

Monitoring Development: Phoneme Awareness Assessment Probes for 5-7 year old children

Reference: Stahl, S. A., & Murray, B. A. (1994). Defining Phonological Awareness and Its Relationship to Early Reading. *Journal of Educational Psychology*, 86(2), 221-234.

The assessment probe items on the following pages were used in an experimental study with 113 five-and six-year old American children (Stahl & Murray 1994). The researchers found phoneme isolation was the easiest task followed by blending, deletion, and segmentation. Gillon et al (2007) found these assessment probes to be valid and reliable measures in demonstrating effectiveness of phonological awareness intervention for six-and seven-year old children with language delay.

Phoneme Awareness Assessment Probes used in Gillon et al.'s study (2007)
(Adapted from Stahl & Murray, 1994)
 Handout Gillon workshop 2007

Child's name _____
Child's Age _____
Date of Testing _____

Training: Give feedback for practice words only and provide one or two further practice items if the child seems unclear of the task.

Phoneme Isolation

I want you to listen carefully for just one sound in a word I say. Tell me the sound you hear at the beginning of each word I say. For example if I say fix, you say /f/

Practice words: no (/n/); ship (sh); time (/t/); hot (/h/); jump (/j/)

Set 1:	Child's response	Correct response	Correct/incorrect
food		/f/	
came		/k/	
side		/s/	
pad		/p/	
seal		/s/	
Set 2:			
flood		/f/	
cross		/k/	
speak		/s/	
please		/p/	
state		/p/	

Now I want you to listen and tell me the sound at the very end of each word I say. For example if I say watch you say "ch" Practice words: off (/f/); fish (sh); egg (/g/)

Set 1:	Child's response	Required response	Correct/incorrect
room		/m/	
not		/t/	
gas		/s/	
bed		/d/	
cross		/s/	
Set 2			
sand		/d/	
junk		/k/	
limp		/p/	
build		/d/	
best		/t/	

Phoneme blending

I'm going to say some words in a secret code, spreading out the sounds until they come out one at a time. Guess what word I'm saying. If I say h – a – m you say ham. (For each item pronounce the segments with as little additional vowel as possible).

Practice words

f-u-n = fun; s- o- me = some; s-e-n-d = send; b-l-o-ck = block;

Set 1:	Child's response	Correct/incorrect
m-a-p		
t-e-n		
s-e-t		
d-i-d		
sh-ee-p		
Set 2:		
f-l-a-t		
c-r-a-ck		
s-p-a-ce		
p-l-ai-n		
s-t-e-p		
Set 3:		
f-i-n-d		
p-i-n-k		
c-a-m-p		
w-i-l-d		
l-a-s-t		

Phoneme Deletion

I wonder if you could take a sound away from a word and make a whole new word. For example, say meat. Now say it again but don't say /m/ and you get eat

For each item use the following sentence structure

“Say ----- Now say it again, but don't say -----“

Practice words make (ache) learn (earn)

Set 1	Child's response	Required response	Correct/incorrect
face, don't say /f /		ace	
kin, don't say /k/		in	
sat, don't say /s/		ar	
page, don't say p		age	
Set 2			
flight, don't say /f /		light	
crash, don't say /c/		rash	
spot, don't say /s/		pot	
plug, don't say /p/		lug	
stone, don't say /s/		tone	

Phoneme deletion continued

Now listen for the sound at the end of the word

Set 1:	Child's response	Required response	Correct/incorrect
lime, don't say /m/		lie	
might, don't say /t/		my	
race, don't say /s/		ray	
need, don't say /d/		knee	
rice, don't say /s/		rye	
Set 2:			
tend, don't say /d/		ten	
sink, don't say /k/		sing	
dump, don't say /p/		dum	
hold, don't say /d/		hole	
paste, don't say /t/		pace	

Phoneme Segmentation

Do you remember when I said the words in a secret code and you guessed what word I was saying? This time I want you to say the word in a secret code. I'll say a word and you spread out all the sounds in the word. For example, If I say sheep, you say sh – ee – p

Practice words:

Me = m - e; fish = f- i- sh; can= c-a- n; sand = s- a- n- d; blue = b- l- ue; skip = s- k- i- p.

Set 1: onset-rime and vowel- coda	Child's response	Required response: what sounds you should hear	Correct/incorrect
move		"m- oo- v"	
time		t- ie- m	
sick		s- i- ck	
done		d-u- n	
soup		s- oo- p	
Set 2:			
float		f- l- oa- t	
cream		c- r- ea- m	
speed		s- p- ee- d	
place		p- l- a- ce	
stick		s- t- i- ck	
Set 3			
send		s- e- n- d	
think		th- i- n- k	
ramp		r- a- m- p	
sold		s- o- l- d	
toast		t- oa- s- t	

