



Phonological Awareness

Overview of the Assessment

In recent years, many researchers have explored the relationship between phonological awareness and success with reading and spelling. Phonological awareness is the area of oral language that relates to the ability to think about the sounds in a word (the word's phonological structure) rather than just the meaning of the word. It is an understanding of the structure of spoken language – that it is made up of words, and words consist of syllables, rhymes, and sounds.

Phonological awareness is "the ability to listen inside a word".

Children who have well-developed phonological awareness when they come to school have a head start making sense of how sounds and letters operate in print. This ability is important for using sound-letter knowledge effectively in reading and writing. In fact, a student's level of phonological awareness at the end of kindergarten is one of the strongest predictors of future reading success, in grade one and beyond.

(The Kindergarten Teacher's Resource Book by Miriam Trehearne)

Expectations

By the end of Kindergarten, children will:
(Language Overall)

- A. Communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts.

How to Administer the Assessment

(This assessment is meant to be an oral assessment, as a result, the students are not looking at the words on paper.)

- Teachers are to refer to prompts found on the actual phonological awareness assessment.
- Teachers record (✓) for a correct response and a (O) for skill(s) not yet acquired.

(Note: "Non-sense" words count as a correct response for producing rhyme. (e.g. look-sook))

Resources

- The Kindergarten Program, 2006
- Kindergarten Teacher's Resource Book by Miriam Trehearne pages 117-179
- A Guide to Effective Instruction in Reading Kindergarten to Grade 3, page 9.3-9.16



Phonological Awareness Assessment

Student Name: _____

Date: _____

Record a "✓" for a correct response and a "O" for an error.

Recognize Rhyme (Teacher: Rhyming words sound the same at the end. Tell me if these words rhyme or not. "cat – bat" [Y])

book – look (Y)		soap – sun (N)		supper – carpet (N)		shower – tower (Y)	
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Produce Rhyme (Teacher: I'll say a word and then you say a word that rhymes with it. Let's try one: Teacher says cat...) Record the words the child generates.

bug -	hook -	pot -	sun -
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Segment Sentences (Teacher: Show me how many words are in this sentence. You can clap, count, move blocks, etc. to show how many words there are. Listen carefully... She reads the book. [4])

Lions roar. [2]		He eats cookies. [3]	
My friend plays soccer. [4]		They are happy. [3]	

Segment Syllables (Teacher: Show me how many parts there are in this word. You can clap, count, move blocks, etc. to show how many parts there are in the word. Listen carefully: cowboy [2])

Monday [2]		coat [1]		today [2]		dinosaur [3]	
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Blend Syllables (Teacher: Blend the two parts and tell me the whole word. Listen carefully... pen-cil)

base - ball		sleep - ing		win - dow		com-pu-ter	
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Beginning Sounds (Teacher: Tell me the beginning sound in the word "phone". /f/)

bike		Sat		moon		fun	
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Notes and Observations:

