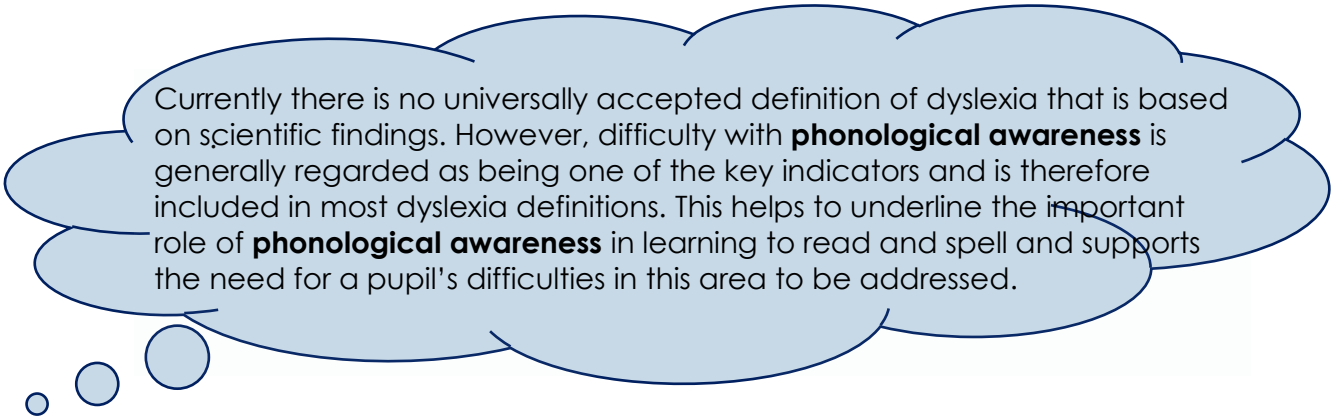
- **Phonological awareness needs to be taught independently of phonics**
- Spoken language needs to be experienced and learned first before letters are introduced.
- **Phonological awareness needs to be continually taught and referred to when developing reading and spelling skills.**
  - There is a general feeling that once a child has begun to read and spell that phonological awareness is embedded and does not need to be revisited.
  - However, if a child is having difficulty with making progress with reading or spelling, it is important to consider assessing and teaching phonological skills as appropriate according to their age, learning preferences and previous phonological/literacy intervention.

Why might children experience difficulties with developing phonological awareness?

- **Some children, for various reasons, do not start school with the phonological awareness skills needed to develop their literacy.**
  - These reasons include hearing difficulties, speech and language issues, learning disabilities, poor exposure to spoken language structure and language delay.

- **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.**
  - A child may be able to learn that an individual letter makes a particular sound, but if they are unable to identify the individual sounds within a word, they will not be able to blend and segment when reading and spelling.

Dyslexia and Phonological Awareness



The *Hertfordshire County Council Guidance on Identifying Dyslexia and Supporting Children and Young People who have Persistent Difficulties in Acquiring Literacy Skills* (see Hertfordshire's SEND Local Offer website)defines dyslexia based on three widely recognised definitions; namely, the Rose Report (2009), the British Psychological Society (2005) and the current British Dyslexia Association definitions.

The Hertfordshire County Council Guidance on Identifying Dyslexia

Dyslexia is a term used to describe difficulties with developing and acquiring accurate and fluent word reading and/or spelling, which is severe and persistent in nature despite personalised learning opportunities (i.e. differentiated learning *based on identified strengths and difficulties*) and evidenced-based intervention, (i.e. there is strong research to suggest that the interventions produce the expected and desired outcomes.)

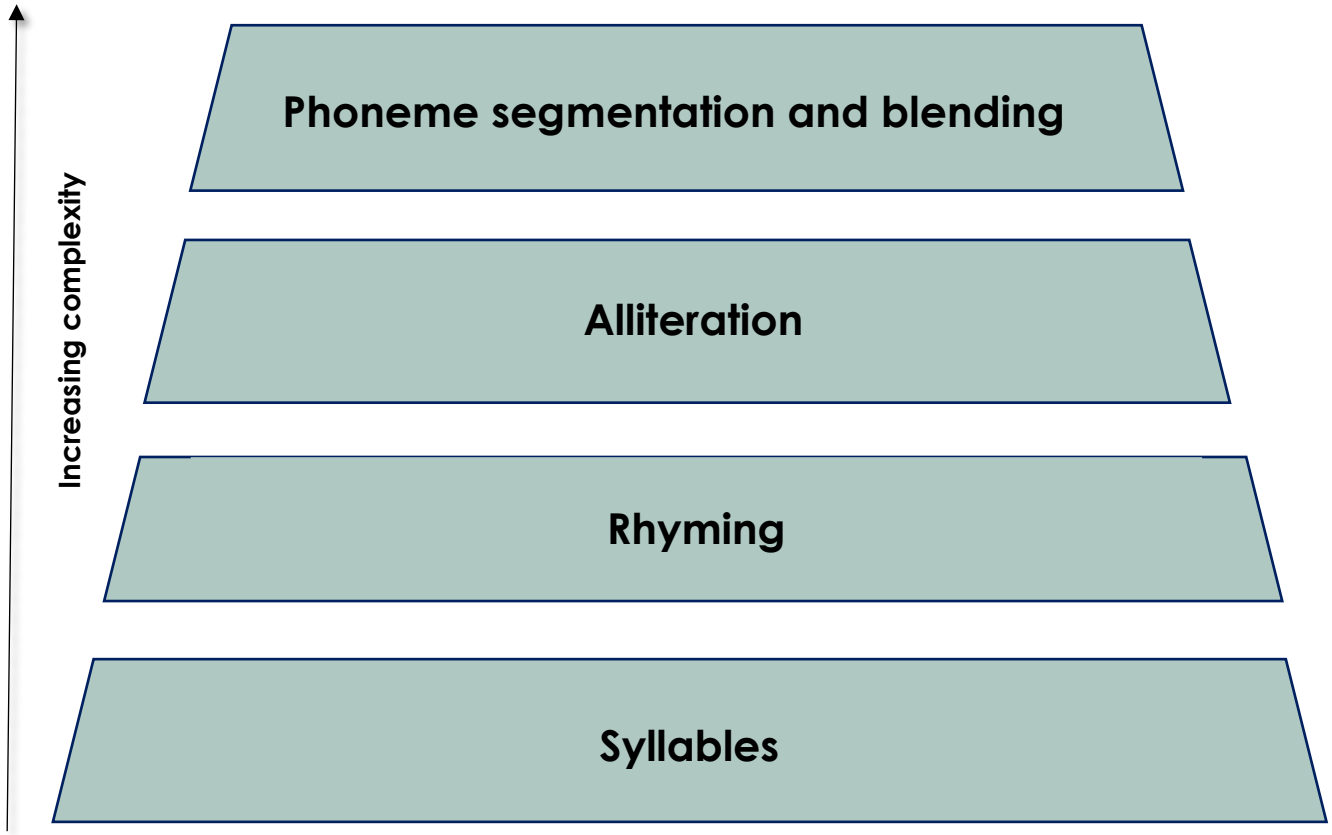
Dyslexia is underpinned by difficulties in some, or all, of the following:

- **Phonological awareness: the ability to identify, perceive and manipulate sounds in words**
- Verbal memory: the ability to store, process and manipulate verbal information
- Verbal processing speed: the ability to retrieve familiar words quickly and accurately
- Visual processing speed: the ability to visually recognise familiar words/ symbols/patterns quickly and accurately.

Dyslexia should be recognised as a continuum (from mild to severe) across a range of abilities rather than a discrepancy between intelligence and literacy skills. Co-occurring difficulties may be seen in aspects of language, motor coordination and personal organisation, but these are not by themselves markers of dyslexia.

An assessment of dyslexia is a process not an event and should happen over time, taking into account a child/young person's patterns of strength and needs.

Phonological Awareness Skills



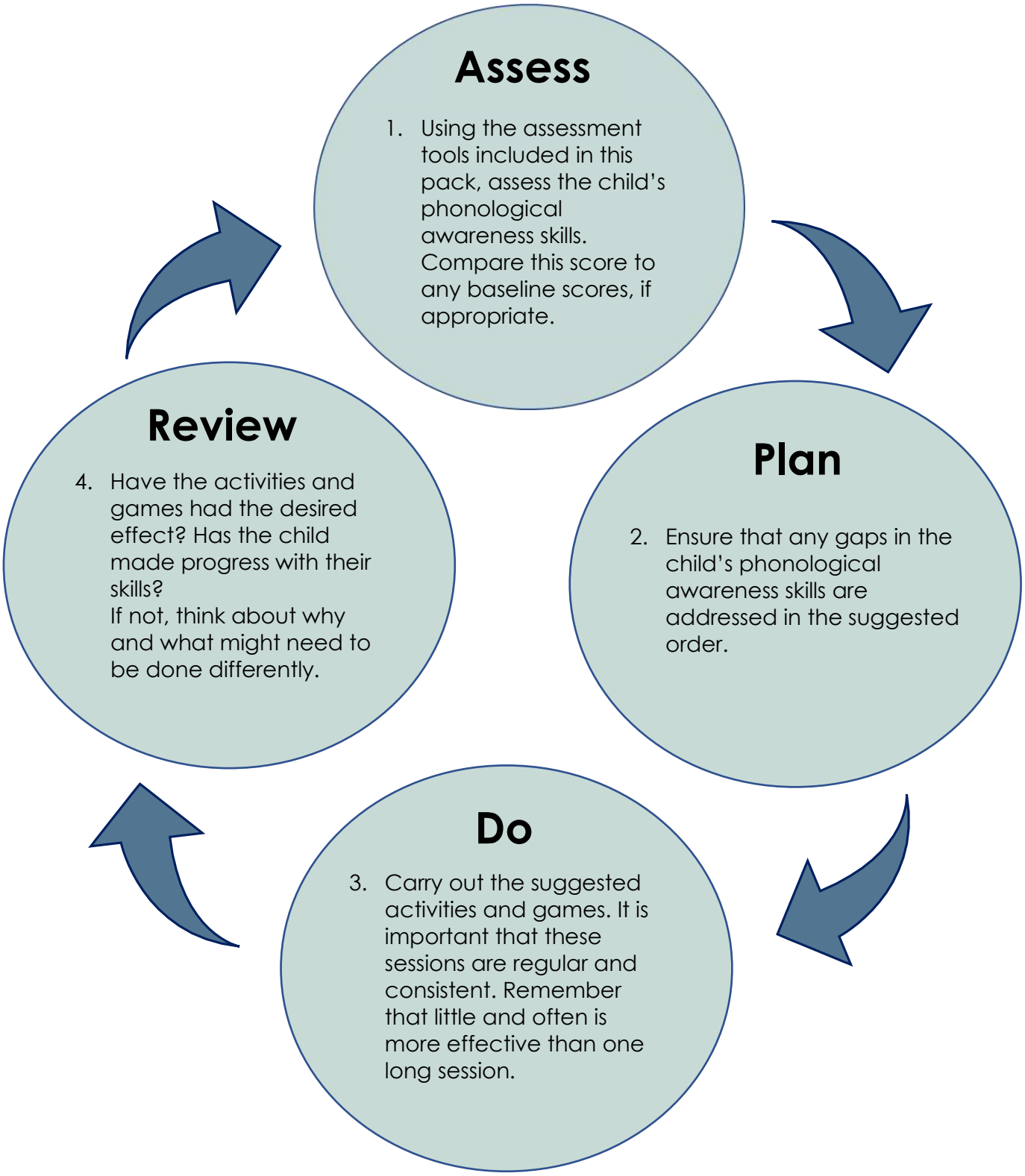
Neither 'Early Listening Skills' nor 'Onset and Rime' have formal assessments in this pack. Although more appropriate for younger learners, 'Early Listening Skills' has been included as a supplementary section to give ideas and guidance for those children who may have missed this early work in early years settings due to hearing loss or developmental delay. The 'Onset and Rime' section is for those few children who have been successful with 'Rhyme' and 'Alliteration' but who are not quite ready for 'Phonemes'. It is not a stage needed for all pupils.

Onset and rime (supplementary)

Early listening skills (supplementary)

How to use the Phonological Awareness pack

The 'Assess, Plan, Do, Review' cycle is embedded in The Hertfordshire SpLD Phonological Awareness Pack. All assessments can be found in the appendix.



Section 1

rabb/it

Syllable Detection

What is it?

A syllable is a part of a word containing one vowel sound with or without surrounding consonants. It forms the whole or part of a word, for example, rabbit can be broken into two syllables '*rabb/it*' but '*cat*' is just one syllable. A syllable is the largest phonological unit within a word. Syllable detection is the ability to break words into syllables and is a key skill for children to develop before moving on to detecting rhyme or smaller parts of a word such as phonemes.

Why is it important?

Syllable detection is important for reading and spelling words. It is a strategy that children can use to support decoding of longer words and to break them into manageable units for spelling. Although, syllable detection is an early phonological skill, it becomes increasingly relevant as children get older and the vocabulary being used gets more complex i.e. in a multisyllabic word like perimeter – per/im/et/er.

Teaching strategies:

Suggested order of teaching syllables:

- Two syllable words
- Three syllable words
- Comparing two and three syllable words
- Four syllable words
- Comparing two, three and four syllable words
- One syllable words
- Comparing two, three, four and one syllable words

Ways to count syllables

Consider ways to count syllables according to the pupil's age, preferences and any additional learning needs, such as concentration and attention difficulties. Try:

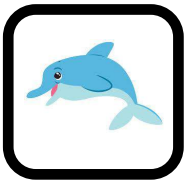
- Clapping
- Chin-bobs – Every time you say a syllable within a word your chin bobs down. Put your hand under your chin so you can feel each syllable as you say it
- Syllable counting card with counters
- Finger tapping
- Beating a drum
- Castanets
- Stamping
- Throwing a beanbag

Syllable Detection Activities and Games

Introduction to syllable counting:

You will need:
Syllable counting card
Counters
Small toys or syllable picture cards.

How to play:
Model how to use the syllable counting cards and counters with children's names, toys or picture cards. Show the item, say the word, clap or chin-bob the syllables and move the counters onto the syllable counting card to show how many syllables in the word e.g. dolphin – dol/phin - two. Child to repeat and then practise with other two-syllable words. Once secure, move on to three syllable words.

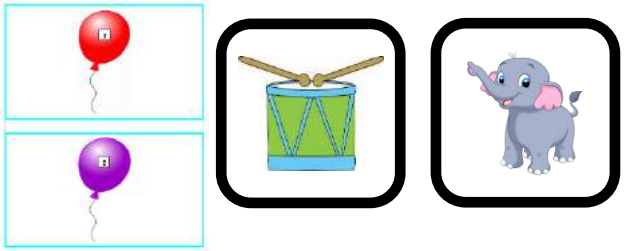


1	2	3	4	5
●	●			

Syllable balloons

You will need:
Syllable sorting balloons
Small toys or syllable picture cards

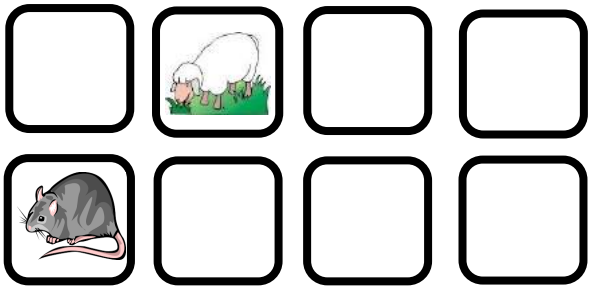
How to play:
Select e.g. three and one syllable sorting balloons and picture cards. Show the item and say the word. Child to count the syllables and place item/card on the correct balloon.



Syllable Pairs

You will need:
Syllable picture cards

How to play:
Adult to arrange four pairs of syllable picture cards face down on the table. Players take it in turns to turn over two cards. If both pictures have the same number of syllables,



the player keeps the pair and can have another turn.	
Syllable Snap **You will need:** Syllable picture cards. **How to play:** Select e.g. *two and three syllable picture cards.* Shuffle the cards and place pile face down in the middle of the table. Players take it in turns to turn over one card and count the number of syllables. If the number of syllables matches the number on the previously turned card, the first player to shout 'SNAP' wins the pair.	
Syllable Bingo **You will need:** Laminated blank number grids/ pens. Feely bag Syllable picture cards. Counters **How to play:** Adult to select syllable numbers to be targeted e.g. 2, 3 and 4 syllables. Give each child a blank number grid and ask them to write the numbers 2, 3, and 4 at random on their grid. Put the picture cards in a feely bag and pupils take turns to pull a card out. The pupil looks at the picture, counts the syllables and sees if they can find the corresponding number on the grid. If so, the pupil covers the number on their grid with a counter. The winner is the first to cover all the numbers.	

Roll a Dice

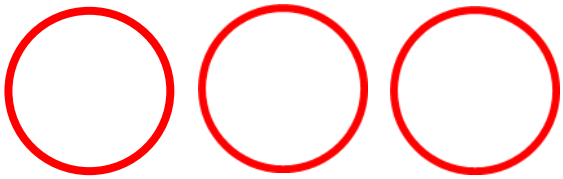
You will need:
1,2,3 dice
Syllable picture cards

How to play:
Put a selection of pictures or objects on the table with up to 3 syllables in them. Clap out or chin-bob the syllables in each word first. Then players take it in turns to throw the dice and pick up an object with the corresponding number of syllables in it.

Syllable Hoops or Mats

You will need:
A feely bag
Syllable picture cards
Hoops or mats

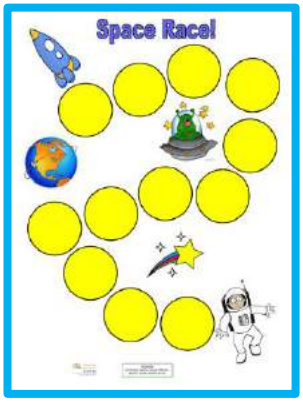
How to play:
Place 3 or 4 hoops or mats on the floor in a row. Child selects a picture card from the feely bag. Adult says the name of the picture. Child jumps along the hoops or mats making 1 jump for each syllable and saying the syllable as they jump.



Syllable Track

You will need:
Space race track
Different coloured counters
Mixed syllable picture cards

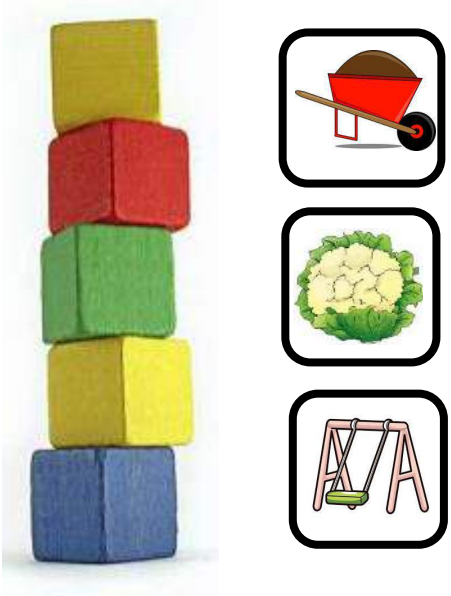
How to play:
Players take it in turns to pick a picture, count how many syllables and then move their counter the corresponding number of spaces on the board.



Knock Down Syllables

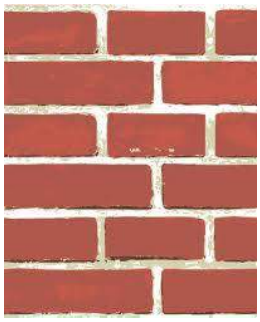
You will need:
Wooden or plastic blocks
Mixed syllable picture cards

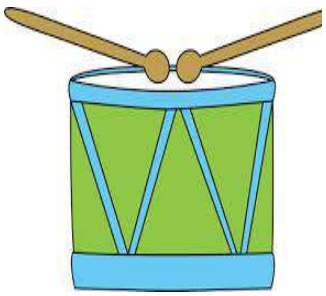
How to play:
The aim is for players to build a tower of blocks and see how high they can make it before it falls down. Place syllable picture cards face down in the middle of the table. Players take it in turns to pick up a card, say the number of syllables. Then, carefully add the corresponding number of blocks to the tower.

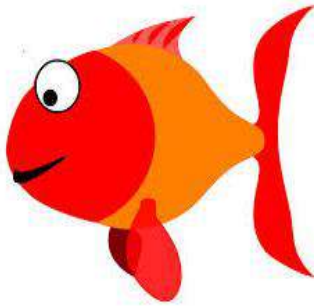


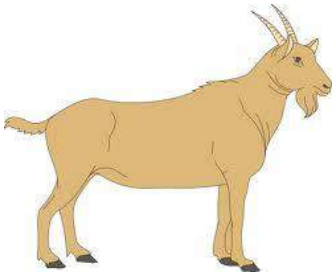
One Syllable Words

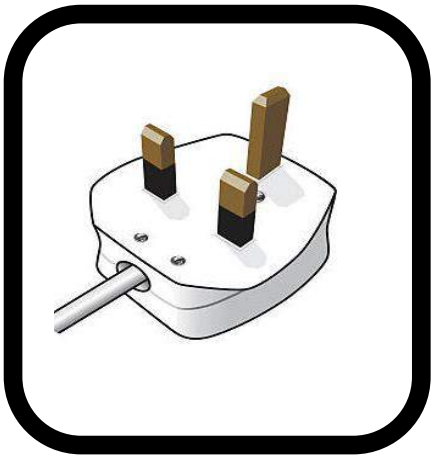
ball	bricks	cat
sock	dress	drum
fish	goat	hat
boat	owl	plug
rat	ring	shed
sheep	spade	stool
swing	vest	watch

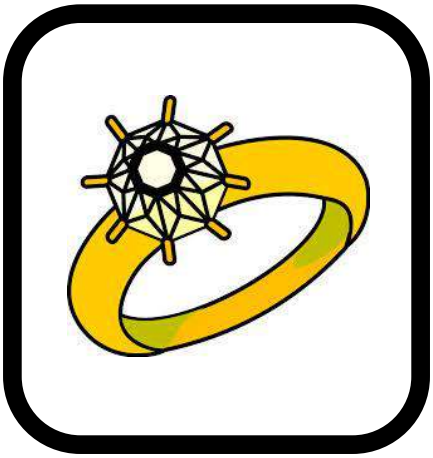


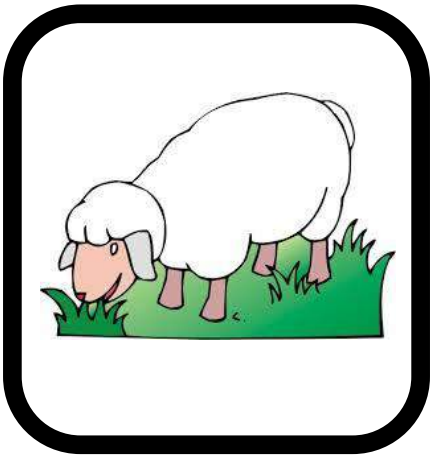


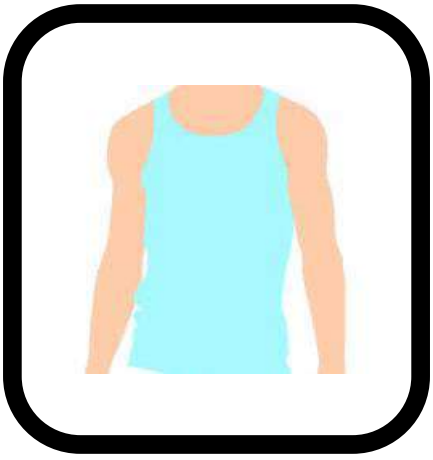






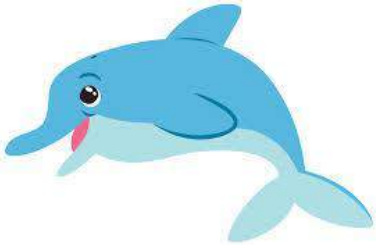


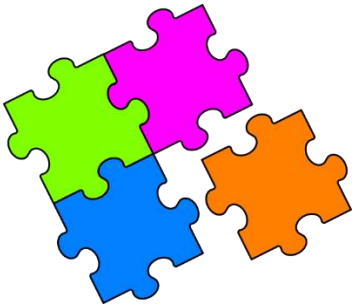


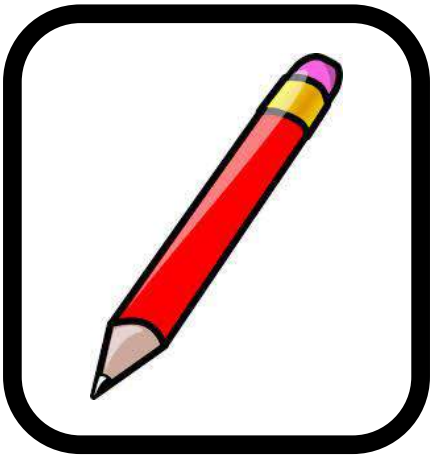


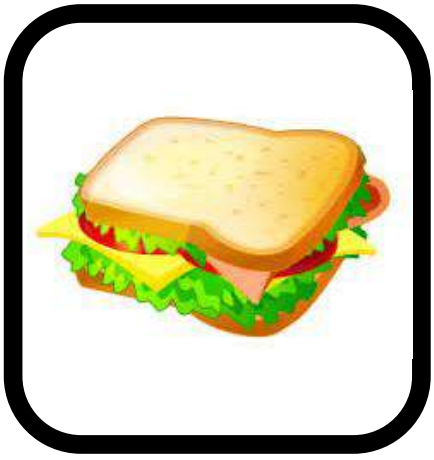
Two Syllable Words

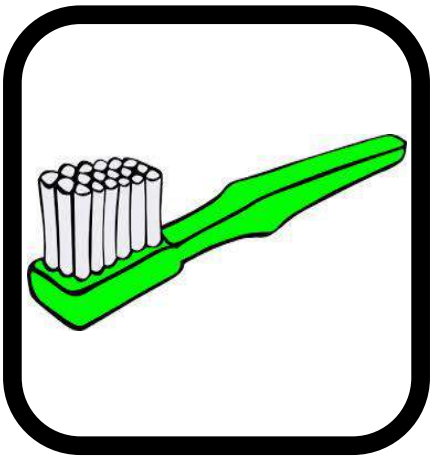
baby	handstand	dolphin
hedgehog	jacket	jigsaw
kettle	lettuce	lighthouse
pencil	zebra	rabbit
sandwich	scarecrow	spider
starfish	toothbrush	tractor
trumpet	windmill	window

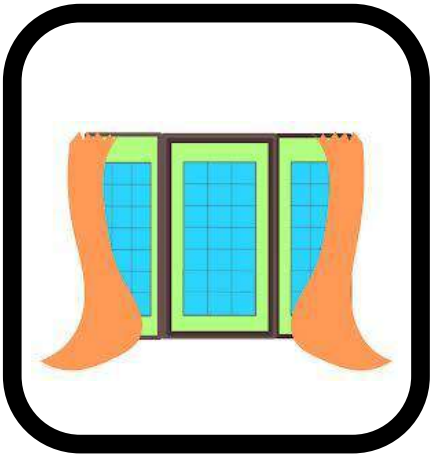






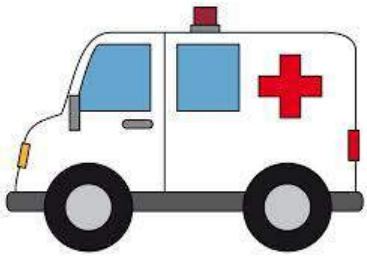


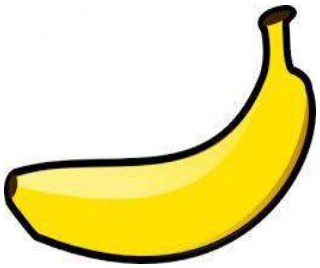


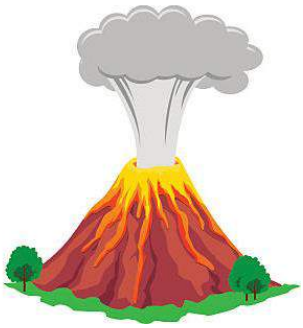


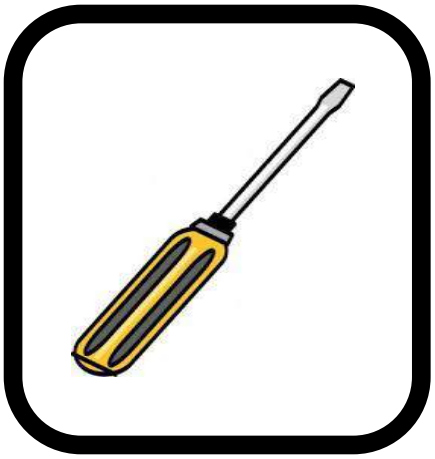
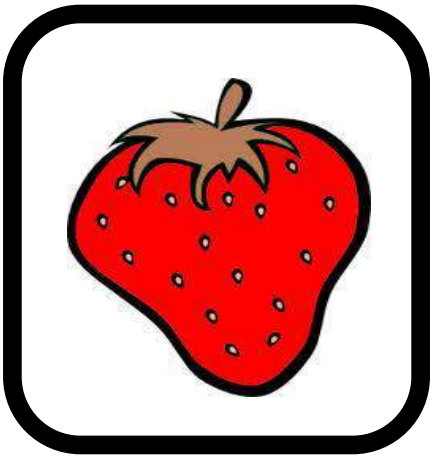
Three Syllable Words

aeroplane	ambulance	banana
butterfly	caravan	cardigan
volcano	elephant	footballer
ladybird	lawnmower	library
microscope	piano	screwdriver
strawberry	tambourine	cucumber
beef burger	violin	wheelbarrow



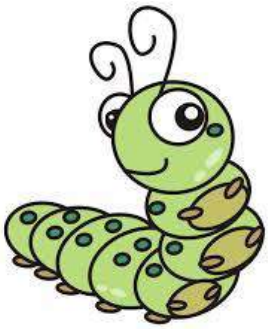


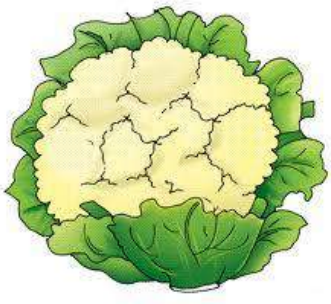


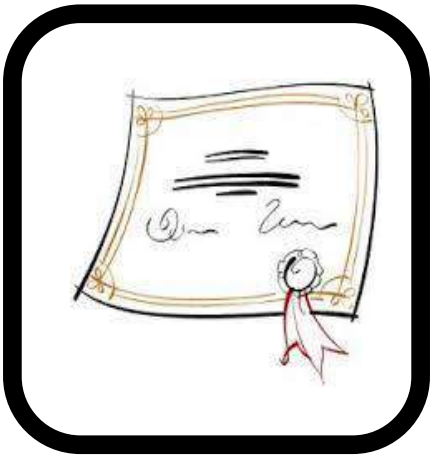



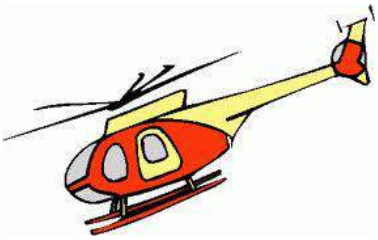
Four Syllable Words

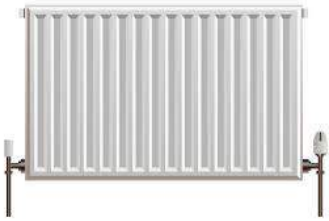
tarantula	alligator	strawberry jam
hot air balloon	binoculars	washing machine
avocado	caterpillar	cauliflower
certificate	decorations	extinguisher
helicopter	hieroglyphics	parachutist
radiator	rhinoceros	stegosaurus
supermarket	television	thermometer

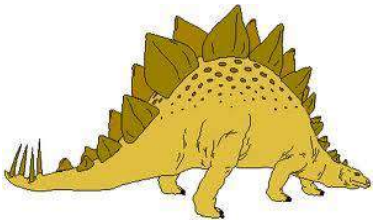












Syllable Counting Card

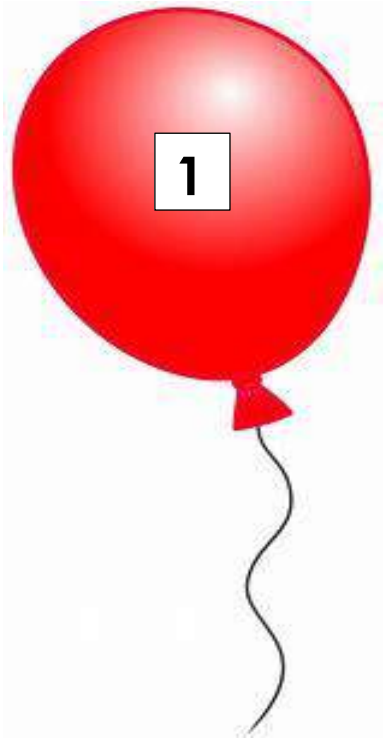
1	2	3	4	5

1	2	3	4	5

1	2	3	4	5

1	2	3	4	5

Syllable Sorting Balloons



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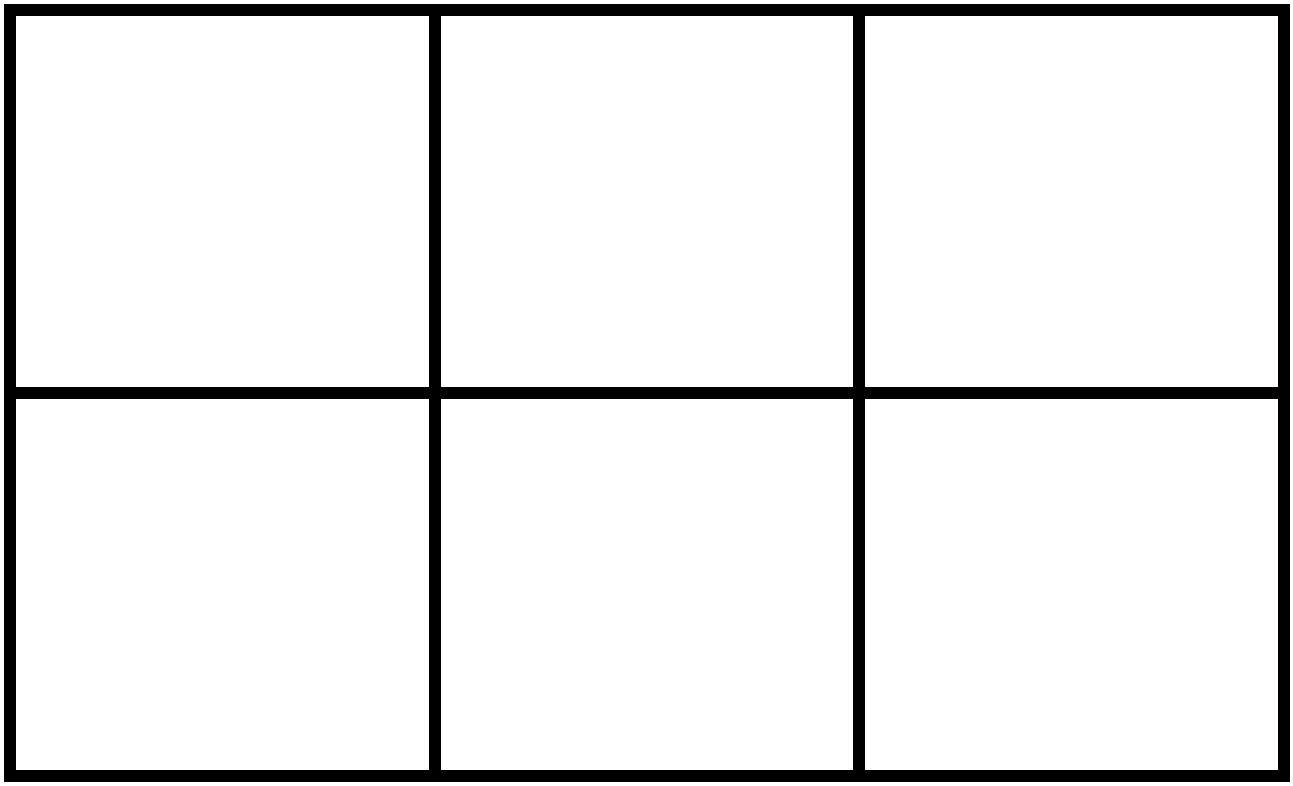
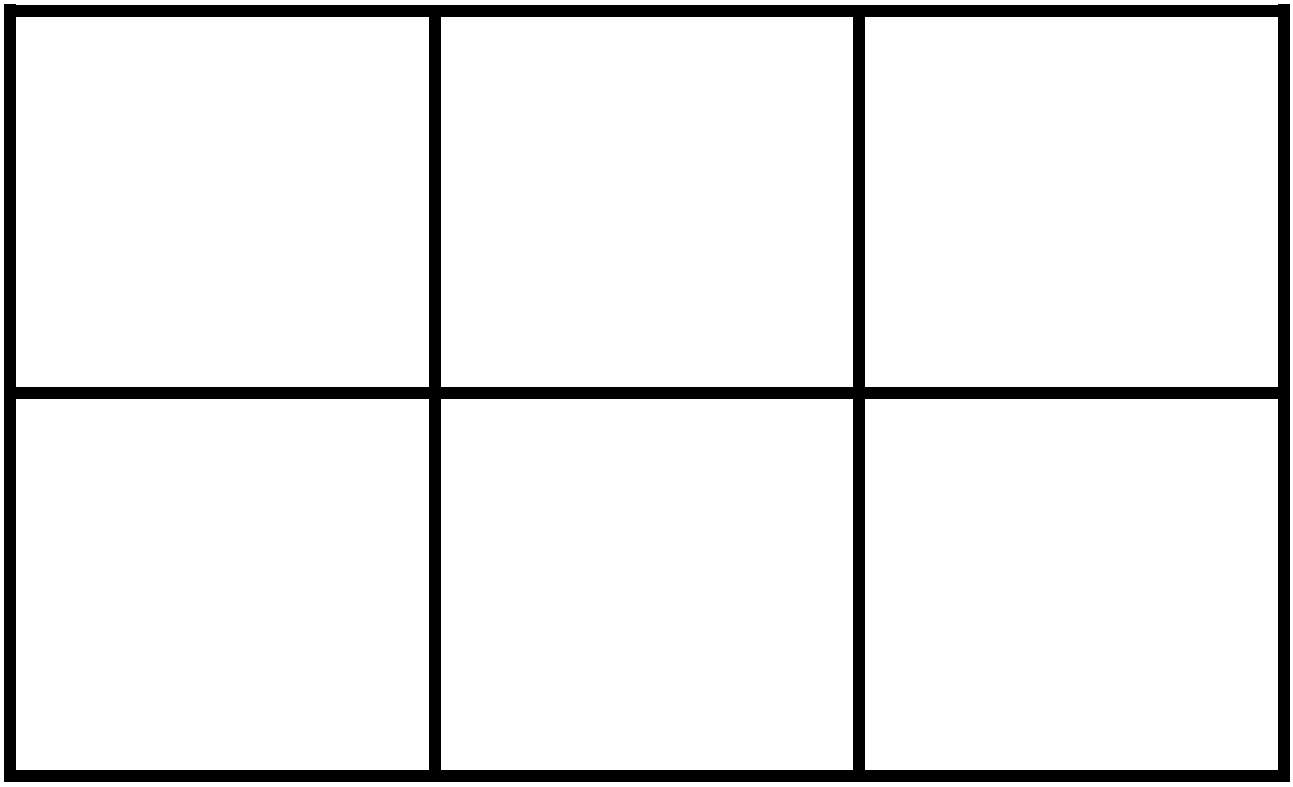
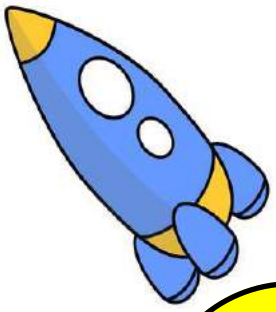
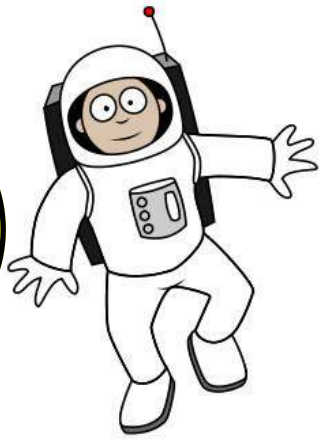
Bingo Grids



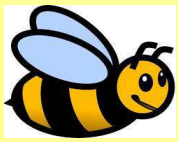


Space Race!





Section 2



bee / tree

Rhyme

What is it?
A **rhyme** is where two words sound the same at the end of the word e.g. bun and sun, snow and toe. Words may rhyme but may not be spelt the same.

'**Onset and rime**' refers to words that sound the same **and** share the same spelling pattern at the end of each word e.g. mug and slug. The '**onset**' is at the beginning before the vowel and the '**rime**' is at the end. See Supplementary section for further information.

Why is it important?
Rhyme helps children to hear and identify the units of sound within words. When children are familiar with a nursery rhyme or rhyming story, they learn to anticipate the rhyme. This prepares them to make predictions when they read which is an important reading strategy.

Teaching strategies

Suggested order of teaching rhyme

- Rhyme detection – the child listens to words to identify if they rhyme.
- Rhyme generation – the child generates words to continue the rhyming string.

Introducing rhyme

- Read poems, stories and nursery rhymes to the child. Encourage the child to produce the rhyming word to complete the sentence.
- Join in with action songs.
- Sort rhyming objects.
- Give the children some words/pictures that rhyme and some that do not rhyme. Can the children identify the rhyming words?

Rhyme Detection Activities and Games

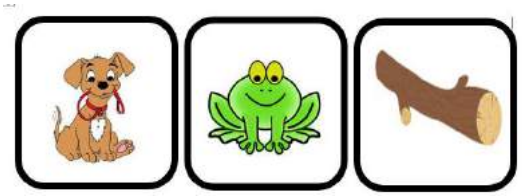
Memory Game

You will need:
Rhyming picture cards/objects

How to play:
Put three or four cards or objects on the table. Ensure all the words rhyme e.g. dog, frog, log. Ask the children to close their eyes and remove one picture card/object. Encourage the children to recite this rhyme saying what has not been removed

It's not the dog.
It's not the frog.
It must be the… log.

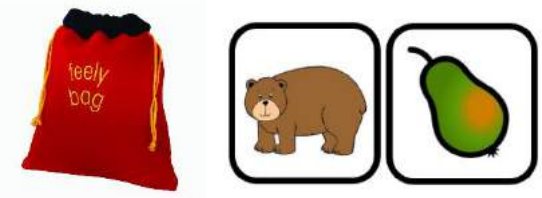
Repeat by removing a new card/object to be identified.



Pick Your Rhyme

You will need:
Feely bag
Rhyme picture cards

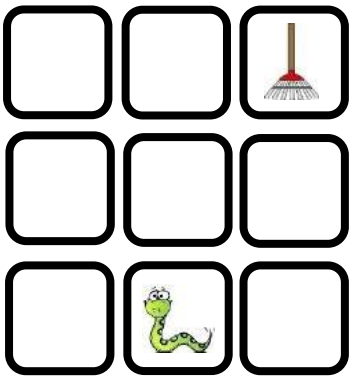
How to play:
Separate each rhyming pair into two piles. Share out one of the piles evenly between the children. Put the remaining rhyming picture cards into a feely bag and randomly pick one out. Children look at their pictures to see if any rhyme with the card taken from the feely bag. If so, they collect the pair. The winner is the first person to collect all of their pairs.



Rhyming Pairs

You will need:
Rhyming picture cards

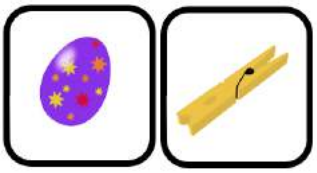
How to play:
Collect pairs of rhyming pictures. Shuffle the pack and place face down in rows. Ask a child to turn over two of the picture cards and say what they see. If the pictures rhyme, that child can keep the cards. If they do not rhyme, they are turned face down and put back in their original spaces.



Rhyming Snap

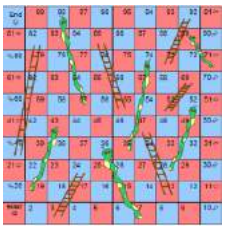
You will need:
Rhyming picture cards

How to play:
The rhyming picture cards are dealt between the players. Players hold their cards face down and take turns to turn over 1 card at a time. If the card rhymes with the previous card, which is face up, the first player to shout "SNAP" wins the card pile.

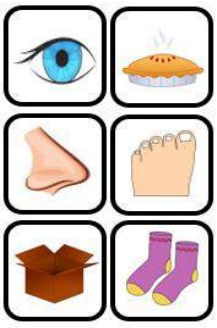


Rhyming Board Game

You will need:
Game Track e.g. snakes and ladders
Counters
A pack of picture cards
1 dice



How to play:
The adult prepares three cards, two that rhyme and one that does not. The player throws the dice but cannot move until they detect the two picture cards that rhyme. If the player is able to do this, they can then move their counter the relevant number of spaces along the board. If a player cannot do this, they miss their turn.



Rhyme Hunt

How to play:
Tell the child that they're going on a rhyme hunt and ask them to find something in the room that rhymes with a given word. For example, what rhymes with sock (clock), bear (chair), look (book), label (table), floor (door), blue (glue).

Rhyme Generation: Activities and Games

Use Rhyming Detection games and extend:

Pick Your Rhyme: Play the game as before but extend by asking the children to think of more words to rhyme with their matching pair. If they can, they receive a counter for each new rhyme. The winner is the one with the most counters.

Rhyming Pairs: After finding the pair, ask the child to extend the rhyming string.

Rhyming Board Game: The child picks a card from the pile and generates at least two words that rhyme. If the player is able to do this, they can then move their counter the relevant number of spaces along the board. If a player cannot do this, they miss their turn.

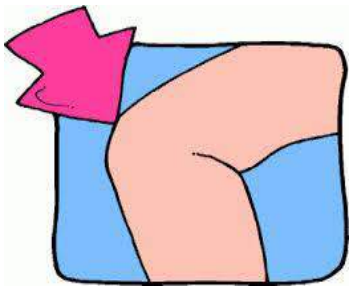
Rhyme Challenge

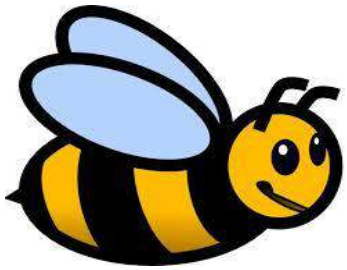
You will need:
A dice
Rhyming picture cards

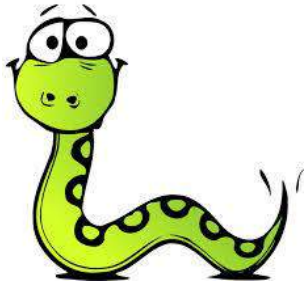
How to play:
The child picks a card and says what they see. The child then rolls the dice and generates that number of rhymes. Adult to keep a tally.

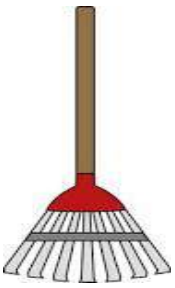
Rhyming Words

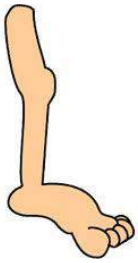
knee	-	bee	-	tree	eye	-	pie	tie
cake	-	snake	-	rake	nose	-	toes	- rose
leg	-	egg	-	peg	box	-	socks	- fox
dog	-	frog	-	log	cat	-	bat	- hat
hand	-	sand	-	band	jug	-	rug	- slug
bear	-	pear	-	chair	tower	-	shower	- flower
knight	-	kite	-	light	pocket	-	rocket	- socket
nail	-	tail	-	snail				

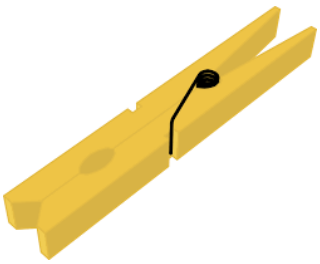


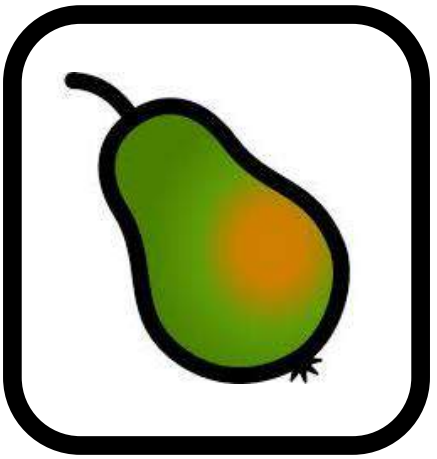


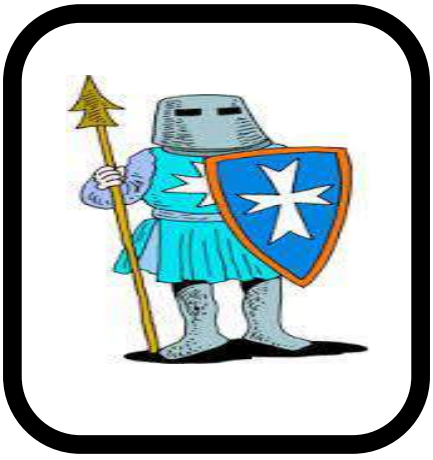


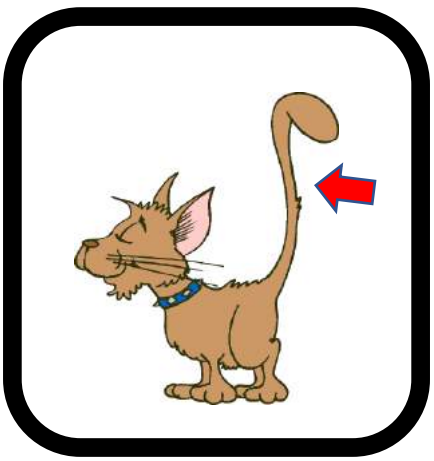


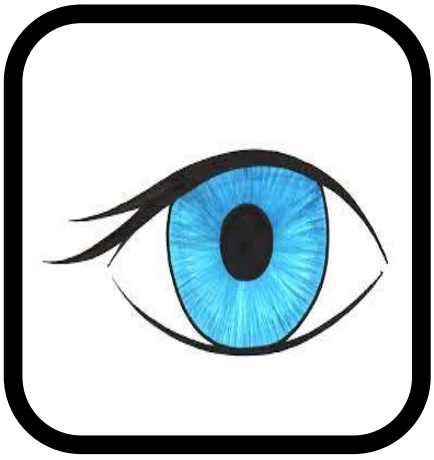


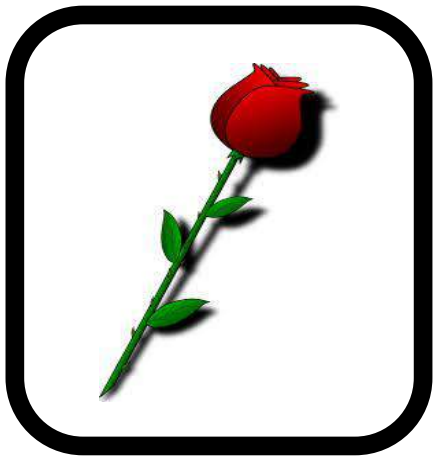
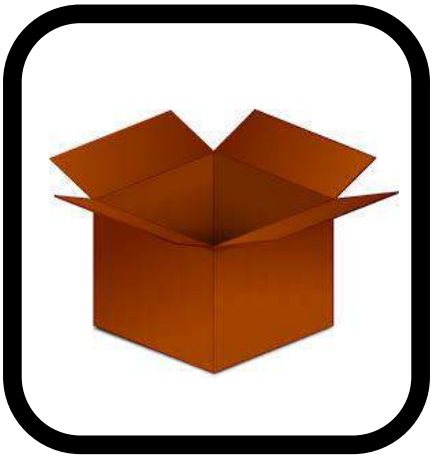


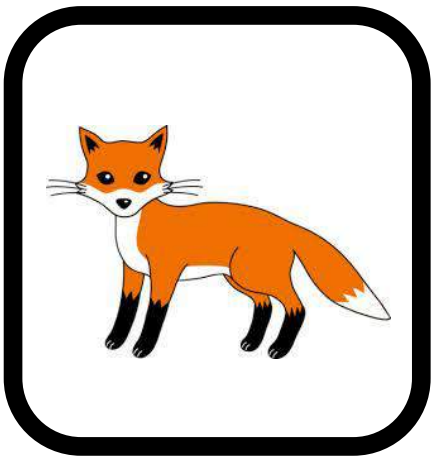


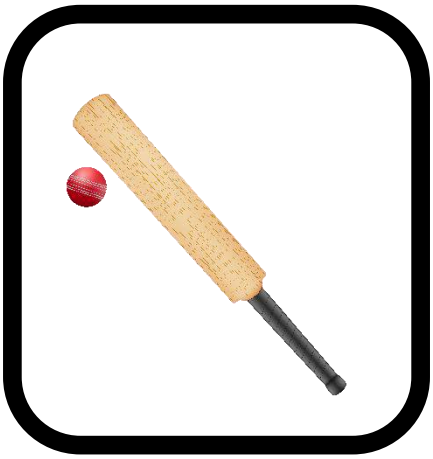


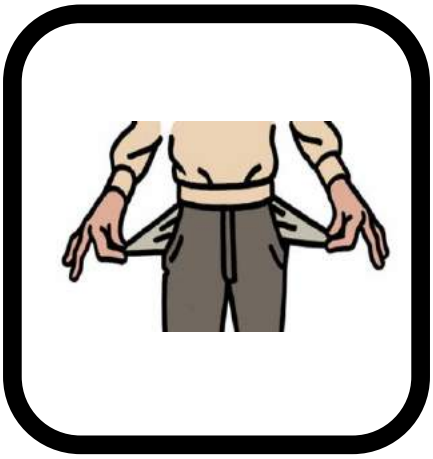


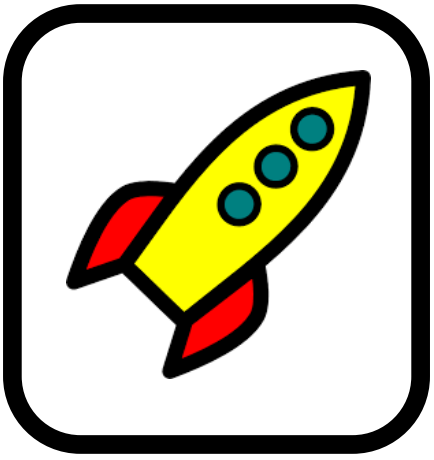










Section 3

Alliteration

What is it?
Alliteration is when words begin with the same sound. For example, 'slithering snakes sneak smoothly'. At this stage, the child is developing an awareness of individual units of sound. It is the sound, not the letter that is important (for example, 'cool kittens' is alliteration).

Why is it important?
A key skill for reading and spelling is learning to isolate the separate sounds in words. Alliteration is the beginning of this journey, as the child learns to isolate the sound at the beginning of a word and to separate this sound from the rest of the word. All activities are through oral discrimination using pictures and real objects, not letters.

Teaching strategies
Suggested order for teaching alliteration:

1. Alliteration detection – the child listens to words and decides if they start with the same/different sound.
2. Alliteration generation – the child generates words that begin with the same sound.

How to teach alliteration:

- Begin with the alliteration detection activities below. The adult working with the child must ensure that all phonemes (units of sound) used are pure. For practising clear articulation of each phoneme, there are lots of online resources, for example, DFE Letters and Sounds.
- At first, draw out each word slowly as you say it and emphasise the initial sound. Encourage the child to also say the word aloud, listening carefully to the first sound.
- Once alliteration detection is secure, move onto alliteration generation activities.

Alliteration Detection: Activities and Games

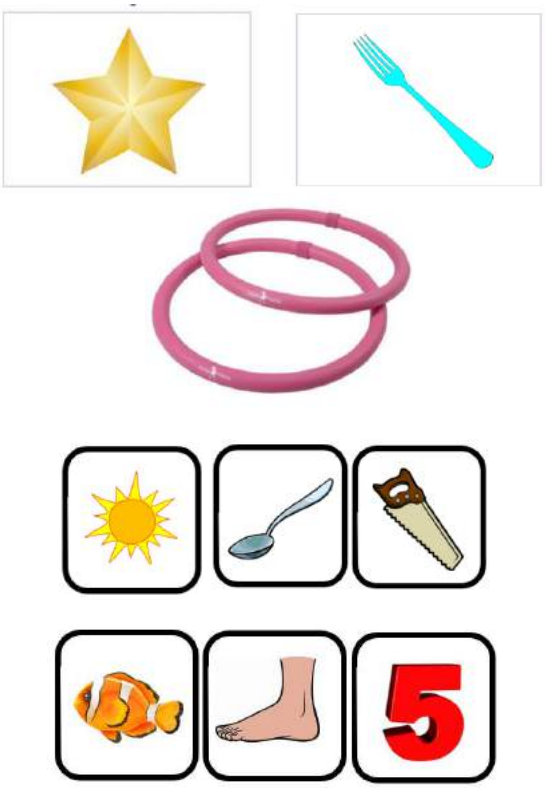
The following activities include resources for a few sample sounds. Please use your own materials to cover the full list of initial sounds.

Word sort

You will need:
Selection of picture cards with 2 different target initial sounds
Two larger picture cards to represent the target sounds
Two sorting hoops

How to play:
Place a target picture card in each sorting hoop.
The child or the adult turns over a picture from the pile. The child says the word aloud and places the card in the correct hoop depending on its initial sound.
The activity continues until all the pictures have been sorted.

Variations:
A feely bag of real objects could also be used for this activity.



Initial sound pairs

You will need:
Initial sound picture card pairs.

How to play:
The cards are placed face down. Take it in turns to turn over two cards.
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.

Variation:
A feely bag of real objects could also be used for this activity.

Initial sound – odd one out
Alliteration Detection:

You will need:
Initial sound pairs pictures

How to play
The child and/or the adult says the three words and the child decides which one does not 'go' and says why e.g. the cat does not go because bat and bag begin with ‘b’ and cat begins with ‘c’.

Sound stories

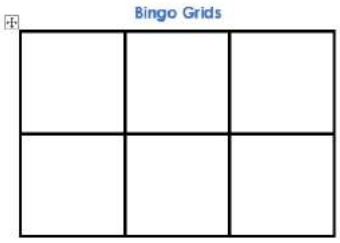
You will need: A good imagination/book containing target sound

How to play: Pick a target sound, e.g. ‘s’. Then make up/read a story containing as many ‘s’ sounds as possible. For example, ’One day Steve the Snake went to the sandy beach. He saw a sea serpent in the sea. The serpent jumped out and slithered towards Steve.’ Ask the children to put their hands on their heads/touch their nose etc. every time they hear the target sound.

Alliteration Bingo

You will need:
Blank grids with 6 spaces
Initial sound cards

How to play:
Give each child a grid and two pictures to represent their two target sounds.
Take a sound card and show the children. Encourage them to say the word aloud.
If the card matches their target sound they say 'mine' and place the card on their grid. The first child to fill their grid calls 'bingo!'.



Alliteration Generation: Activities and Games

Use Alliteration Detection games and extend:

Word sort: After sorting the cards/ pictures, ask the child to give more words beginning with the target sound.

Initial sound pairs: After finding the pair, ask the child to name another word beginning with the same sound.

Initial sound odd one out: Ask the child to generate their own 'odd one out' sequence to try and catch you out!

Sound stories: Ask the child to generate their own sound story.

Alliteration bingo: Once the child announces 'Bingo', they have to name 2 more words that begin with their target sound.

Pass the beanbag.

You will need: bean bag or passing object.

How to play:
Sit in a circle and pass around a bean bag or small object. The adult/child 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.

Adaptations: Use picture prompts/ objects at first if child is struggling to think of words.

I went to the shops

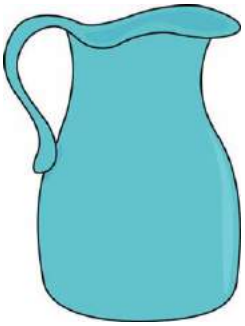
You will need: bean bag or passing object.

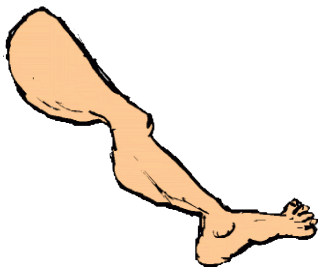
How to play:
Sit in a circle and pass around a bean bag or small passing object. Adult/child starts off with a shopping item, e.g.; 'I went to the shop and bought a cake'. The next child then adds an additional item, e.g.; 'I went to the shop and bought a cake and a candle'.
The play continues until no more words can be added and then a new initial sound is used.

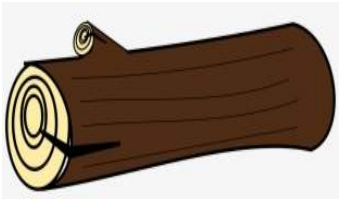
Adaptations: Use picture prompts/ objects at first if child is struggling to think of words.

Initial Sounds Words

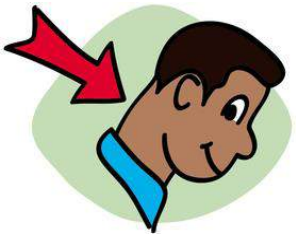
bat	bag	ball	man	mat	map
cot	cat	car	neck	nest	net
dog	dinosaur	doll	sun	saw	sock
egg	envelope	elephant	teddy	ten	tomato
fish	five	feather	shell	ship	shoe
horse	house	hand	wall	watch	window
jelly	jug	jump	yoyo	yogurt	yellow
leg	log	lip			

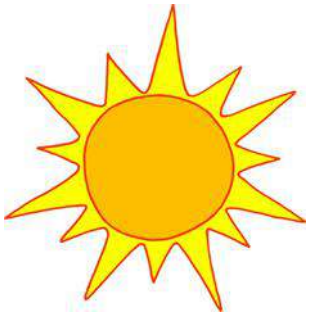






The United Kingdom





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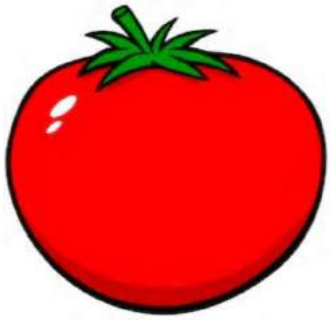
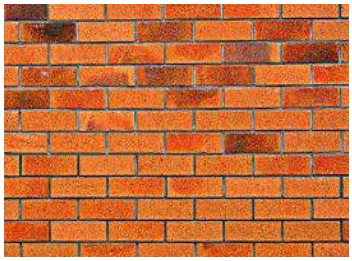
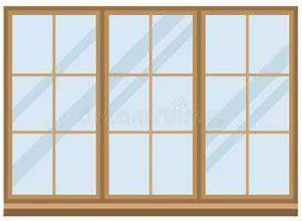
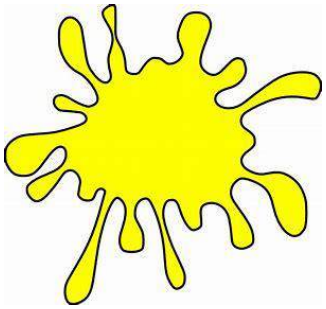
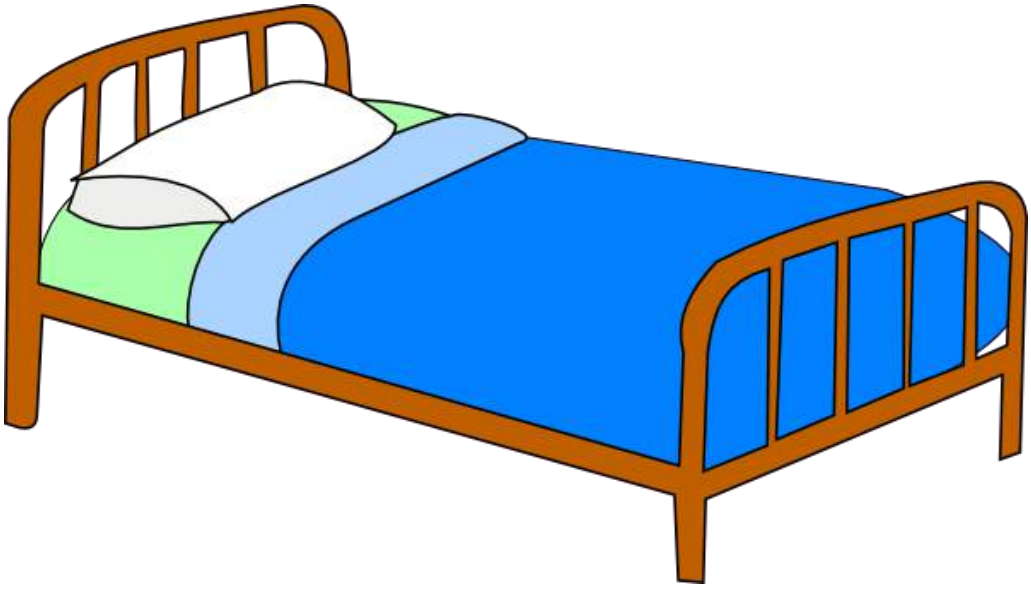


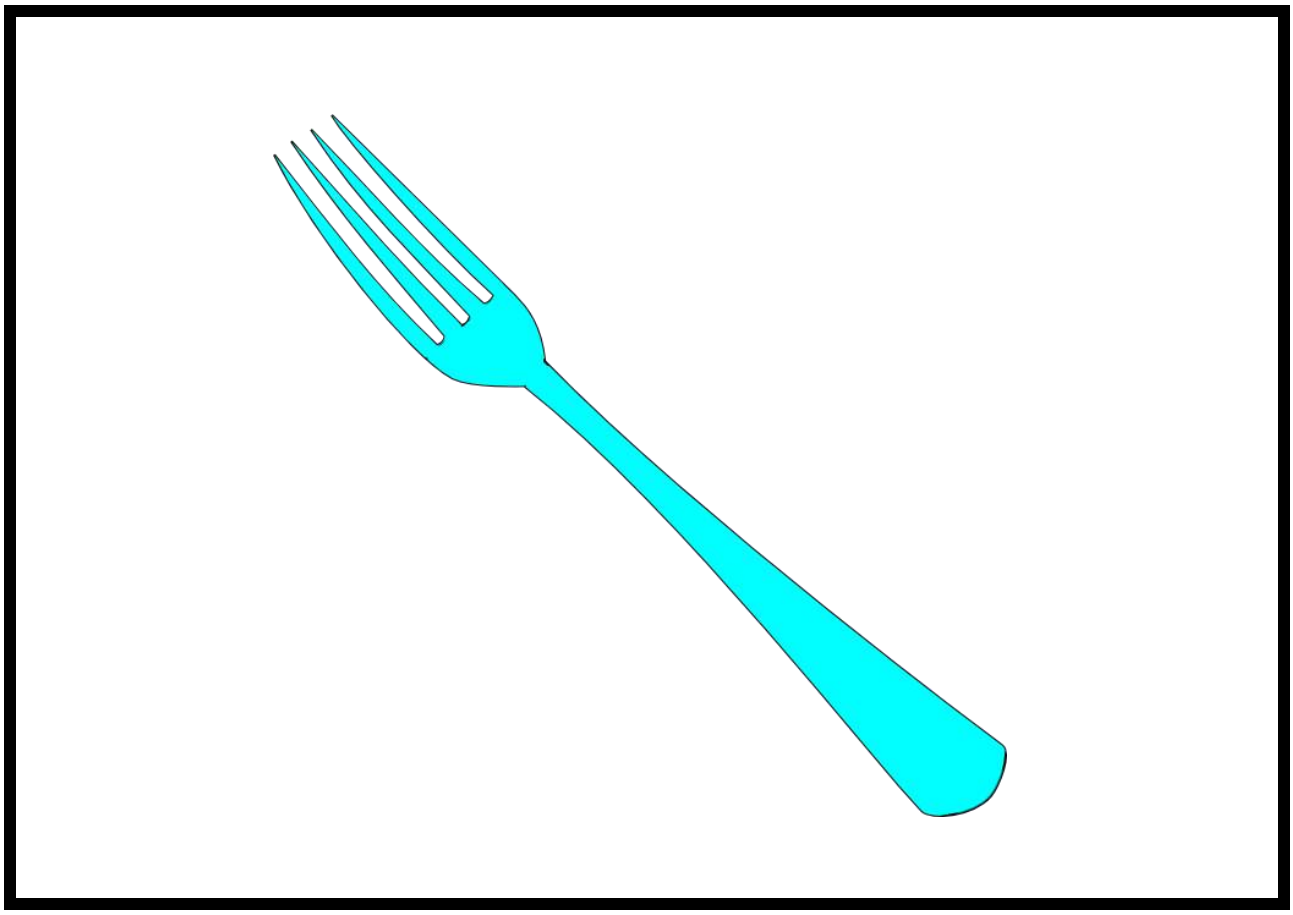


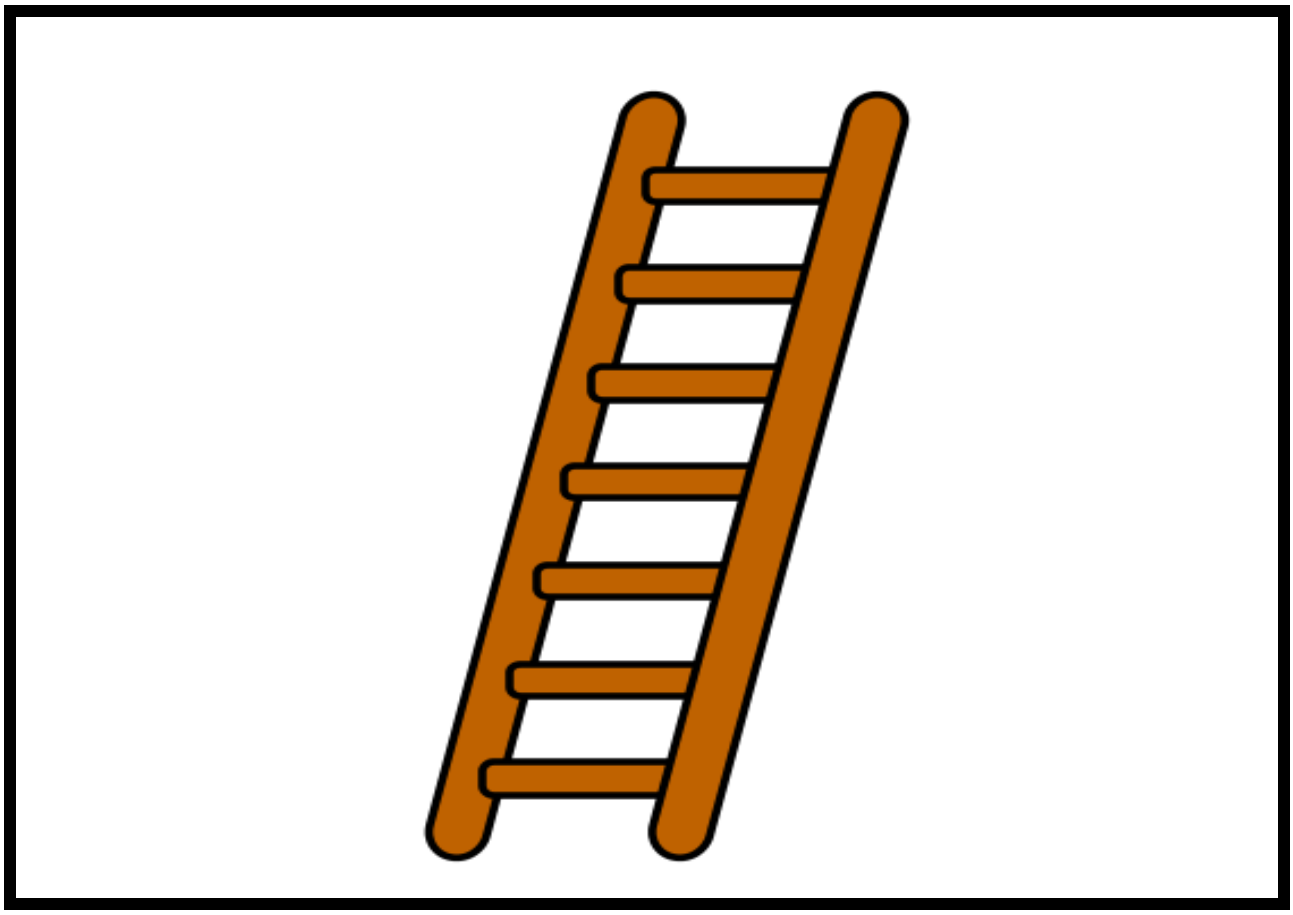


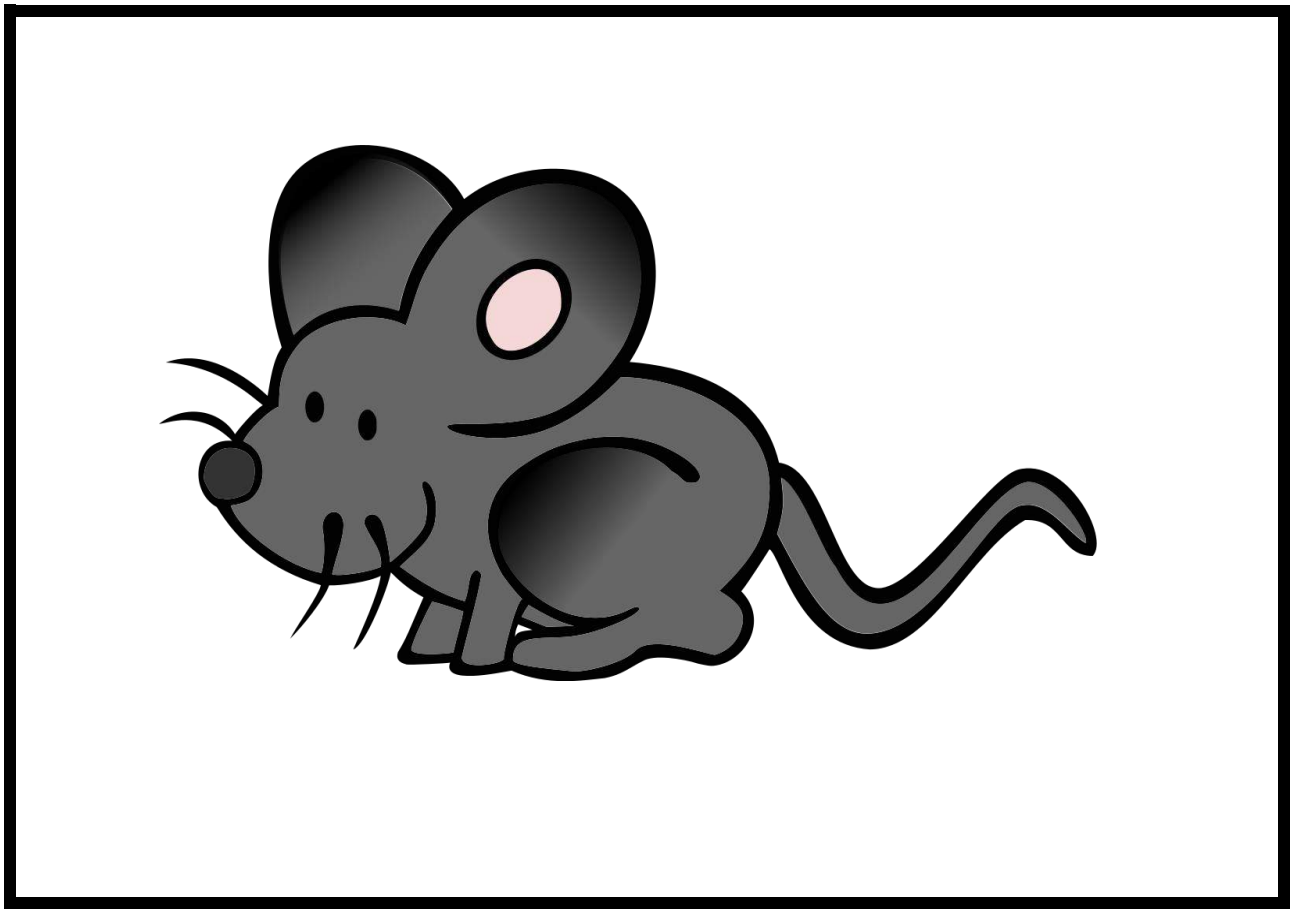


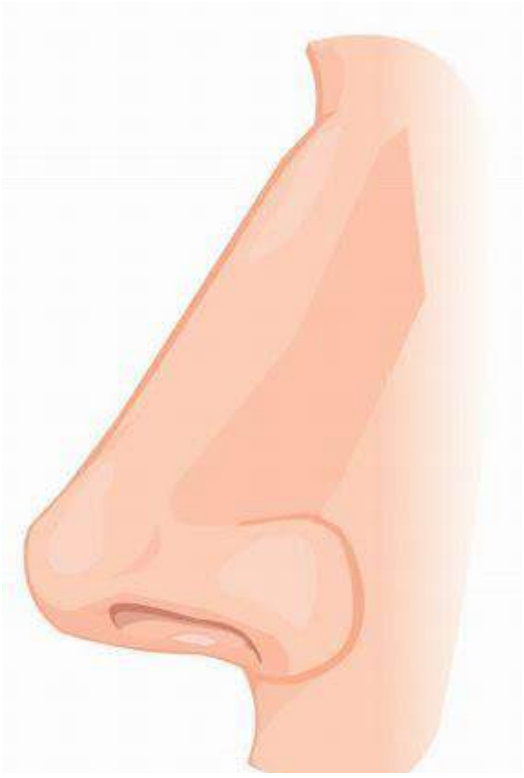
Alliteration: Word Sort Target Initial Sounds Cards

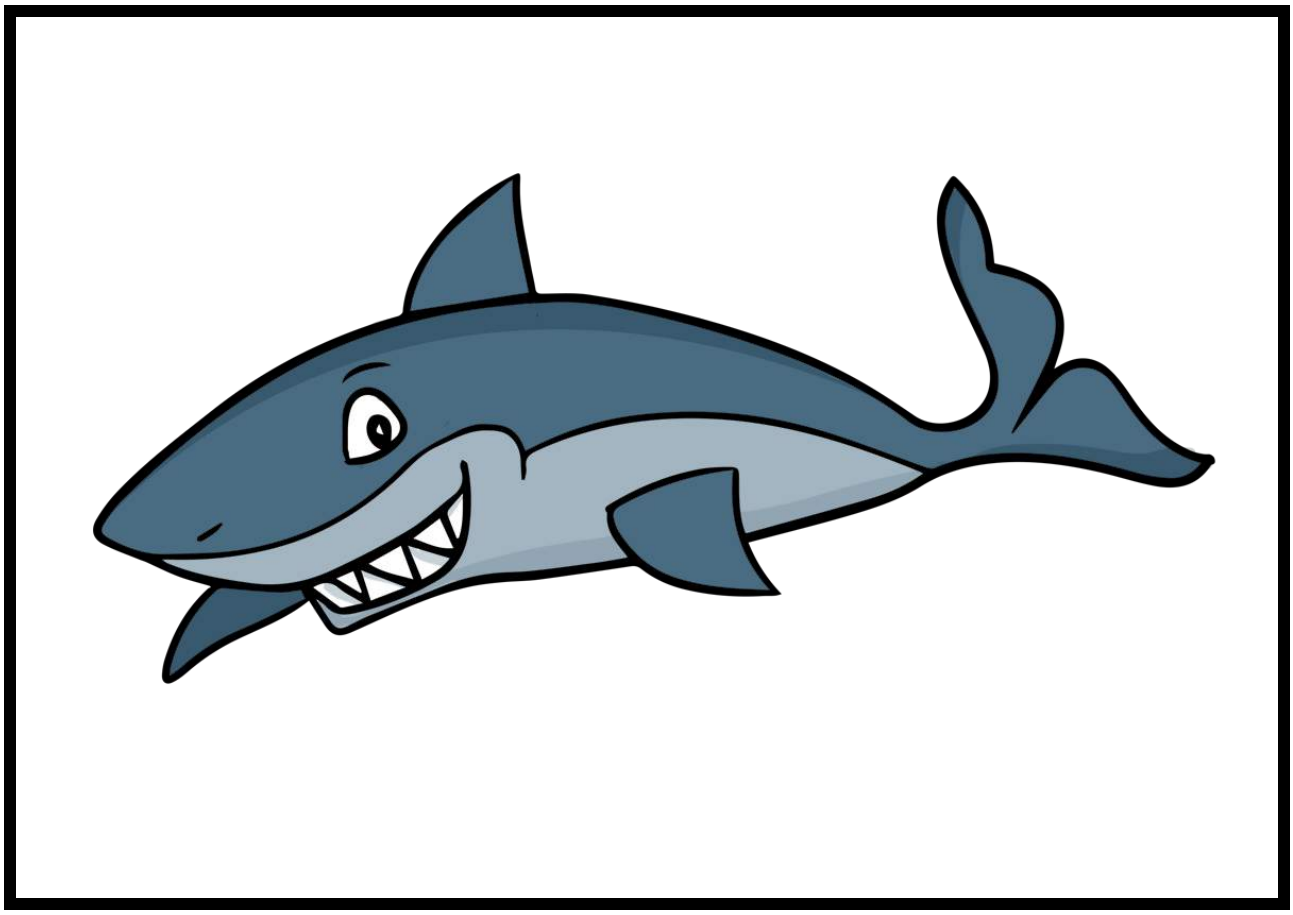


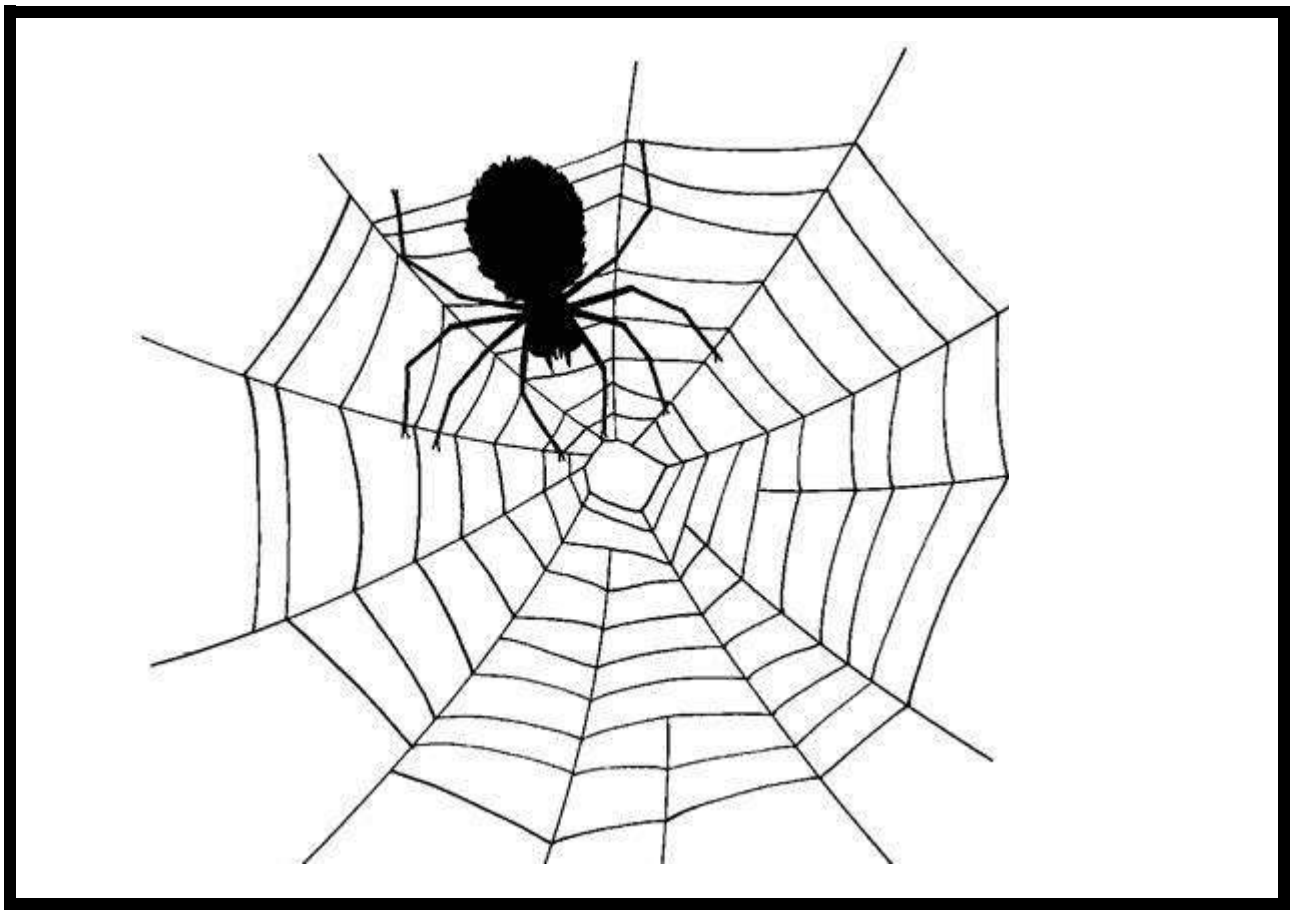


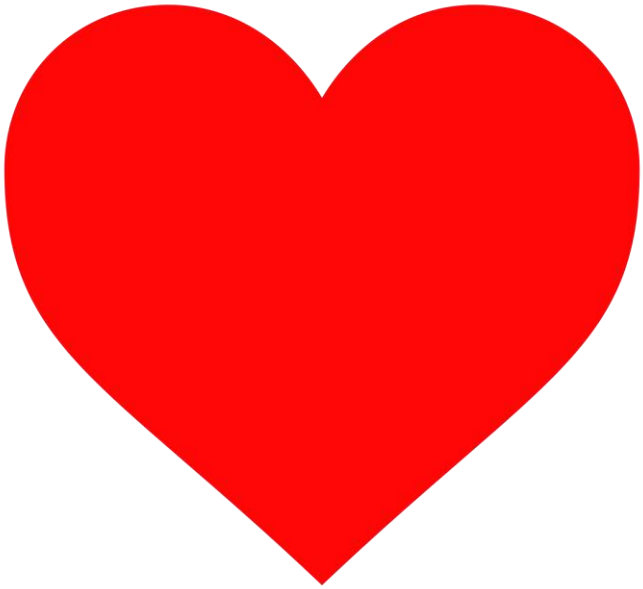


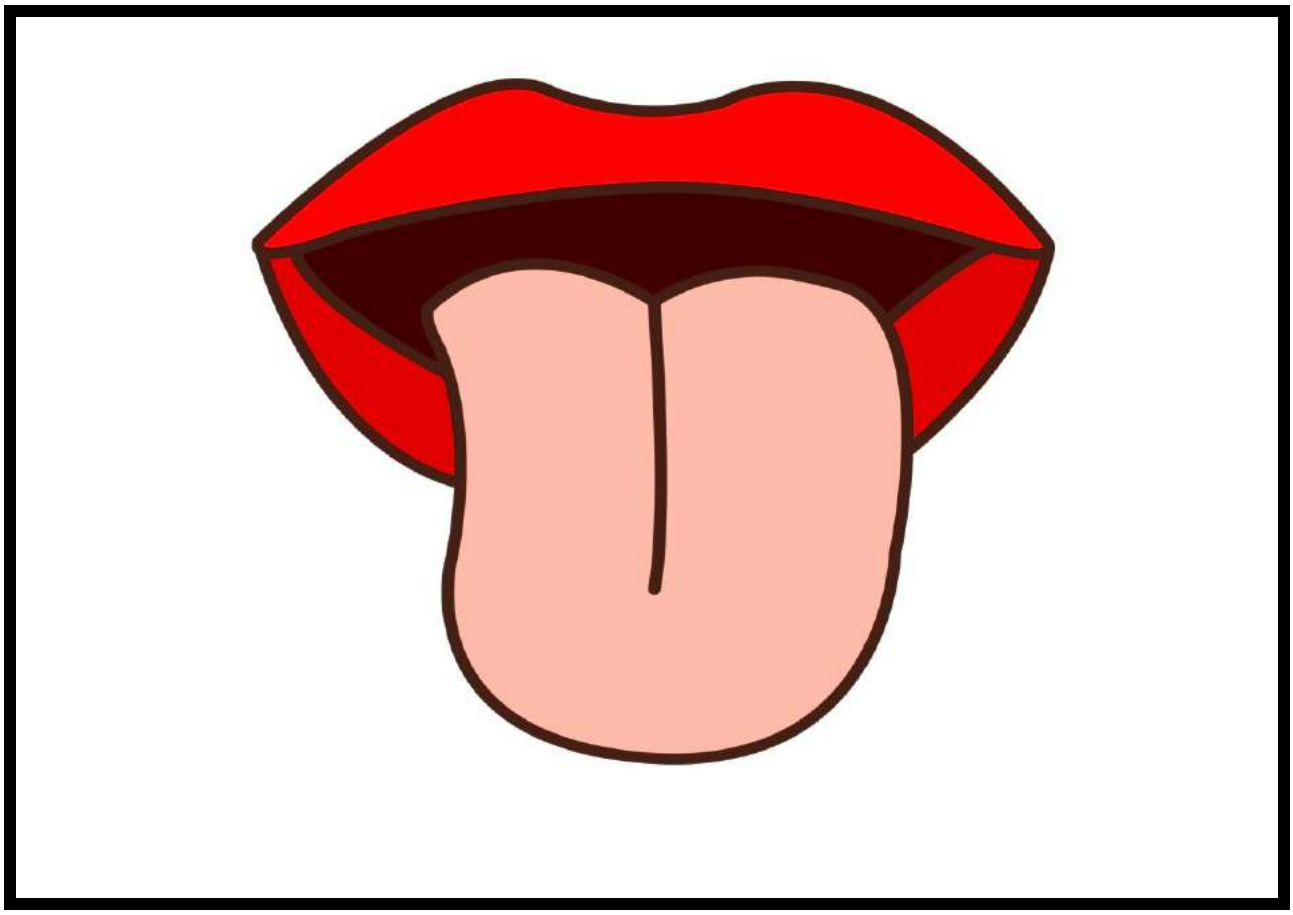




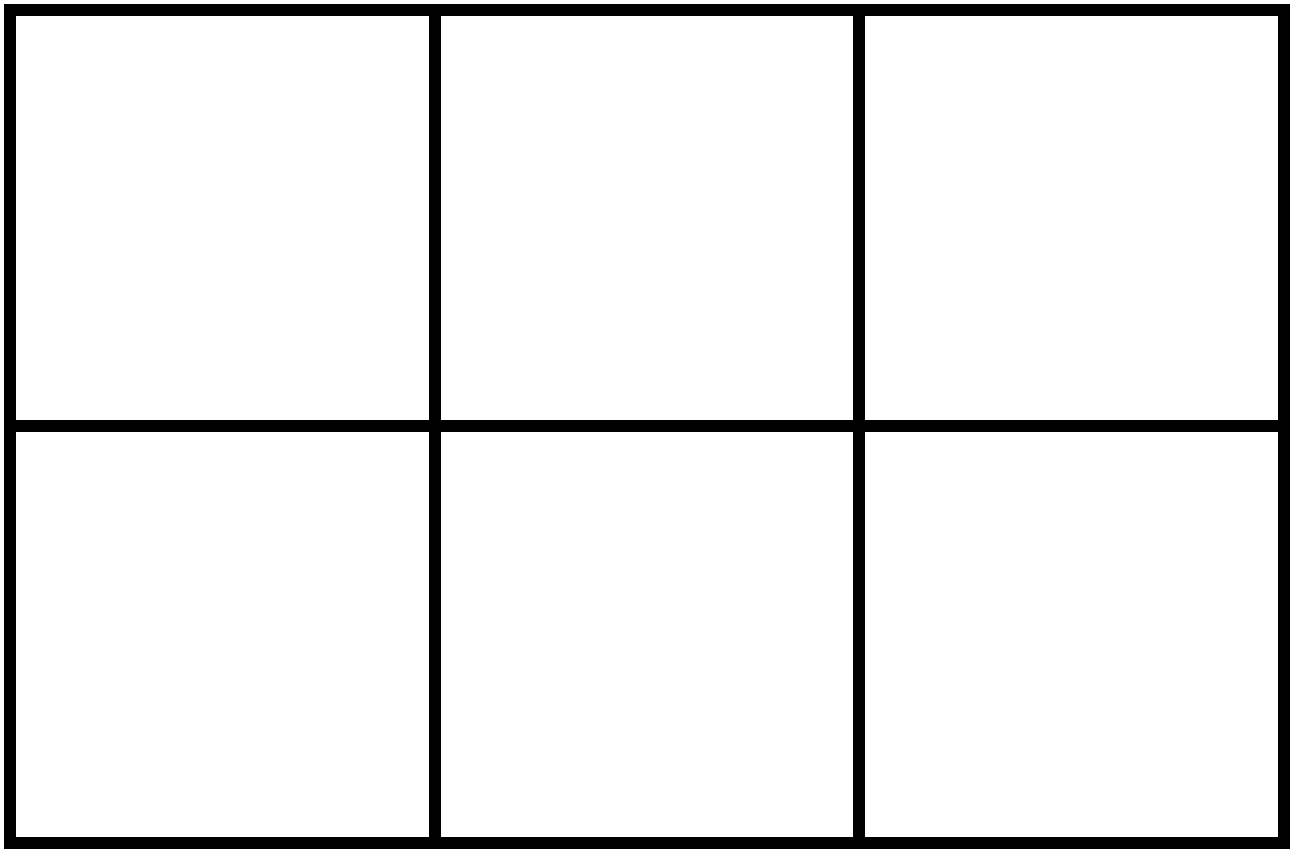


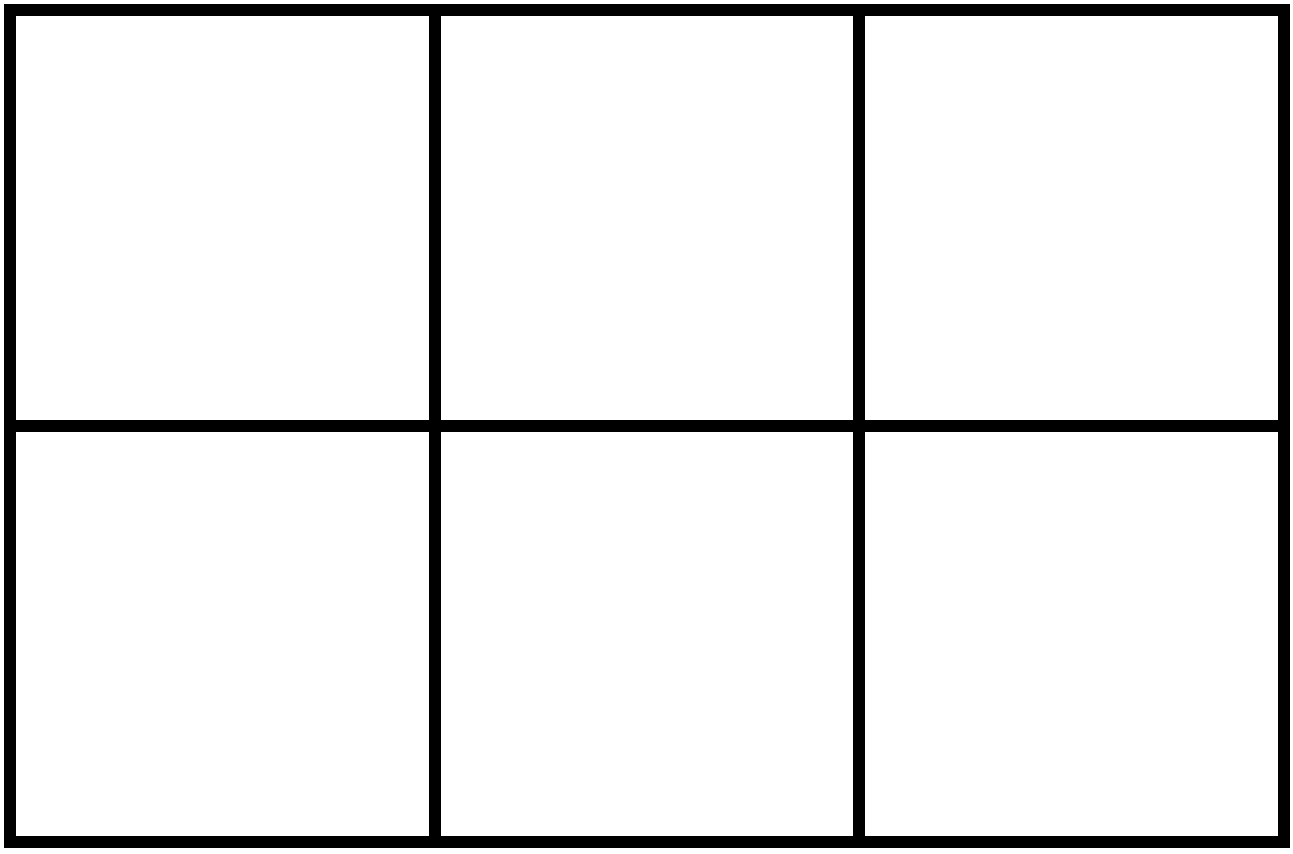






Bingo Grids





Section 4

f/i/sh = fish

Phoneme Blending & Segmentation

What is it?

- Phoneme segmentation is breaking up a word into its smallest units of speech sounds (phonemes).
- Phoneme blending is joining the phonemes together to be able to say the whole word.

Why is it important?

It helps children learn to read and spell a word if they can first **hear** and **say** the sounds or phonemes it contains. In order to **read** a phonically regular word, children need to be able to identify the phonemes and **blend** them together to say the whole word. In order to **spell** a word, they need to orally **segment** it into its individual sounds and then represent those sounds with the corresponding letters (graphemes).

Suggested order of teaching oral phoneme blending/segmentation

Teaching strategies:

Suggested order of teaching oral phoneme blending/segmentation

- CVC (Consonant-vowel-consonant) words e.g. cat c-a-t
- Two phoneme words e.g. bee b-ee
- Three phoneme words (containing vowel/consonant digraphs) e.g. fish f-i- sh
- Four phoneme words e.g. frog f-r-o-g
- Mixing two, three and four phoneme words

Ways to count phonemes

Consider ways to count phonemes according to the pupil's age, preferences and any additional learning needs, such as concentration and attention difficulties. Try:

- Sound/robot talk
- Phoneme frame with counters/glass beads/ small squares of Lego
- Counting on fingers
- Jumping
- Throwing a beanbag
- Beads on a string/pipe cleaner

Phoneme Blending & Segmentation Activities and Games

Hunt the object

You will need:
5 or 6 real objects e.g. toys/pretend food/baby or doll's clothes

How to play:
Place the items on a tray or around the room. Then adult sound talks the name of one of the items and children take it in turns to blend the sounds, say the word and pick up the correct item.

v/e/s/t

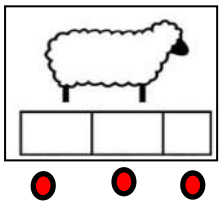
t/o/p

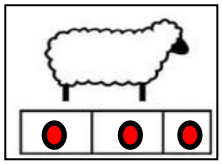
s/o/ck

Phoneme counting: Elkonin cards

You will need:
Elkonin cards e.g. 3-phoneme words
Counters

How to play:
Adult models for child. Select a picture and say the word. Place a counter below each square on the grid. Then sound talk the word and push a counter up into the grid while saying each sound. Child repeats with different examples.


sheep


sh/ee/p

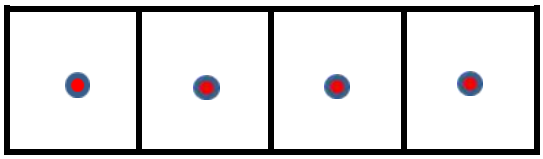
Phoneme counting: Phoneme frames

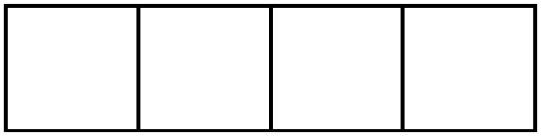
You will need:
Phoneme frames – select the one you will need e.g. 4-phoneme frame
Counters
Small toys or phoneme picture cards e.g. 4-phoneme

How to play:
Model how to use the phoneme frame and counters with toys or picture cards. Show the item, say the word, then say the sounds while moving the counters onto the

dress

d/r/e/ss



phoneme frame at the same time to show how many phonemes in the word. Child to repeat and then practise with other cards.	
Push lights **You will need:** 4 battery-powered push lights Small toys/baby or doll's clothes or phoneme picture cards **How to play:** Place the 4 lights in a row, select a picture card and model how to use the push lights to count the phonemes. Child to repeat and then practise with other cards.	 sh e d
Bead string **You will need:** Phoneme picture cards Bead string/pipe cleaner with beads **How to play:** Adult models how to use, then pupil has a go. Take a card, say the word, then hold the pipe cleaner and move the beads one at a time from left to right, as you say each phoneme.	 tree t/r/ee
Mixed phoneme sorting **You will need:** Phoneme picture cards. Feely bag Coloured plates/bowls with a number place in front e.g. post-it **How to play:** Model for the child first. Pick a card from the feely bag, say the word, sound talk and count the phonemes. Place the card on the plate/bowl with the corresponding number. Once children can do this confidently, see if they can increase their speed.	 1 2 3 4

Segmenting/blending race

You will need:
Phoneme picture cards
Big number cards/mats

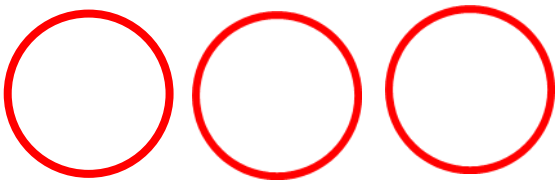
How to play:
Spread mixed phoneme picture cards over the floor. When the adult says 'go', the child can pick up any card, say the word, count the phonemes and run to the number. Then they hold up their card so everyone can see it, sound talk and say the whole word.

Phoneme Hoops or Mats

You will need:
A feely bag
Phoneme picture cards
Hoops or mats

How to play:
Place 3 or 4 hoops or mats on the floor in a row. Child selects a picture card from the feely bag. Adult says the name of the picture. Child jumps along the hoops or mats making 1 jump for each phoneme and saying the phoneme as they jump.

doll d/o/ll



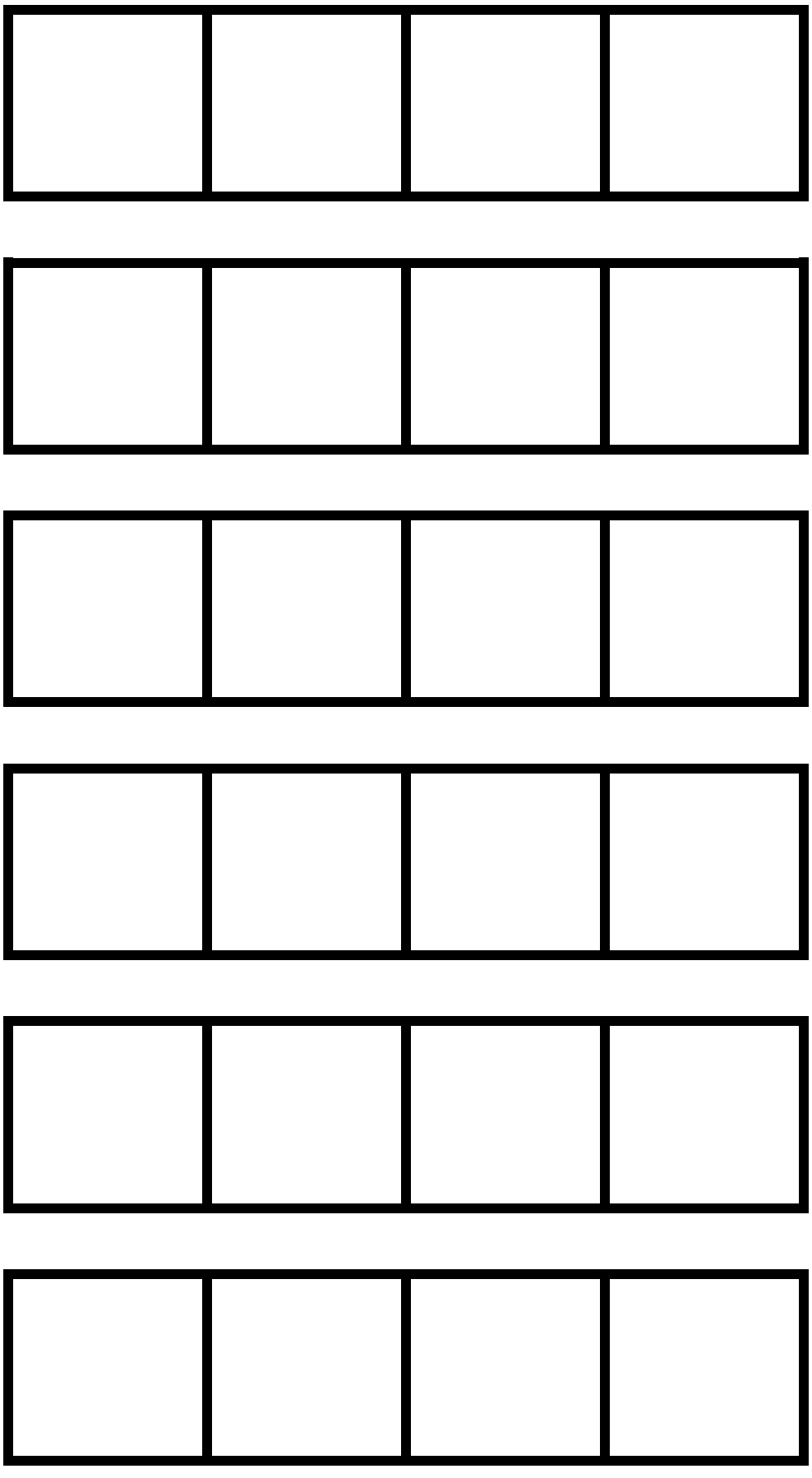
Phoneme Pegs

You will need:
4 clothes pegs
Small washing line e.g. string between 2 water bottles
Phoneme picture cards

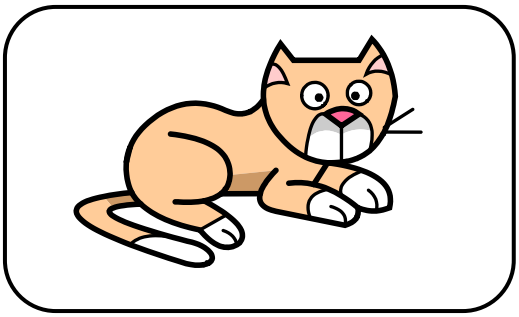
How to play:
Model for the child first. Pick a picture, say the name of the item then place a peg on the washing line for each sound as you say it. Then child has a turn.

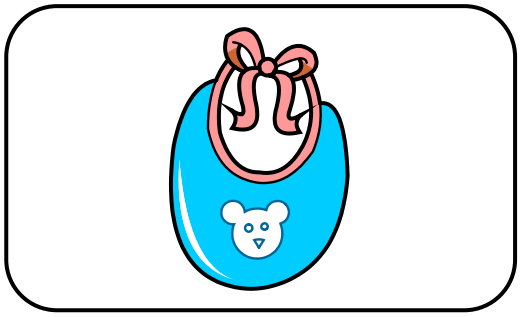
ring r/i/ng

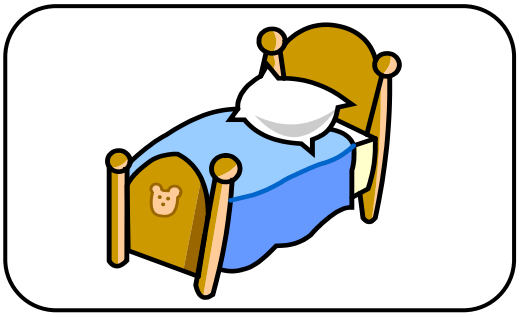
Phoneme Frame Strips

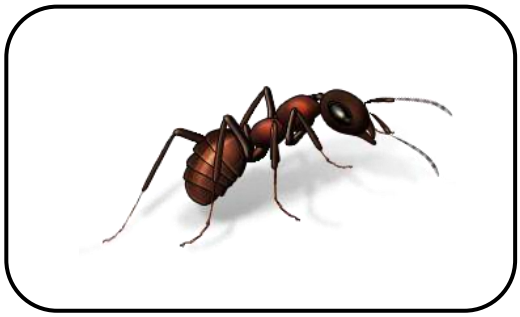


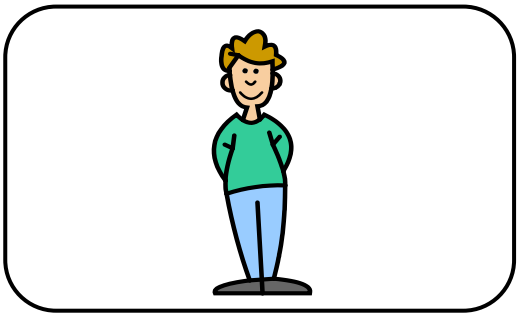
CVC Elkonin Cards

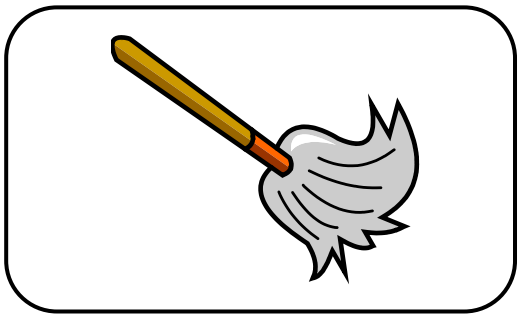


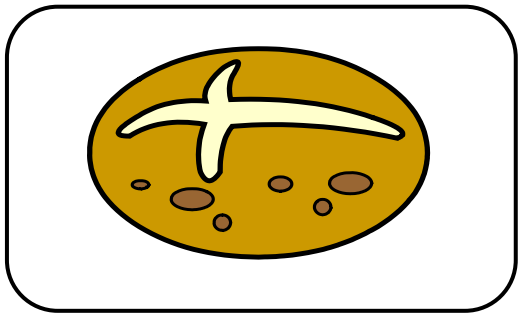


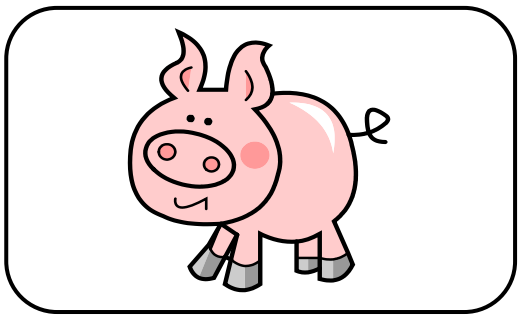


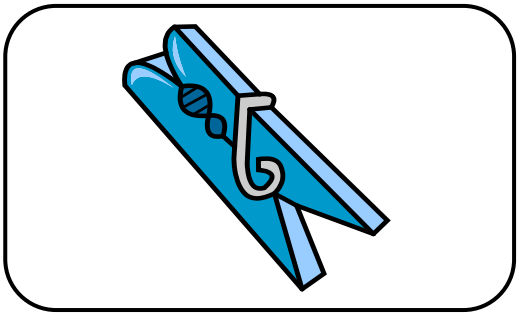


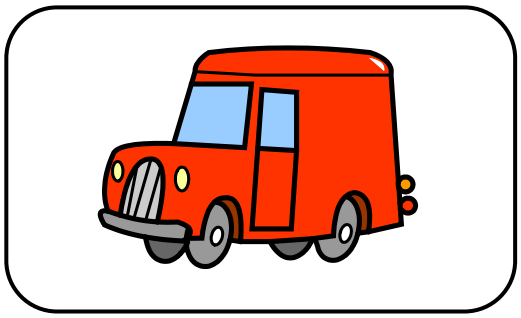


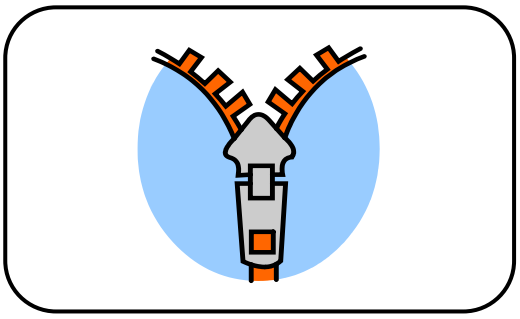


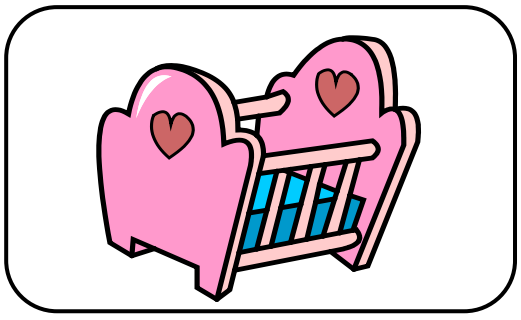




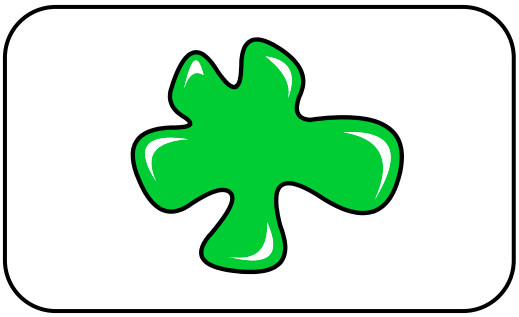


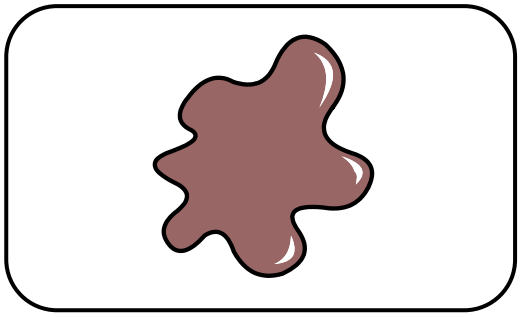


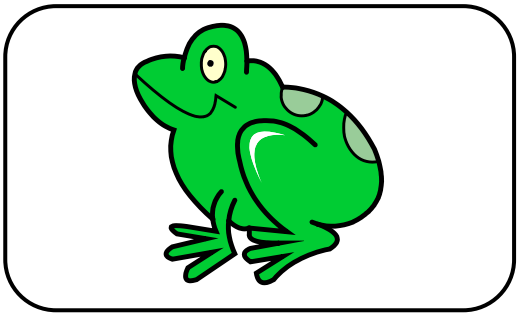


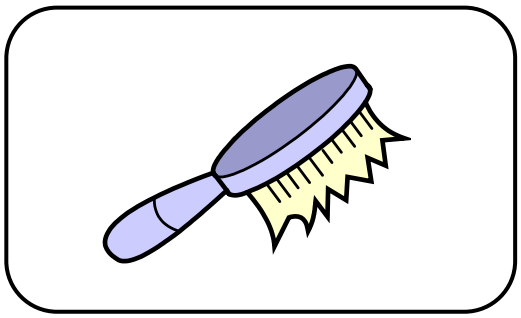


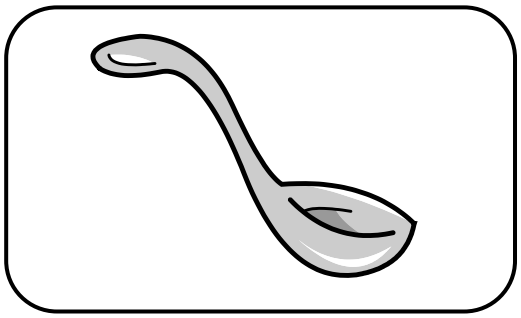
CCVC Elkonin Cards

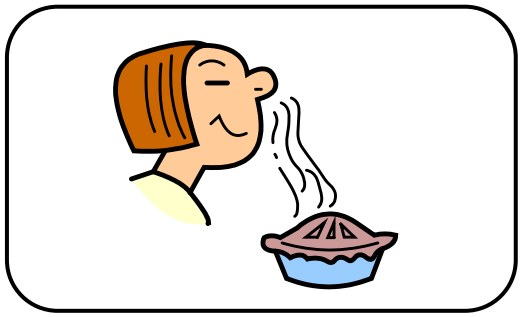


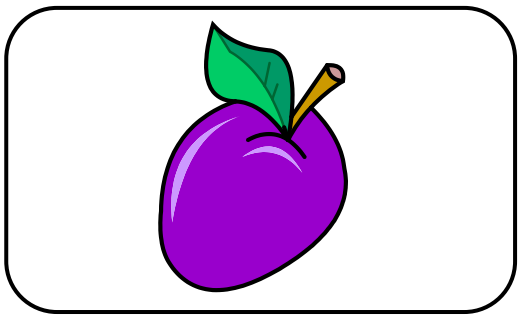












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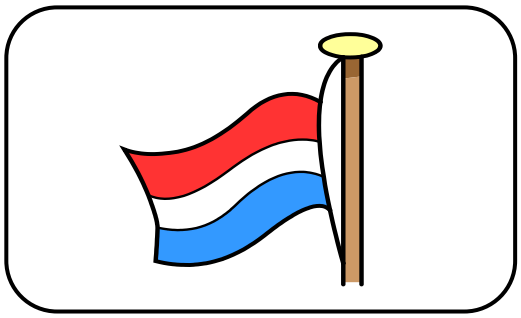

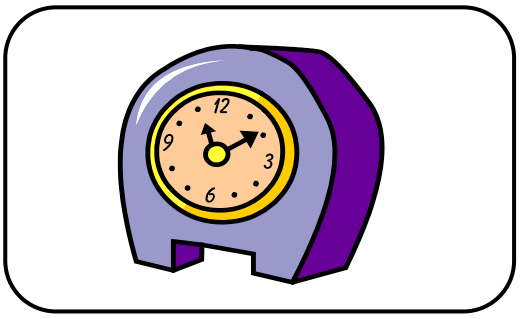
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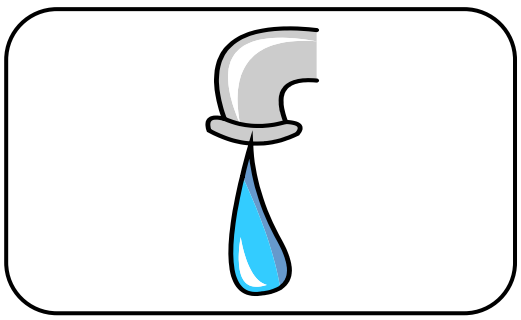
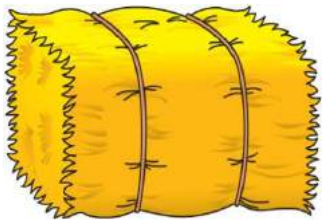
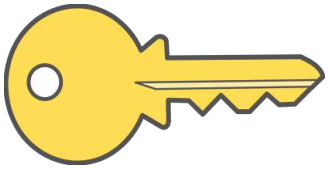
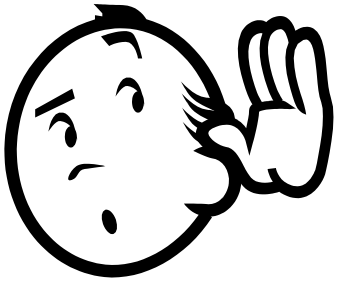


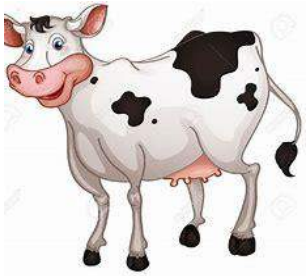
2 Phoneme Picture Cards

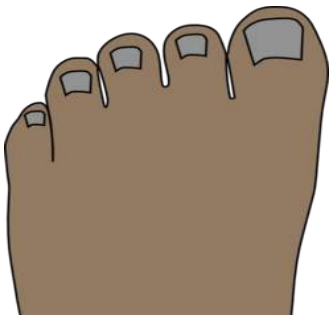
boy	bee	egg	pea	add	car
hay	oak	key	chair	saw	eat
knee	shoe	tea	hear	cow	toe
tie	zoo	two			





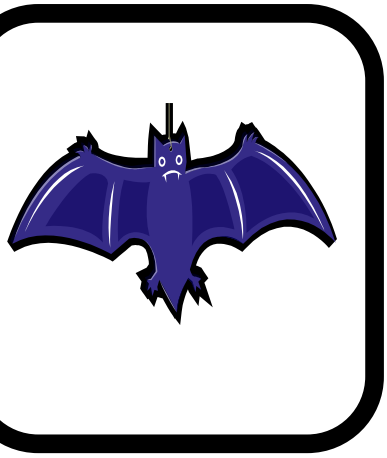


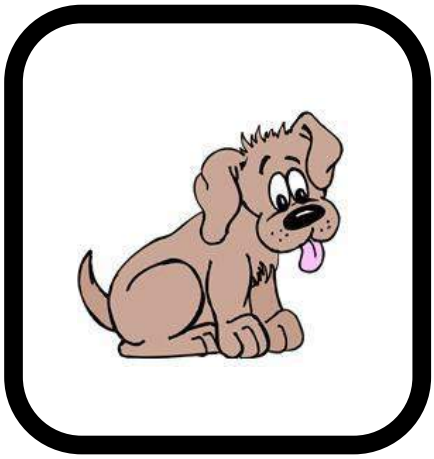


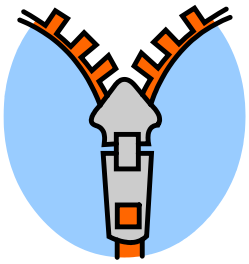


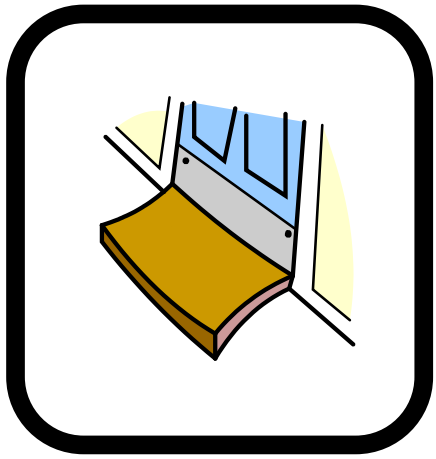
CVC Picture Cards

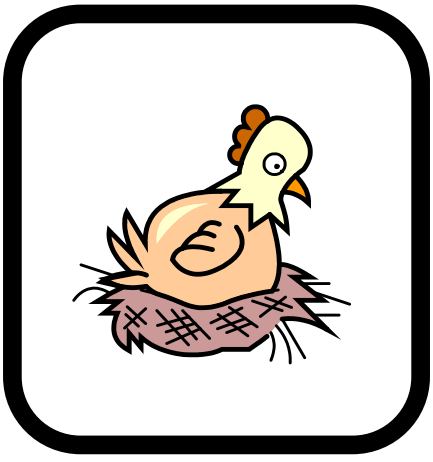
ant	bat	dog	leg	bus	bin
cat	zip	mat	fox	net	pin
hen	jam	sun	tap	bat	jug
bag	bed	cup			

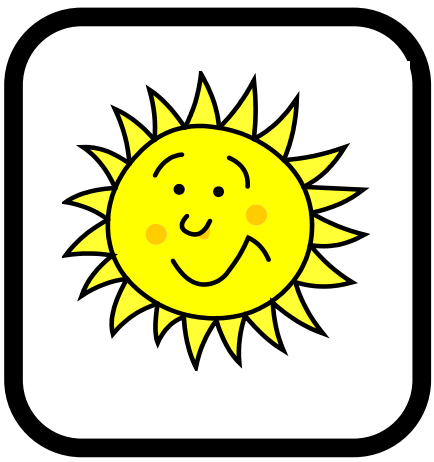


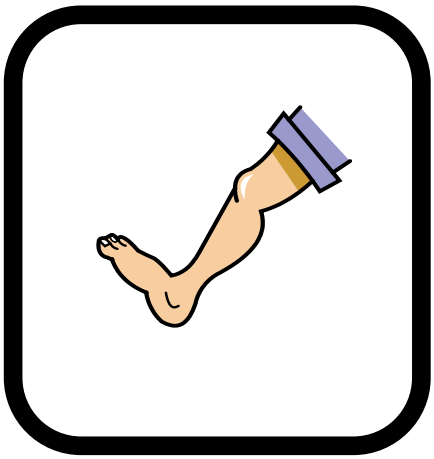


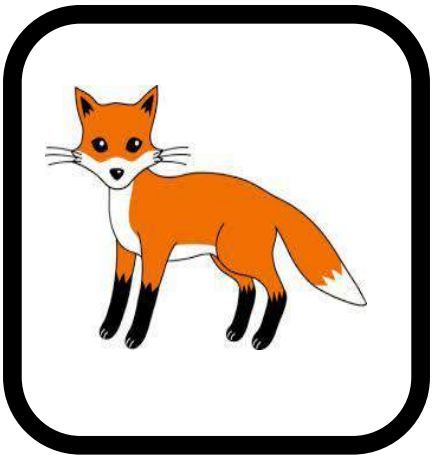


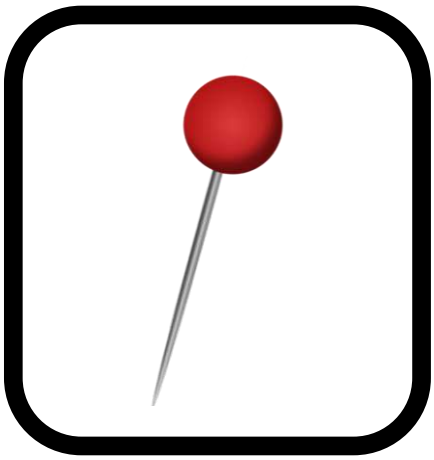






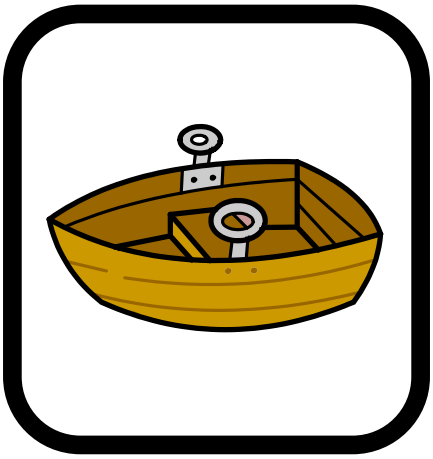
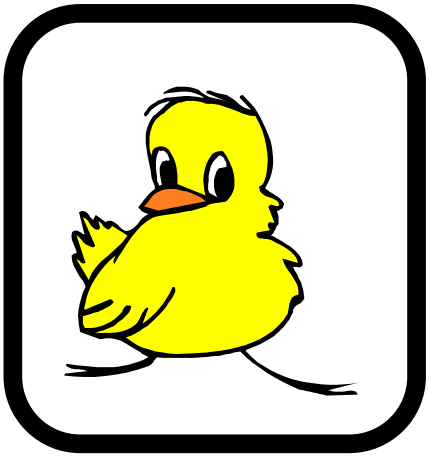
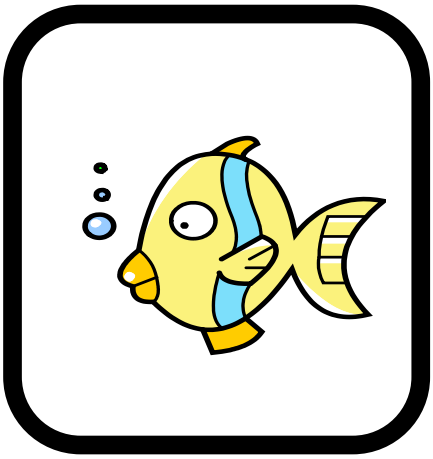


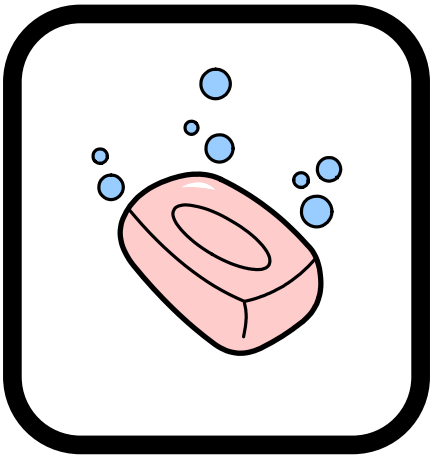
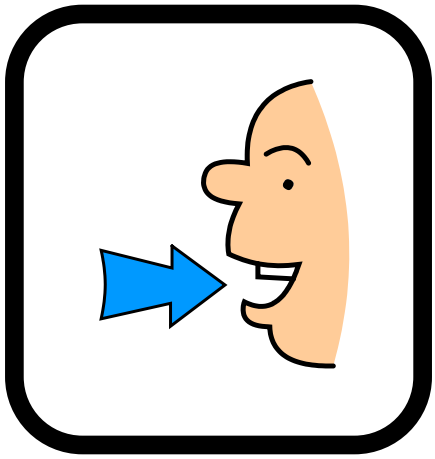


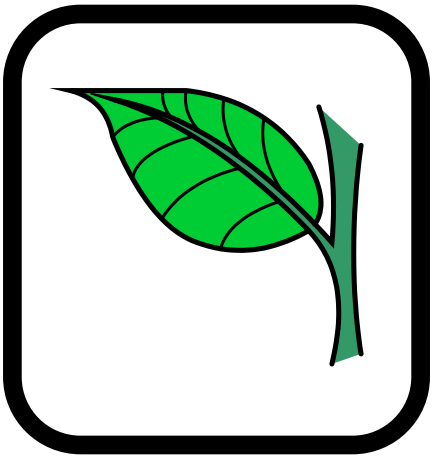


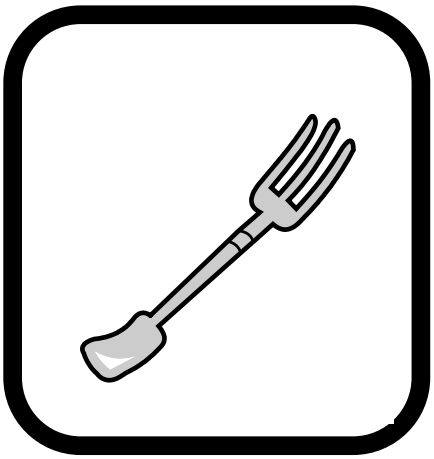
3 Phoneme Picture Cards

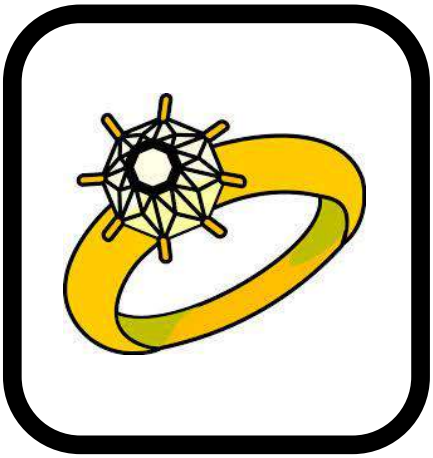
boat	chick	fish	book	sheep	fork
feet	kick	rain	doll	ring	cake
soap	mouth	moon	shed	tree	kite
leaf	coat	peach			

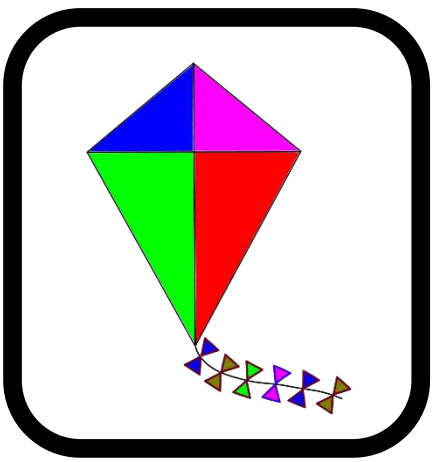






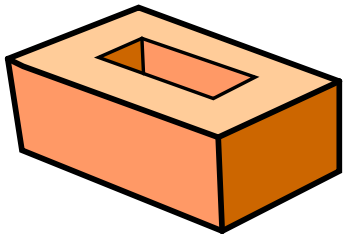
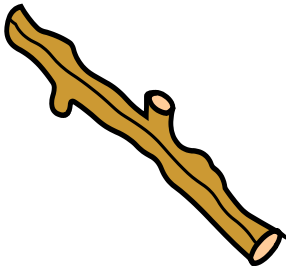


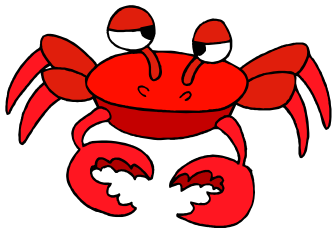
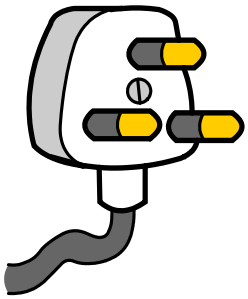
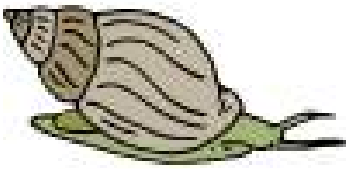


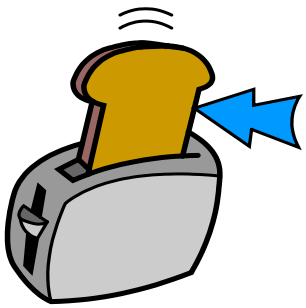


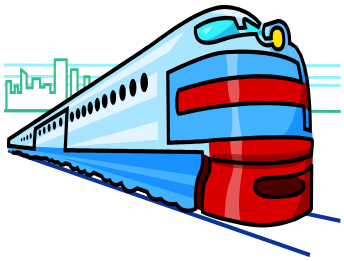
4 Phoneme Picture Cards

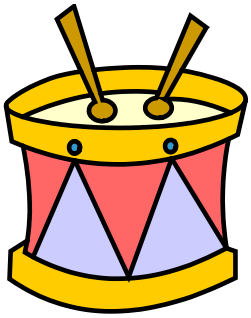
brick	twig	tent	swim	train	drum
crab	plug	snail	dress	bread	slide
clock	toast	brush	sink	skirt	crown
frog	lamp	brain			

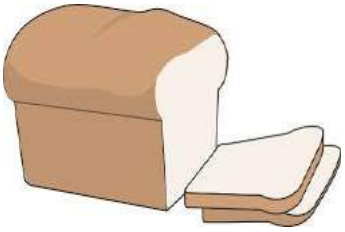











Section 5

Phonological Awareness – Secondary

How is Phonological Awareness relevant at Secondary level?

- There tends to be a misconception that once a child has begun to read and spell, phonological awareness is embedded and does not need to be revisited.
- However, if a child is having difficulty with making progress with reading or spelling, it is important to consider assessing and teaching phonological skills as appropriate according to their age, learning preferences and previous phonological/literacy intervention.
- Phonological awareness has been found to be a strong predictor of literacy development. Weak skills in phonological awareness are a primary cause for reading difficulties, whatever the age of the student. It is never too late to teach this skill.

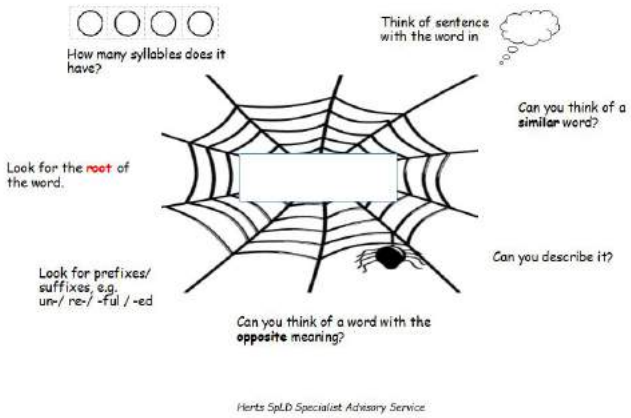
Phonological Stages of Development

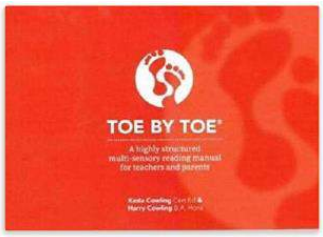
- Even at secondary level, students may still be lacking awareness of all the separate parts of language: sentences, words, syllables, word parts and individual sounds or phonemes. They may still need to be directly taught how to change and manipulate these parts.
- Evidence of poor phonological awareness may be seen in poor spelling, inaccurate decoding of new words, mispronunciation of words and difficulty remembering or recalling new words.

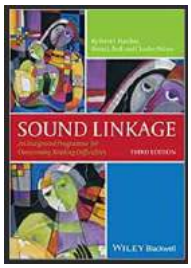
Recommended Approach to Teaching

- At this stage it is unlikely to be appropriate to use the approaches recommended throughout the rest of this document.
- Begin by assessing the student using the Hertfordshire SpLD Phonological Assessment Pack, Secondary. This will enable you to gain an overview of how the student is hearing units of sound and where the difficulties lie.
- Next, address the phonological areas of need as part of the student's literacy intervention.
- Depending on the needs of the student, it is likely that many aspects will need to be taught on a 1:1 basis in a quiet, safe space.
- Take opportunities to practise phonological awareness skills by incorporating them into everyday teaching e.g. when introducing new vocabulary across the curriculum and learning spellings.
- Be aware, always, of the age of the student you are working with and make sure that activates are age appropriate and relevant.

Suggested resources and approaches

Resource/Approach	Cost	Description
Teaching new vocabulary to students with poor phonological awareness	Free	Students with poor phonological awareness are very likely to have significant difficulties with reading and spelling and learning new vocabulary. They may also have slower processing and weak working memory. These students would benefit from the pre-teaching of new subject specific vocabulary to help them access the lesson content and to support their reading and spelling. Visual images or symbols to support their understanding would also be beneficial: • Show students the new key words and model the correct pronunciation, carefully emphasising the syllables e.g. fan/tas/tic, or over-emphasising hidden sounds e.g. choc**o**late. • Ask them to repeat the words aloud and to pronounce them correctly. • Discuss meanings and explore the words in depth, thinking about synonyms/ antonyms/ linked words • Use colour to highlight hidden sounds/root words/suffixes/prefixes e.g. rac**ism**/sex**ism**, **dict**ate, pre**dict** • Draw attention also to similar sounding words which can be easily confused (e.g. e.g., bought/brought, electrical/electoral). • Use word webs to support pre-teaching of new vocabulary, e.g. 

Medial Vowel Identification 	Free	• A good starting point for pupils who are miss-spelling the middle part of a word. • Practice saying words slowly and clearly, verbally defining each phoneme. • The following words would work well: **miss, pen, chess, lunch, bag, desk, tin, shed, mess, bin, bun, chips, chat, chin, cut, kiss, rob, can, drink, sock, sick, sack, chick, chuck, check, cat, ship.** • Activities could include sorting words with the same medial sound, generating more words with the same medial sound, discriminating the odd one out with a different medial sound.
Syllabification	Free	• A good starting point for older students as many subject specific words contain more than 1 syllable. • Can be used as pre-teaching tool for subject specific vocabulary. • Ask students to watch you as you pronounce new words or new names- for example, which syllable do I stress when I say 'evapo**ra**tion'? How would it sound if I stressed a different syllable? • Use finger tapping to discriminate syllables. • Cut up word into syllables to show visual representation, e.g.; 'laptop', 'sandwich'. • Then take each syllable and stress the phonemes that can be heard.
Toe by Toe 	From £26 for a manual	• Toe by Toe supports any child or adult who has difficulty in decoding or reading fluently. • Ideally it should be carried out daily for about 15 – 20 minutes. • Primarily a synthetic phonics programme but there is much emphasis on distinguishing the phonemes in words and then on syllabification for blending. • Each pupil needs a manual and the staff member follows the 'coach' instructions in the manual – no formal training needed. • The programme is cumulative and structured, enabling the pupil to decode words using sounds and then syllables. • Evidence based (see Greg Brooks 'What Works' 5th edition – 2016).

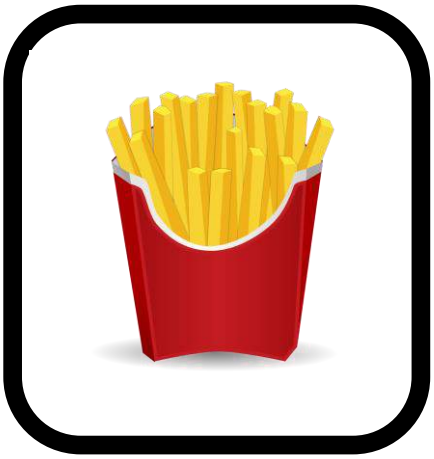
Sound Linkage by Peter J Hatcher et al. Pub: Wiley-Blackwell; 3rd edition (7 May 2014) 	From £45	• Phonological training programme to support students struggling to make progress in reading. Contains a standardized test of phonological awareness and activities to reinforce existing learning. • 10 sections of activities which include: ✓ identification of words and syllables ✓ identification and supply of rhyming words ✓ identification and discrimination of phonemes ✓ blending, segmentation, deletion, substitution and transposition of phonemes within words.
That Reading Thing That Reading Thing	About £160 for access to video online training materials, bag of resources, teaching manual, plus ongoing access to online resources and clips of training videos	• Phonics, reading and spelling programme. • Not a pure phonological training programme but a strong focus on identifying sounds in words and following speech to write using syllables and phonemes. • Needs a trained TA to deliver for 1 hour per week 1:1. • Aimed at pupils at with very weak phonic skills. • Structured, multi-sensory and evidence based. • Evidence based (see Greg Brooks 'What Works' 5th edition – 2016).
That Spelling Thing That Spelling Thing	£12.99 for the book. Online training available via That Reading Thing (cost £160).	• Encourages students to think in a whole new way about words using syllables, sounds, graphemes, morphemes. • Using 'That Reading Thing' approach, building words through syllabification. • Students are encouraged to remember the meaning not just accurate spelling of words. • Can be done as part of 'That Reading Thing' session or as a stand-alone session with any subject teacher – during whole class or small group setting.

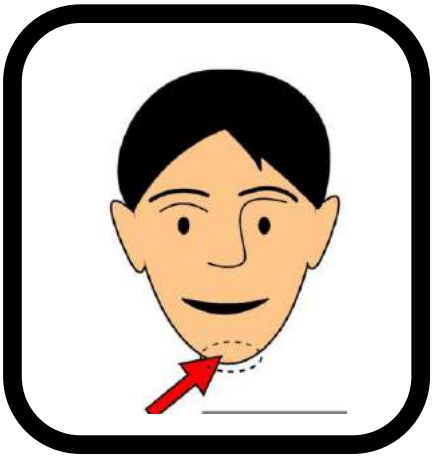
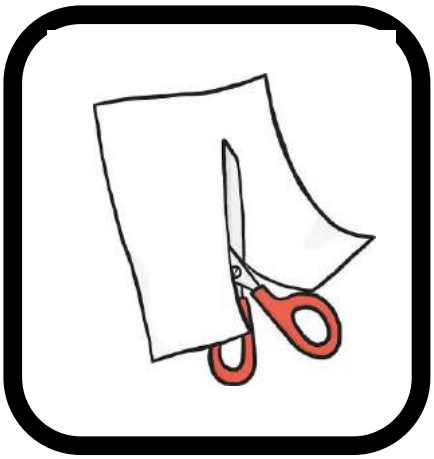
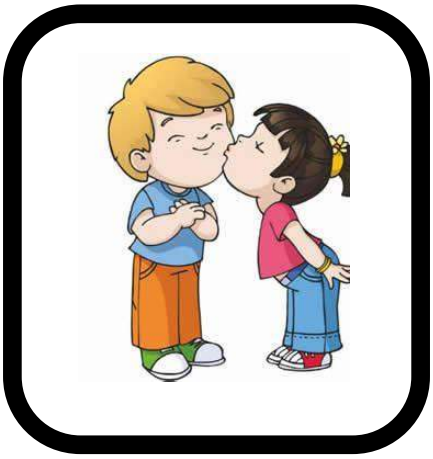
Word Web

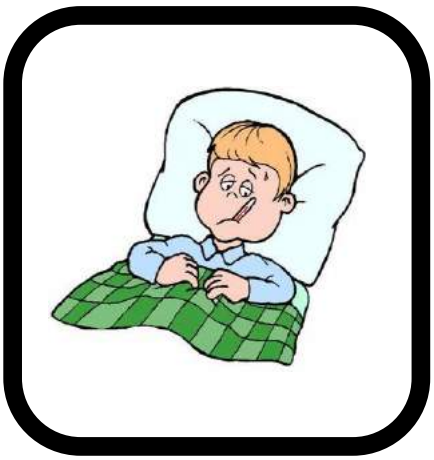
Think of sentence with the word in
Can you think of a similar word?
Can you describe it?
How many syllables does it have?
Look for the root of the word.
Look for prefixes/ suffixes, e.g. un-/ re-/ -ful / -ed
Can you think of a word with the opposite meaning?
SEND Specialist Advice & Support (SpLD) Integrated Services for Learning

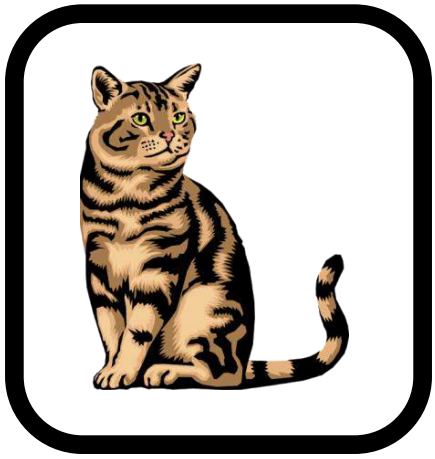
Medial Vowel Identification Words

miss	pen	chess	kiss	rob	can
lunch	bag	desk	drink	sock	sick
tin	shed	mess	sack	chick	chuck
bin	bun	chips	check	cat	ship
chat	chin	cut			







Supplementary Section

"whatarewegoingtodotoday?"

Early listening skills

What is it?
The ability to listen and distinguish between both environmental and speech sounds from one another.
The awareness that spoken sentences are not a continuous stream of sound but are separable into words.

Why is it important?
It is the first skill needed towards the task of segmenting words into sounds.

Early Listening Activities and Games

Sound discrimination

Develops understanding that different things make different sounds.

You will need:
Pairs of instruments, such as tambourine, claves, bell, drum
A barrier or cloth bag

How to play:

- Listen to the sounds of all the instruments. Name the instruments.
- Both adult and child need one of each of the instruments.
- From behind a barrier or in a cloth bag, adult plays one of the instruments. Can the child guess what instrument is being played?
- Child plays their instrument and listens to whether the sounds match.
- Swap over – let the child play the instrument to be guessed.

Volume control

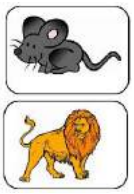
Develops understanding that sounds can be controlled.

You will need:

Different instruments, such as claves, maracas, bells
Loud lion toy or picture card
Quite mouse toy or picture card

How to play:

- Give each child a different instrument.
- Hold up either the 'Loud Lion' or 'Quiet Mouse' cards.
- Children play their instruments either loud or quietly.
- Get the child to choose the cards and give the instruction to play your instrument either loudly or quietly.



Noisy Neighbour

Identify different sounds

You will need:

- 2 adults
- 1 adult behind a screen ready to make every day sounds such as using a toothbrush, yawning, snoring, eating cornflakes, playing the radio, stomping feet.

How to play:

- 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 asleep when, all of a sudden, they heard a sound!'(The second adult makes a sound from behind the screen)
- 'Wake up children, what's that noise?!'
- The children take it in turn to identify the sound.
- Repeat the simple story line with another sound.
- Encourage the children to add their own ideas to the story about the noisy neighbour.

Tap to the Beat

Begin to identify that speech is made up of individual words

You will need:

A familiar song
Shakers, beaters, bells etc.

How to play:

- Sing along to a well known song, marking the beat by clapping, tapping, banging, shaking along to each word.
- Once the children are used to the activity, stop singing the last word in each line and encourage the children to sing it independently.
- 'Twinkle, twinkle, little _____
  How I wonder what you _____
  etc.

Super Listener

Develop an understanding that speech is different from other sounds.

You will need:
Lots of things which can make a sound, such as things to tap, things which whir, things which scrunch, things which make musical notes.

How to play:

- One child is the 'Super Listener' and stands at a distance away from the rest of the group with their back to the others.
- Each child has an object to make noise with, except one child who is silently chosen to only use their voice.
- The children are given 5 seconds to make their noise, then stop and hide the objects behind their backs.
- The Super Listener then needs to decide which child was the one speaking.

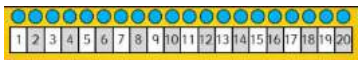
How many words?

Identify how many words in a short sentence.

You will need:

A track on the floor either as a numbered one (often painted on playgrounds) or a made one from plastic spots used in PE.
Picture cards for ideas

This game can also be played on a table top track.



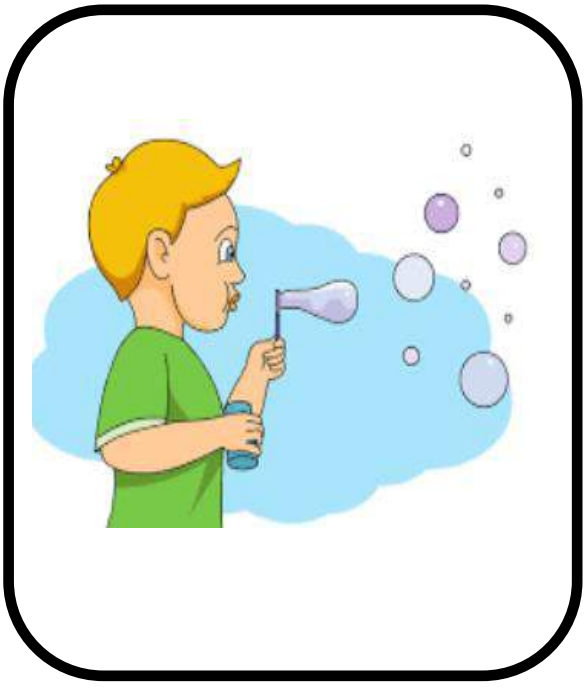
How to play:

- Ask the child to jump along the track, one jump for each word they hear. The child may need visual support through the picture cards.
- For example:
  A boy
  A girl ran
  The dog started barking
  I had a blue coat
  An elephant was running etc.
- Using the picture cards, can the child make up a sentence for the adult to jump along the track? Can the child recognise if the adult has done this correctly or incorrectly?

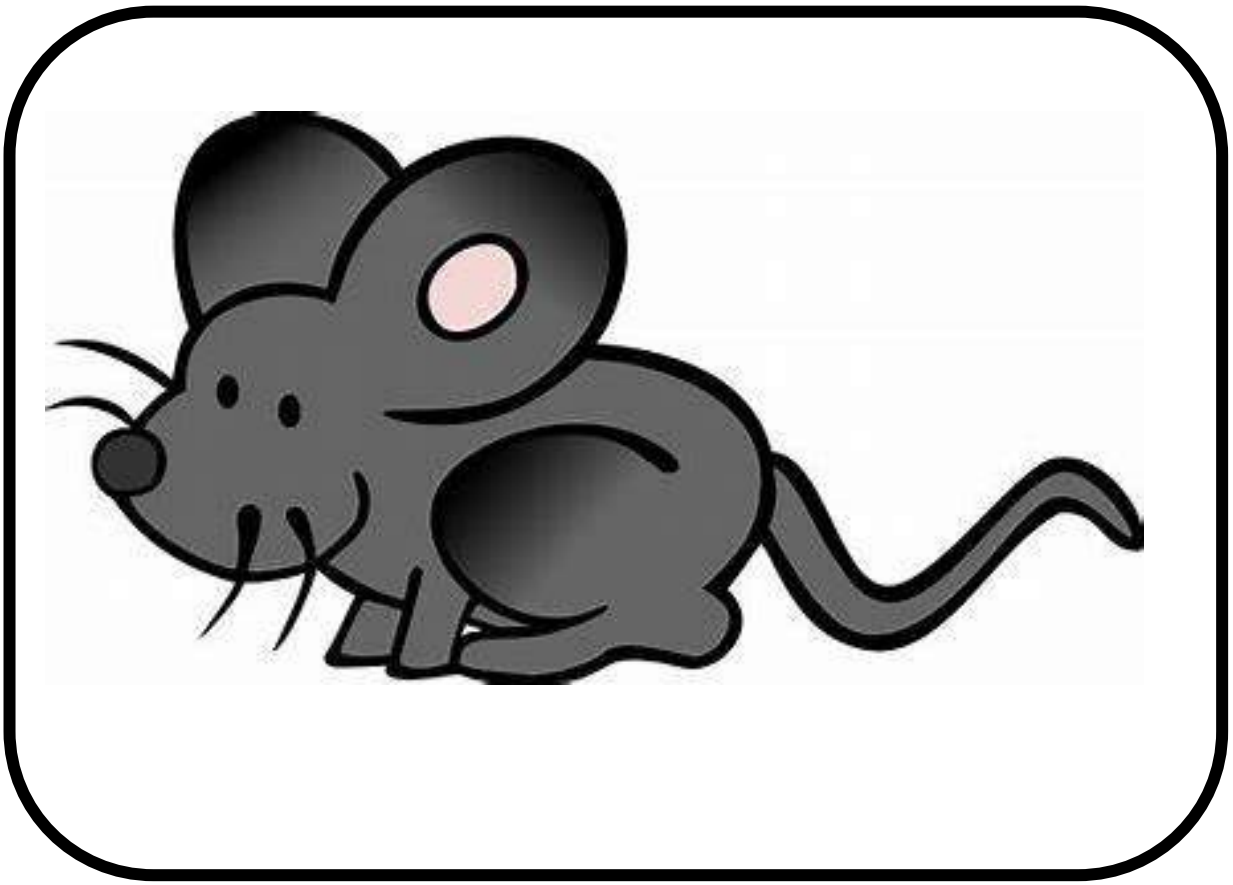
For further ideas, go to:

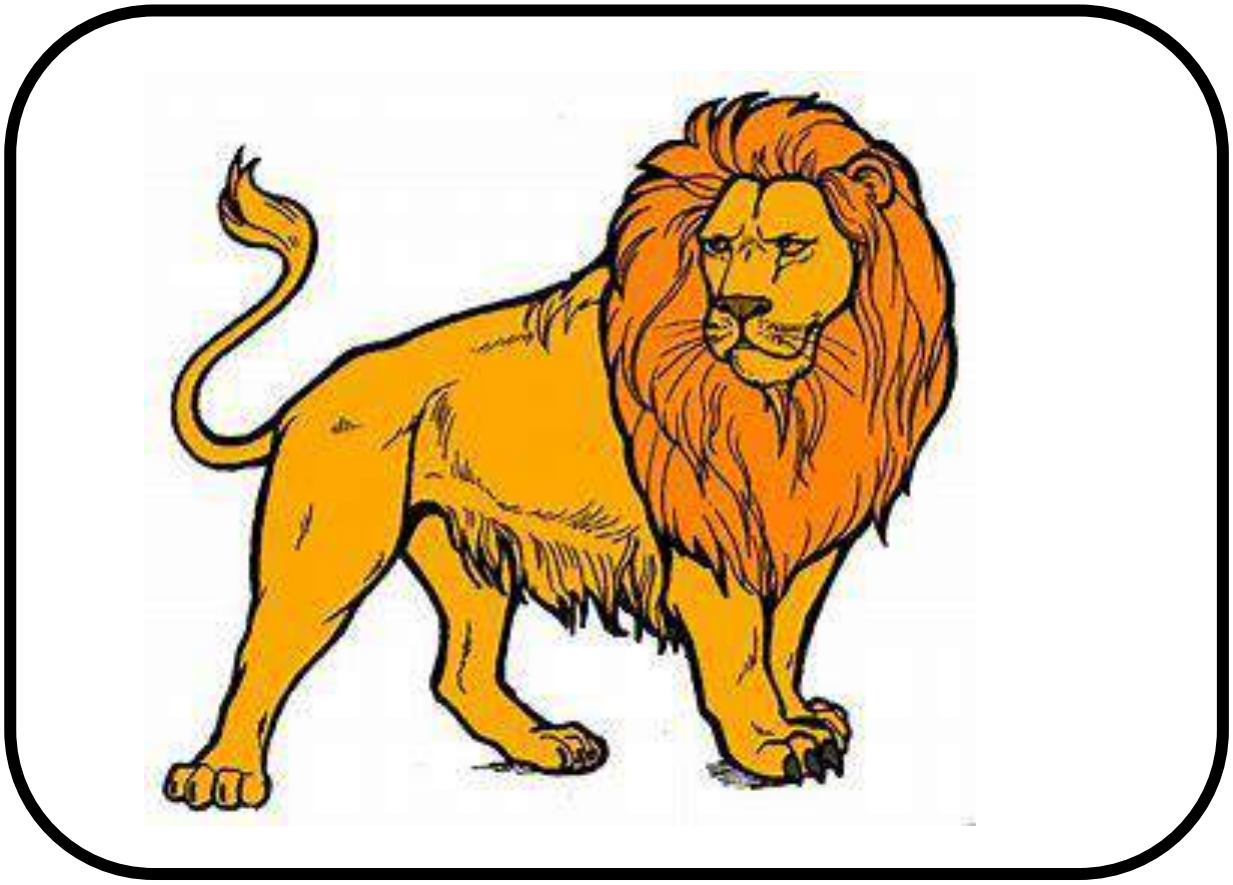
Phase 1 – general sound discrimination (environmental sounds)
https://webarchive.nationalarchives.gov.uk/20100608002033/http://nationalstrategies.standards.dcsf.gov.uk/node/85386
Phase 1 – general sound discrimination (instrumental sounds)
https://webarchive.nationalarchives.gov.uk/20100608002049/http://nationalstrategies.standards.dcsf.gov.uk/node/85367
Phase 1 – general sound discrimination (body percussion)
https://webarchive.nationalarchives.gov.uk/20100608002039/http://nationalstrategies.standards.dcsf.gov.uk/node/85361

Action cards for 'How many words?'



Volume Control Cards





Supplementary Section

c-ot
h-ot
kn-ot

Onset and Rime

What is it?
Onset and rime' is when words start with different sounds but share the same sound **and** the same spelling pattern at the end. e.g. mug and slug which share the rime ug but start with different onsets, m and sl.
Teaching children about **onset and rime** can help them recognise common chunks within words. This aids the decoding of new words when reading and the spelling of words when writing.

Why is it important?
This stage usually develops after syllable awareness and before phoneme awareness. It is a particularly useful stepping-stone if children find the jump between syllables and individual phonemes difficult. It is not always needed as a discrete step, so this section is supplementary. There are no associated assessments other than observation of the child when moving from syllables to phonemes.

Suggested order of teaching of Onset and Rime

1. **Adult led** - the child requires the adult to model the onset and rime and say the full word in order to find pictures.
2. **Adult and child** - 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.

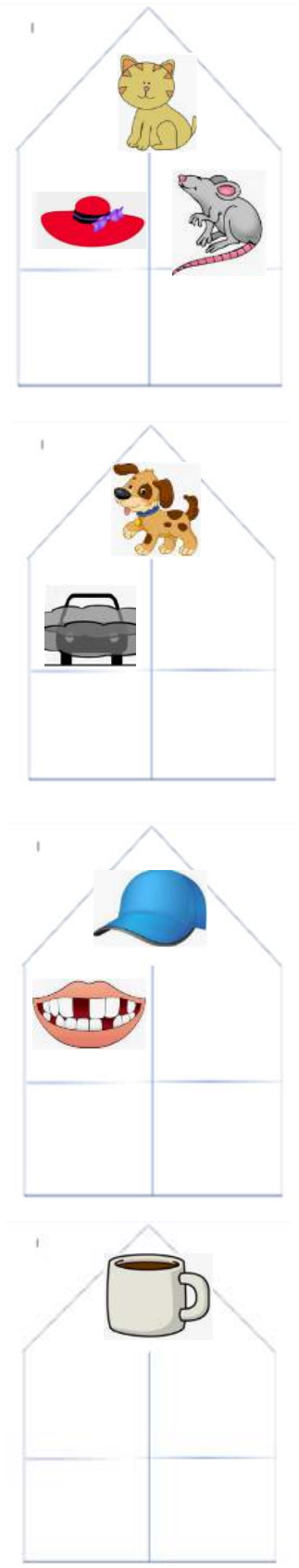
Onset and Rime Activities and Games

Rime House Bingo

Purpose
Identifying spoken words with the same rime endings.
For 2 or more players
You will need:
House outline base board one for each player
5 Rime picture cards per player

How to play:

- As well as a base board, give each player a rime card (ensure that each child has a different rime). Place in the roof of their base board houses. This is the name of their Rime House, e.g. 'The 'at' house, the 'op' house.'
- Ensure that the child knows what their rime sound is. This might need modelling by the adult, 'my turn, our turn, your turn'.
- Mix up the rest of the rime cards and place face down in a pile. Each player takes turns to turn over a rime card. Say the picture, split into onset and rime. This might need adult modelling at first.
- The child with the matching Rime House has to say their house name, then claim the card by correctly saying the onset and rime of the picture.
- The player who fills up their house first is the winner.



Rime Sort

Purpose
Identify spoken words with the same endings.
For one or more players

You will need:
Two sets of Rime Sort picture cards (10 cards)
Two posting boxes

How to play

- Choose two cards with different rimes. Place one card on top of each posting box.
- Mix up the rest of the picture cards and place in a pile face down on the table.
- Take it in turns to pick a card from the pile and post it into the matching rime box. Ensure that the child can segment orally into the onset and rime.

Creating words 1

Purpose
Combining different onsets to one rime or different rimes to one onset.
For one or more players

You will need:
Recordable devices, such as talking postcards or talk points or talking tins
Onset and rime picture cards

How to play:

- Record one rime onto a recordable device. Draw or stick a colour to it to make it different from the other devices.
- Record different onsets on to the other recordable devices. Draw or stick a different colour onto these to make them discernible from the rime.
- The child to combine one onset with the rime. Have they made a real word? Can they match their

(Talk points and talking postcards available from TTS)

word to one of the onset and rime picture cards?

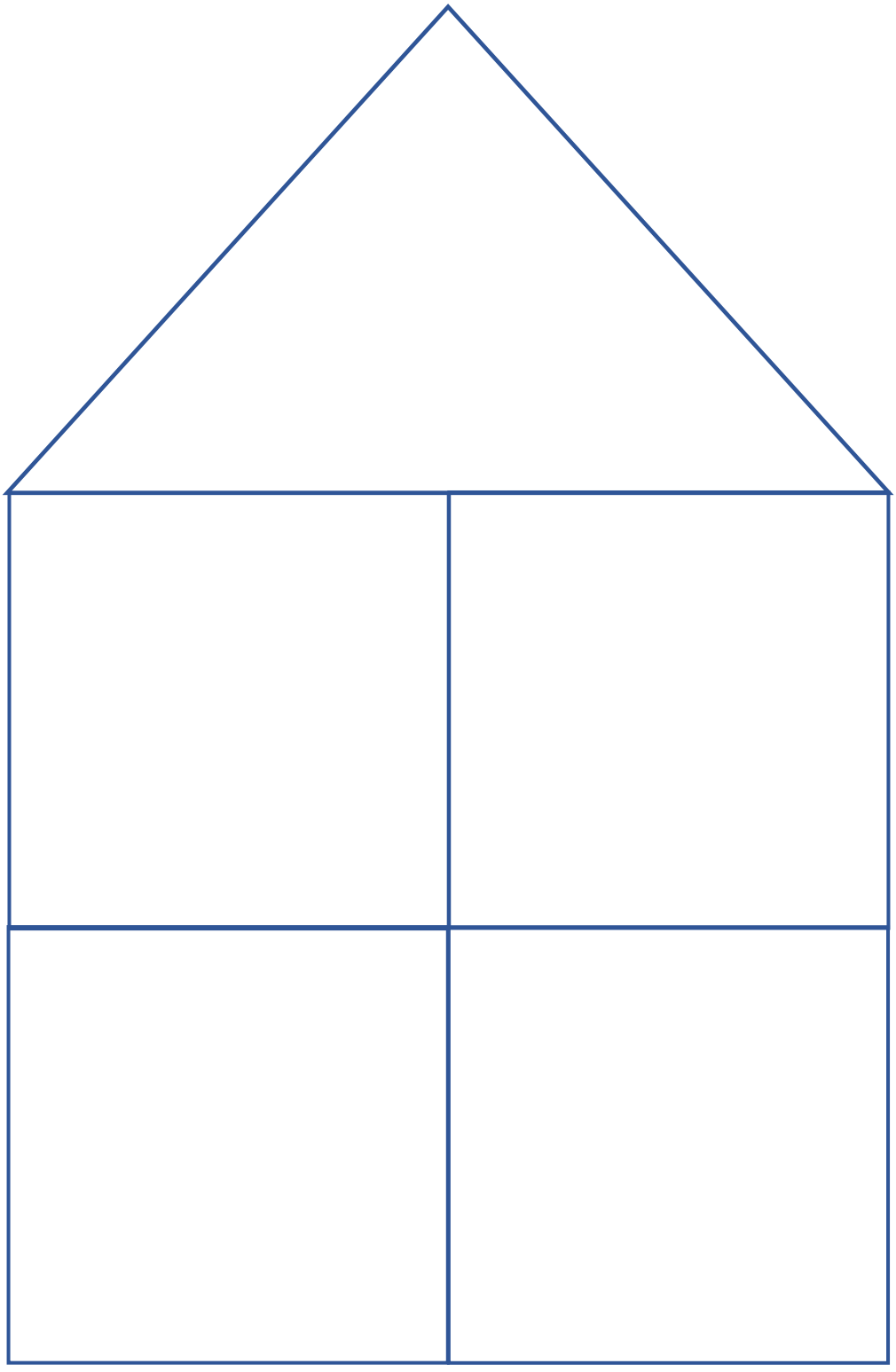
Creating words 2

Purpose
Combining different onsets to different rimes to create words.
You will need:
Recordable devices, such as talking postcards, talk points or talking tins
Onset and rime picture cards
For one or more players

How to play:

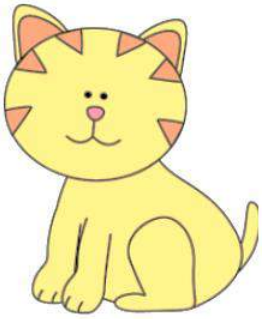
- Record up to three different rimes on the recording device. Use coloured stickers to show that these are the rimes.
- Record up to four different onsets on the recording devices. Use different coloured stickers to show that these are the onsets.
- The child to combine one onset with one rime. Play them and identify the word they have created. Is it a real word or non-word? Can they match their word to one of the onset and rime cards?

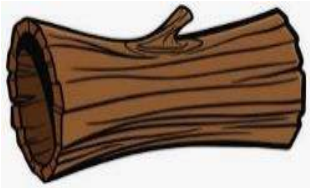
Rime House Base Board



Rime House / Rime Sort Picture Cards

cat	hat	mat	hop	shop	stop
bat	rat	frog	chop	mop	cap
dog	log	jog	clap	map	tap
fog	rug	jug	gap		
plug	hug	mug			





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Phonological Awareness Assessment Pack for Primary Schools September 2020

This assessment is to help Hertfordshire schools identify whether a pupil is experiencing difficulties with hearing and distinguishing sounds (phonological

Contents:

Phonological Assessment	Page 2
Phonological Assessment Summary Sheet	Page 3
Syllable Detection picture cards	Page 4
Rhyme Detection picture cards	Page 5
Alliteration Detection picture cards	Page 6

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: **m**at, **m**elon.'* • 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) _____

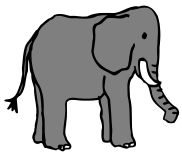
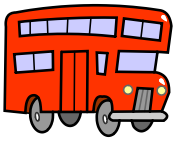
Phonological Assessment-Summary Sheet

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

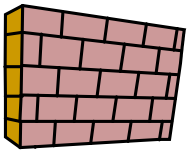
A	B 	C	D 

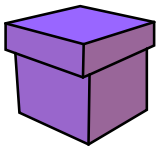
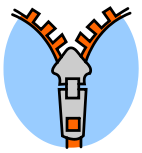
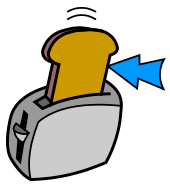
E	F	G	H

2. Rhyme Detection Cards

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

Example Strip

R1			
R2			
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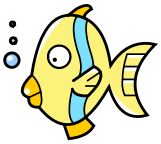
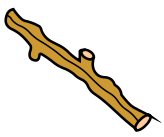
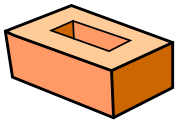
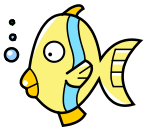
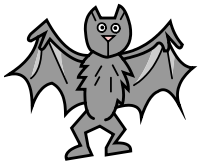
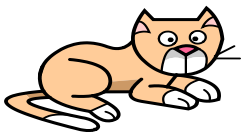
R4			
R5			

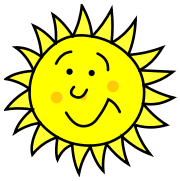
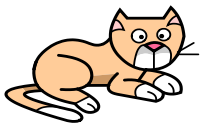
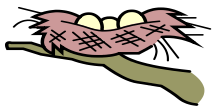
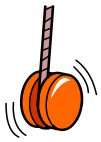
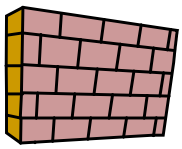
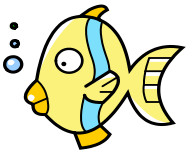
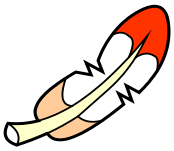
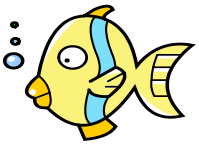
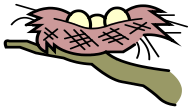
PHONOLOGICAL ASSESSMENT PICTURE CARDS

4. Alliteration Detection Cards

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

Example Strip

A1			
A2			
A3			
A4			
A5			

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

Phonological Awareness Assessment Pack for Secondary Schools

September 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.

Contents:

Phonological Assessment	Page 2
Phonological Assessment Summary Sheet	Page 3
Syllable Detection picture cards	Page 4
Rhyme Detection picture cards	Page 4

General Instructions:

<u>All sections of this assessment</u> 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. **<u>Always</u>** write down what the student says and any comments regarding how quick or slow they are to generate responses.
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Phonological Assessment

Student's 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 student's name by clapping or tapping on desk. • Practise with student - car/pet, dog, corr/i/dor • 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. pizza (2) _____ B. computer (3 _____ C. skateboard (2)___ D. phone __(1) E. playstation (3) _____ F. helicopter (4)_____ G. chips (1) _____ H. calculator (4) _____
2. Rhyme Detection (rhyme detection cards R1-R5) • Show example picture strip of 'wall, ball, coat' and name items for student. Say, *'Look at these 3 pictures, can you tell me which 2 words rhyme?'* Help student if unsure. • Continue to assess with strips R1-R5	**Circle answers given** R1 fox, king, box R2 ghost, zip, toast R3 skip, ring, king R4 bench, stick, brick R5 dish, boat, fish
3. Rhyme Generation • *'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****.'* • 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. fight, sight: _____, _____ 4. will, still: _____, _____ Circle: **Quick** or **Slow** to generate response
4. 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 _____ 2. m-a-n _____ 3. sh-o-p _____ 4. w-i-sh _____ 5. f-ee-t _____ 6. t-oa-d _____ 7. m-u-s-t _____ 8. f-r-igh-t _____ 9. sh-r-i-n-k _____ 10. b-l-a-n-k _____
5. 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) _____ 2. pin (3) _____ 3. now (2) _____ 4. clap (4)_____ 5. stop (4)_____ 6. chop (3) _____ 7. play (3) _____ 8. slug (4) _____ 9. crown (4) _____ 10. drink (5) _____
6. Medial Vowel Isolation • '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.' • e.g. 'log' l-o-g. We can hear the 'o' sound. • e.g. 'goat' = g-oa-t. We can hear the long 'o' sound. • Continue with the words listed opposite.	**Record answers given** 1. dig _____ (i) 2. coat_____ (oa) 3. jet _____ (e) 4. sail _____(ai) 5. feet _____ (ee) 6. fog _____ (o) 7. rain _____ (ai) 8. pin _____ (i) 9. rat _____ (a) 10. pen _____ (e) 11. jeep _____ (ee) 12. hut _____ (u)

Phonological Assessment-Summary Sheet

Student Name: _____ Year Group: _____ Date: _____

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

3. Syllable Detection Cards

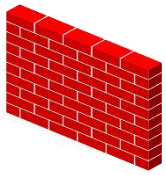
A	B	C	D

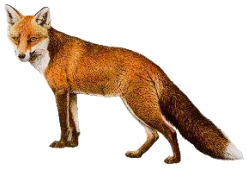
E	F	G	H

4. Rhyme Detection Cards

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

Example Strip

R1			
R2			
R3			
R4			
R5			