



PHONOLOGICAL AWARENESS SCREENER (AUSTRALIAN)

INSTRUCTIONS

Ages 4-adult

Purpose:

To determine whether a student has difficulties with phonological awareness. Phonological awareness involves being able to hear the sounds in words and manipulate those sounds. This skill is vital for efficient decoding of written words and forms a critical foundation for reading spelling.

Age:

This screener can be used for any age above 4.

Materials:

Scoring form, 5 x counters, shaker, maraca, keys.

Starting point:

These starting points are a guideline. If the student has trouble with their first 2 tasks, work backwards until they pass 2 separate task areas in a row (score of 3 or 4).

Age 4 and 5 – start with Task 1.

Age 6 and older – start with Task 7.

Administration:

Each task has a practice question. You may scaffold the practice question to help the student get it correct. Repetitions are allowed. Use sounds, not letter names. Eg /k/ /a/ /t/, not 'kay' 'ay' 'tee'. Try not to put an 'uh' sound after consonants. It's /k/, not 'kuh'.

Scoring:

Score 1 for a correct answer or 0 for an incorrect answer. Tally each task out of 4. If the student scores 2 or less, put an asterisk * in the 'Support needed?' column.

Outcome:

Each asterisk will form a goal for intervention, from earliest skill to latest.



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STUDENT NAME: _____ DATE: _____

Age	Task	Score	Support Needed
4-5yo	1. Syllable Blending: Put out a counter for each syllable. Point to each counter as you say the syllable, then move the counters together. “Listen to these sounds. Di-no-saur. Put them together and it makes...? Dinosaur!”		
	Rain-bow		
	Rat-tle		
	Alph-a-bet		
	Wa-ter-me-lon		
		/4	
	2. Imitating Multisyllabic Words: “Say this word after me: Alligator.” (note any errors in the child’s production of the word.)		
	Calculator		
	Motorcycle		
	Caterpillar		
	Hippopotamus		
		/4	
	3. Segmenting syllables: Lay out 5 counters. “Point to a counter as you say each beat in the word...” Holiday (3)		
	Rabbit (2)		
	Octopus (3)		
	Book (1)		
	Thermometer (4)		
		/4	
	4. Deleting compound words: “Say this word: Rainbow. Say it again, but don’t say Rain.” (bow).		
	Cowboy – cow (boy)		
Hotdog – dog (hot)			
Sailboat- sail (boat)			
Motorbike – bike (motor)			
	/4		

Kindy (4yo) Stop.	5. Identifying beginning sounds: "My name is _____. That starts with a _____. What sound can you hear at the start of...?" (Child's name.)		
	Mouse (m)		
	Egg (e) – short sound, not 'ee'		
	Chop (ch)		
	Whale (w)		
		/4	
	6. Imitating a sound sequence: Lay out a shaker (1), a maraca (2) and keys (3). Demonstrate the sound. "I'm going to make some sounds with these. You need to close your eyes and listen. When I say "open!", you open your eyes and make the same sounds I made. Let's try one:" 2-3-1		
	1-3		
	1-2-3		
	2-3-1		
2-1-3-2			
	/4		
5-6yo	7. Rhyming: "Tell me a word that rhymes with... "		
	Cat... hat... (mat, pat, sat etc)		
	Dog, fog...		
	Sick, tick...		
	Three, tree...		
	Kite, tight...		
		/4	
	8. Syllable deletion: "Say this word: Tinkerbell. Say it again, but don't say 'Bell'." (Tinker). "Say _____. Say it again, but don't say..."		
	Lady – dee (lay)		
	Apricot – cot (apree)		
	Octopus – oc (topus)		
	Kangaroo – roo (kanga)		
		/4	
	9. Fixed up sentences: "I'm going to say a sentence that has one sound wrong. You tell me what it should be. Ready?" Please tidy your foom. (room)		
	Put your rubbick in the bin. (rubbish)		
	Do you want to watch a moody? (movie)		
	The flower skells very nice. (smells)		
	Wish your hands with soap and water. (wash)		
		/4	
10. Sound blending: "I'm going to point to a counter for each sound in a word. Put them together to make a word." C-a-t			
b-ee-p			
m-ou-se			
l-o-g			
sh-ar-k			
	/4		

Reception (5yo) Stop.	11. Identifying end sounds: "What sound do you hear at the end of this word?" Fish (sh)		
	Boat (t)		
	Ham (m)		
	Coach (ch)		
	Miss (s)		
		/4	
	12. Segmenting sounds: Lay out 5 counters. "Point to a counter as you say each sound in the word..." dog. (3)		
	Coat (3)		
	See (2)		
	Kite (3)		
	Chip (3)		
		/4	
	13. Identifying middle sounds: "What sound do you hear in the middle of...?" Bake (ay)		
Lot (short /o/)			
Feet (long /ee/)			
Bite (long 'eye')			
Port ('or')			
	/4		
6-7yo	14. Deleting sounds: "Say this word: Boat. Say it again, but don't say /t/. (bow)" "Say _____. Say it again, but don't say..."		
	Neat – n (eat)		
	Bike – k (bye)		
	Farm – f (arm)		
	Seed – d (see)		
		/4	
	15. Substituting beginning sounds: "We're going to say some words and then say them again with a different sound. Say cat. Now say cat, but change the /k/ to /h/. (hat). "Say... Now change the ... to a ..."		
	Day. /d/ to /m/ (May)		
	Beat. /b/ to /s/ (seat)		
	Core. /k/ to /f/ (four)		
	Light. /l/ to /b/ (bite)		
		/4	
	16. Substituting final sounds: "We're going to say some words and then say them again with a different sound at the end. Say cat. Now say cat, but change the /t/ to /n/. (can). "Say... Now change the ... to a ..."		
Light. /t/ to /f/ (life)			
Mat. /t/ to /ch/ (match)			
Born. /n/ to /d/ (board)			
Love. /v/ to /k/ (luck)			
	/4		

Yr 1 (6yo) stop	17. Blending consonant clusters: "I'm going to point to a counter for each sound in a word. You tell me what the word is." S-t-i-ck (stick)		
	b-e-n-t (bent)		
	s-m-o-ck (smock)		
	t-r-i-ck (trick)		
	f-l-a-p (flap)		
		/4	
	18. Identifying sounds in clusters: "What is the third sound in nest?" /s/		
	3 rd sound in 'hunt'? /n/		
	2 nd sound in 'smile'? /m/		
	2 nd sound in 'bring'? /r/		
	4 th sound in 'coast' /t/		
		/4	
	19. Segmenting sounds in clusters: Lay out 5 counters. "Point to a counter as you say each sound in..." Post (4)		
	Tree (3)		
	Disc (4)		
Fly (3)			
Speak (4)			
	/4		
7yo +	20. Deleting consonant clusters: "Say this word: Snail. Say it again, but don't say 's'." (nail) "Say _____. Say it again, but don't say..."		
	Fly – f (lie)		
	Nest – s (net)		
	Spit – p (sit)		
	Bright – b (right)		
		/4	
	21. Substituting consonant clusters: "We're going to say some words and then say them again with one sound changed. Say spill. Now say spill, but change the /p/ to /t/. (still). "Say... Now change the ... to a		
	Skin. /k/ to /p/ (spin)		
	Sleep. /l/ to /t/ (steep)		
	Glue. /l/ to /r/ (grew)		
Slip. /s/ to /f/ (flip)			
	/4		