





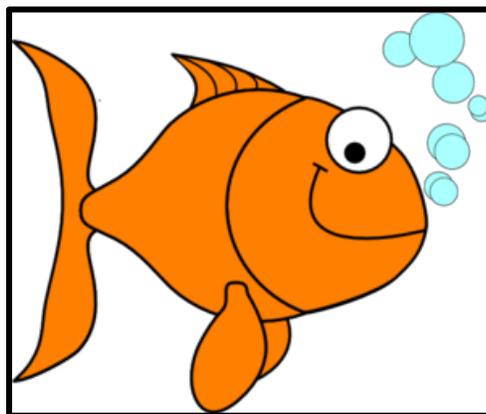
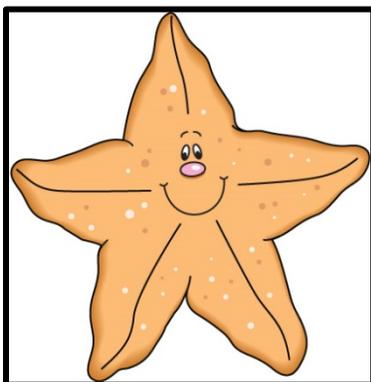
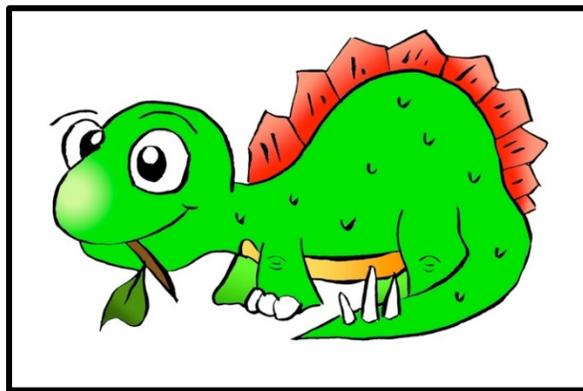
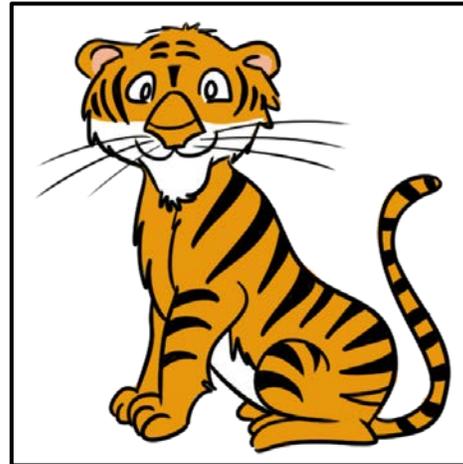
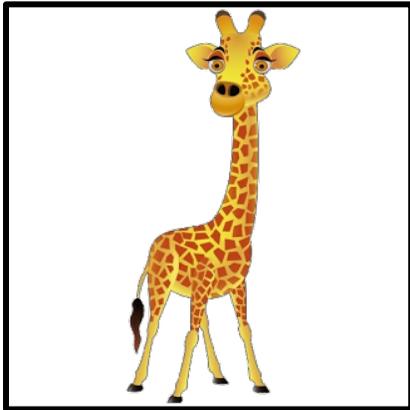








Pictures for Phonological Awareness: Level 3 Syllables



Checkpoint 4 Date: .....

Name of child:

Age of child:

## 1. Phonological Awareness: I can identify the sound a word begins with.

### Level 4: Phonemic Awareness

#### Teacher:

Sit comfortably with your child. Tell your child that you are going to say three words and you would like the child to tell you what sound all the words start with.

#### First, model an example of starting sounds.

*Say: I am going to say three words. The three words I am going to say are:*

*Dog Doodle Dinosaur.*

*Those three words start with the same sound: d*

*Repeat this 2 times.*

*Say: I am going to say three words. I want you to tell me what sound you think all the words begin with: (tick the group of words if your child gets the initial sound correct)*

*Tap Turtle Tooth*

*Pip Pen Pig*

*Sun Salad Sit*

#### Notes:

Checkpoint 5 Date: .....

Name of child:

Age of child:

## 1. Phonological Awareness: I can identify the sound a word ends with.

### Level 5: Phonemic Awareness

#### Teacher:

Sit comfortably with your child. Tell your child that you are going to say three words and you would like the child to tell you what sound all the words end with.

#### First, model an example of starting sounds.

*Say: I am going to say three words. The three words I am going to say are:*

*Cat Hot Pet*

*Those three words end with the same sound: t*

*Repeat this 2 times.*

*Say: I am going to say three words. I want you to tell me what sound you think all the words end with: (tick the group of words if your child gets the initial sound correct)*

*Dig Peg Bag*

*Sun Fun Men*

*Sad Mad Dad*

#### Notes:

Checkpoint 6 Date: .....

Name of child:	Age of child:
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**1. Phonological Awareness: I can identify the sounds in robot speak to work out what the word is.**

**Level 6: Phonemic Awareness**

**Teacher:**

Sit comfortably with your child. Tell your child that you are going to speak in *robot speak* and you would like the child to tell you what the word is.

**First, model an example of robot talk.**

**Say:** *I am going to talk like a robot. I am going to say: h-o-p. Can you tell me what the word is I said? (Hop)*

*Repeat this 2 times.*

**Say:** *I am going to talk like a robot and I want you to tell me what the word is. Here we go ...*

*S-u-n*

*B-a-g*

*P-i-g*

**Notes:**

Checkpoint 7 Date: .....

Name of child:	Age of child:
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**1. Phonological Awareness: I can produce the sounds in a word by segmenting the sounds into robot speak.**

**Level 7: Phonemic Awareness**

**Teacher:**

Sit comfortably with your child. Tell your child that you are going to say a word, and you would like the child to say the word in robot talk.

**First, model an example of the process.**

*Say: I am going to say a word. The word is: hug. Can you say the sounds in that word by talking like a robot?*

*Repeat this 2 times.*

*Say: I am going to say three words. I would like you to say the sounds that are in the words and say them in robot speak. Here we go ...*

*Fun*

*Cup*

*Hum*

**Notes:**

Checkpoint 8 Date: .....

Name of child:	Age of child:
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## 2. The alphabetic principle

### Level 8: Letters represent sounds

Teacher:

Sit comfortably with your child. Tell your child you are going to point to a letter and you would like the child to tell you the name of the letter and the sound of the letter. (Tick the box when the child knows the name and the sound of the letter.)

A a	B b	C c	D d	E e	F f	G g	H h	I i	J j

K k	L l	M m	N n	O o	P p	Q q	R r	S s	T t

U u	V v	W w	X x	Y y	Z z				

**Note:** Remember the letters c and g have 2 sounds each.

## The Bridge to Reading:

### Phonological Awareness: Rhymes and Syllables

Date:					
Can identify words that rhyme					
Can produce words that rhyme					
Can identify 1-2 syllables within words					
Can identify 2-3 syllables within words					

### Phonological Awareness: Phonemic Awareness

Date:			
Can identify beginning sounds in words: B sounds like b in: ball, bath, bed			
Can produce words that start with the same sound. The word <i>tap</i> starts with <i>t</i> – can you think of any other words that start with <i>t</i> ?			
Can identify end sounds in words: these words all end with what sound? Sad/dad/pod			
Can produce words that end with the same sound. The word <i>hop</i> ends with the sound <i>p</i> – can you think of any other words that end with <i>p</i> ?			

## **Remember:**

- ♣ Once a child can hear the sounds in words (phonemic awareness) **and** knows the sound-letter relationship then they are ready for phonics teaching.
- ♣ Children with Dyslexia, or a predisposition for Dyslexia, will struggle with differentiating and identifying the sounds in words. Play a wide variety of phonological awareness games to strengthen this child's ability to hear the sounds in words.
- ♣ Although there is a clear progression from phonological awareness, through to the alphabetic principle and through to phonics – there are also many over-laps. Many children will need to re-visit robot talk games, even when they have started a phonics program.
- ♣ Immerse children in lovely books and nursery rhymes on a daily basis.
- ♣ Songs and music are a great way to sharpen the ability to differentiate sounds.

**Keep it fun, so that it is motivating and engaging for young children!**