

# Phonemic Awareness Screen

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Student's Name \_\_\_\_\_ Date \_\_\_\_\_  
Students Age \_\_\_\_\_  
Examiner \_\_\_\_\_

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## Phoneme Isolation

**Directions:** *I'd like to play a sound game with you. I will say a word and I want you to break the word apart into its individual sounds. I will ask you to give me the beginning, the middle or the ending sound in the word. For example, if I say "What is the beginning sound in the word **ham**?" You should say "/h /". Let's try a few practice words.*

**Practice Items:** (Assist the child in isolating the sounds in words if necessary. Be sure the students respond with sounds instead of letters.)

*"What is the first sound in **sit**?"*

*"What is the ending sound in **fun**?"*

**Test Items:** (Circle those items that the student correctly segments. Incorrect responses may be recorder on the blank line following the item.)

1. What is the first sound in **fun**? \_\_\_\_\_
2. What is the first sound in **basket**? \_\_\_\_\_
3. What is the ending sound in **step**? \_\_\_\_\_
4. What is the ending sound in **ball**? \_\_\_\_\_
5. What is the middle sound in **cup**? \_\_\_\_\_
6. What is the middle sound in **set**? \_\_\_\_\_

## Phoneme Identity

**Directions:** *In this activity, I will say three words and I want you to tell me which sound in the same in all three words. For example, if I say "**tap, tell, and task**", you should say "/t/".*

**Practice Items:** (Assist the child in identification of the common sound if necessary. The student should respond with a sound instead of a letter.)

*"**corn, candle, key**"*

*"**stop, tape, cup**"*

**Test Items:** (Circle those items that the student correctly segments. Incorrect responses may be recorder on the blank line following the item.)

1. fan, phone, fence \_\_\_\_\_
2. ship, shoes, shower \_\_\_\_\_
3. moth, bath, myth \_\_\_\_\_
4. less, moss, tease \_\_\_\_\_
5. hope, stone, rose \_\_\_\_\_
6. mark, start, farm \_\_\_\_\_

### Phoneme Categorization

**Directions:** *In this activity, I will say three words and I want you to tell me which word doesn't belong. For example, if I say "tape, tame, and black", you should say "black".*

**Practice Items:** (Assist the child in identification of the odd word if necessary.)

*"leap, look, wait"*

*"rug, bug, hit"*

**Test Items:** (Circle those items that the student correctly segments. Incorrect responses may be recorder on the blank line following the item.)

1. run, man, match \_\_\_\_\_
2. lamp, race, rain \_\_\_\_\_
3. chase, ship, chain \_\_\_\_\_
4. reach, fast, peach \_\_\_\_\_
5. coast, go, coat \_\_\_\_\_
6. alarm, leap, farm \_\_\_\_\_

### Phoneme Blending.

**Directions:** *I will say a word in parts and I want you to put the sounds together and tell me the word. For example, if I say "/h/, /a/, /m/", you say "ham". Let's try a few practice words. (Administrator, be sure to use sounds instead of letter names and try not to add the schwa sound as you produce the consonants.)*

**Practice Items:** (Assist the child in blending these items as necessary.)

"/k/ /ī/ /t/"      "/s/ /ō/"      "/f/ /l/ /a/ /t/"

**Test Items:** (Circle those items that the student correctly blends. Incorrect responses may be recorder on the blank line following the item.)

- |                       |                          |
|-----------------------|--------------------------|
| 1. /t/ /ō/ _____     | 4. /f/ /i/ /sh/ _____    |
| 2. /b/ /ē/ _____     | 5. /ch/ /ē/ /s/ _____   |
| 3. /m/ /ī/ /t/ _____ | 6. /c/ /a/ /m/ /p/ _____ |

## **Phoneme Segmentation**

**Directions:** *I'd like to play a sound game with you. I will say a word and I want you to break the word apart into its sounds. You need to tell me each sound in the word. For example, if I say "ham", you should say /h/, /a/, /m/.* (Administrator, be sure to say the sounds distinctly. Do not say the letters.) *Let's try a few practice words.*

**Practice Items:** (Assist the child in segmenting these items as necessary. You may wish to use blocks to help demonstrate the segmentation of sounds.) **"kite", "so", "fat"** (Be sure the students respond with sounds instead of letter.)

**Test Items:** (Circle those items that the student correctly segments. Incorrect responses may be recorder on the blank line following the item.)

- |                |                |
|----------------|----------------|
| 1. to _____    | 6. knock _____ |
| 2. be _____    | 7. this _____  |
| 3. might _____ | 8. clap _____  |
| 4. lace _____  | 9. step _____  |
| 5. mop _____   | 10. mask _____ |

## **Phoneme Deletion**

**Directions:** *In this activity, I will say a word and ask you to take a sound away from that word and tell me what is left. For example, if I say "table" and ask you to take away the /t/ sound, you should say "able".*

**Practice Items:** (Assist the child in deleting the sound if necessary. Use sounds instead of the letter names.)

**Smart-***What will you have when you take away the /s/?*

**Beat-***What will you have when you take away the /t/?*

**Test Items:** (Circle those items that the student correctly segments. Incorrect responses may be recorder on the blank line following the item.)

1. Smile- *What will you have when you take away the /s/?* \_\_\_\_\_
2. Cup- *What will you have when you take away the /c/?* \_\_\_\_\_
3. Steak- *What will you have when you take away the /s/?* \_\_\_\_\_
4. Team- *What will you have when you take away the /m/?* \_\_\_\_\_
5. Ramp- *What will you have when you take away the /p/?* \_\_\_\_\_
6. Can't- *What will you have when you take away the /t/?* \_\_\_\_\_

## **Phoneme Addition**

**Directions:** *In this activity, I will say a word and ask you to add a sound to that word and tell me the new word. For example, if I say "mile" and ask you to add a /s/ sound to the beginning, you should say "smile".*

**Practice Items:** (Assist the child in adding the sound if necessary. Use sounds instead of the letter names.)

**up-**What will you have when you add a /c/ to the beginning?

**sea-**What will you have when you add a /t/ end?

**Test Items:** (Circle those items that the student correctly segments. Incorrect responses may be recorder on the blank line following the item.)

1. **at-**What will you have when you add a /th/ to the beginning? \_\_\_\_\_

2. **un-**What will you have when you add a /s/ to the beginning? \_\_\_\_\_

3. **tub-**What will you have when you add a /s/ to the beginning? \_\_\_\_\_

4. **go(a)-**What will you have when you add a /t/ end? \_\_\_\_\_

5. **slo(w)-**What will you have when you add a /p/ end? \_\_\_\_\_

6. **miss-**What will you have when you add a /t/ end? \_\_\_\_\_

### Phoneme Substitution

**Directions:** In this activity, I will say a word and ask you substitute one sound for another and tell me the new word. For example, if I say “*mile*” and ask you to change the /m/ sound to a /t/, you should say “*tile*”.

**Practice Items:** (Assist the child in adding the sound if necessary. Use sounds instead of the letter names.)

**race-**What will you have when you change the /r/ to a /p/?

**leap-**What will you have when you change the /p/ to a /n/?

**Test Items:** (Circle those items that the student correctly segments. Incorrect responses may be recorder on the blank line following the item.)

1. **boat-**What will you have when you change the /b/ to a /n/? \_\_\_\_\_

2. **fun-**What will you have when you change the /f/ to a b/? \_\_\_\_\_

3. **steep-**What will you have when you change the /p/ to a /m/? \_\_\_\_\_

4. **chap-**What will you have when you change the /p/ to a /t/? \_\_\_\_\_

5. **shop-**What will you have when you change the /o/ to an /i/? \_\_\_\_\_

6. **bet-**What will you have when you change the /e/ to an /i/? \_\_\_\_\_

**Observations:** \_\_\_\_\_

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