



Phoneme Awareness Assessment Probes (Adapted from Stahl and Murray, 1994)

Stahl, S. A., & Murray, B. A. (1994). DEFINING PHONOLOGICAL AWARENESS AND ITS RELATIONSHIP TO EARLY READING. *Journal of Educational Psychology*, 86(2), 221-234. doi: 10.1037//0022-0663.86.2.221

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/		at	
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/		nee	
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	