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# PHONOLOGICAL AWARENESS

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## ASSESSMENTS

- 1 Sutherland Phonological Awareness Test – Revised
- 2 The Yopp-Singer Test of Phoneme Segmentation
- 3 Bruce’s Word Analysis Test
- 4 Assessing Phonological Skills

## **SUTHERLAND PHONOLOGICAL AWARENESS TEST - REVISED**

- Developed by Dr Roslyn Neilson - [rnelson@ozemail.com.au](mailto:rnelson@ozemail.com.au)
  - individual assessment
  - takes 10-15 minutes to administer
  - suitable for first four years of formal schooling (R -Yr 3)
  - assesses all levels of phonological awareness
  - also assesses non-word reading and spelling
  - only recommended for students who are not progressing in regular program

### **SPAT-R**

#### **Sutherland Phonological Awareness Test - Revised**

The Sutherland Phonological Awareness Test – Revised (SPAT-R) is a concise, individually - administered test that provides a diagnostic overview of the phonological awareness skills involved in early literacy development.

**Further details and order can be obtained from [rnelson@ozemail.com.au](mailto:rnelson@ozemail.com.au)**

**SUTHERLAND PHONOLOGICAL AWARENESS TEST**  
**INSTRUCTIONS: ADMINISTRATION**

Each subtest begins with an item demonstrated by the examiner, followed by a practice item on which the child should be corrected if necessary, and encouraged to try again. No corrections should be given on test items.

Use Stimulus Page 1 for subtests 1, 2, 6 and 9. Use Stimulus Page 2 for subtest 12. The child's responses on Subtest 13 should be written on a separate piece of paper, then copied onto the test form by the examiner.

*Discontinuation guideline:* Administer all Section A. Discontinue testing after failure on all four items of any two subtests in Sections B and C. Section D should be attempted unless it is clear that the child will be unable to complete the task.

**1\* Syllable Counting** \*Use drum pictures on Stimulus Page 1.

Instructions: "When we say words, we can say them in drum beats. For example, we can say 'kangaroo' like this: 'kan..ga..roo' (tapping the drums)." You say 'alligator' and show me the drum beats.

Practice: alligator (4)

1. picnic (2)                      2. television (4)                      3. elephant (3)                      4. supermarket (4)

**2\* Rhyme Detection** \*Use rhyming pictures on Stimulus Page 1.

Instructions: "These pictures are about rhyming words. This one is 'cat'. You have to choose the picture that rhymes with 'cat' ... 'bell' or 'bat'? It's bat: cat ... bat." Name all subsequent pictures for child.

Practice: pig, dig, cup

1. map, tap, kite                      2. sun, shirt, gun                      3. fox, box, zip                      4. wall, fish, ball

**3. Rhyme Production**

Instructions: "Now you have to think of a word that rhymes with the words I say. For example, if I say 'can', 'fan', you could say 'man'." Non-words are acceptable.

Practice: cat, fat, .....?

1. night, fight, ...?                      2. toe, show, ...?                      3. bed, red, ...?                      4. four, sore, ...?

**4. Onset Identification**

Instructions: "You have to tell me what sound a word begins with. For example, if I say 'ball', you have to tell me /b/. Note: If the child responds with a letter name, say "Yes, but what sound does that make?"

Practice: sun (/s/)

1. fat (/f/)                      2. moon (/m/)                      3. torch (/t/)                      4. girl (/g/)

**5. Final Phoneme Identification**

Instructions: "You have to tell me the last sound that you hear in a word. For example, if I say 'game', you have to tell me /m/. Note: If the child responds with a letter name, say "Yes, but what sound does that make?"

Practice: boot (/t/)

1. bus (/s/)                      2. cap (/p/)                      3. roof (/f/)                      4. duck (/k/)

**6\* Segmentation 1 (VC, CV, CVC)** \*Use numbers on Stimulus Page 1.

Instructions: "Now you have to break up words into separate sounds. Say the sounds out loud as you tap on the numbers, so that you can tell me how many separate sounds there are in the word. For example, the sounds in 'up' are u... p... - that's 2 sounds." Encourage child to use sounds, not letter names. Record the actual sounds the child says; score correct only if the phonemes are correct.

Practice: pin (p... i... n... - 3 sounds)

1. am (a... m... 2)                      2. go (g... o... 2)                      3. seat (s... ea... t... 3)                      4. mug (m... u... g... 3)

7. Blending (VC, CV, CVC)

Instructions: "Join the sounds I say to make a word. For example, if I say 'i... ee...', that makes 'ice'."  
Practice: m... oo... n... (moon)

1. s... ee... (sec)      2. d... ay... (day)      3. r... oa... d... (road)      4. g... a... te... (gate)

8. Initial Phoneme Deletion

Instructions: "Now you have to take off the first sound in a word, and say the word that's left. For example, if I say 'boat', take off the /b/ - that leaves 'oat'."  
Practice: meat; take off /m/ (eat)

1. tame - /t/ (aim)      2. shout - 'sh' (out)      3. bark - /b/ (ark)      4. mat - /m/ (at)

9\* Segmentation 2 (CCVC; CVCC) \*Use numbers on Stimulus Page 1.

Instructions: "Break up these words into separate sounds, just as you did before. Say the sounds out loud as you tap on the numbers. For example, 'sleep' is s... l... ee... p... - that's four sounds." Encourage child to use sounds, not letter names. Record the actual sounds that the child says; score correct only if the phonemes are correctly pronounced. Note if child pronounces the /l/ in 'trip' as 'ch'; this error need not be penalised.  
Practice: snake (s... n... a... ke - 4 sounds)

1. trip (t... r... i... p...)      2. spoon (s... p... oo... n...)      3. beast (b... ea... s... t)      4. bond (b... o... n... d)

10. CCVC Blends: Deletion of First Phoneme

Instructions: "Now you have to take off the first sound again, and say the word that's left. For example, if I say 'play', take off the /p/ - that leaves 'lay'."  
Practice: clap; take off /c/ (lap). If child says 'ap', repeat the item, emphasising the /l/.

1. smile - /s/ (mile)      2. gruff - /g/ (rough)      3. plate - /p/ (late)      4. swing - /s/ (wing)

11. CCVC Blends: Deletion of Second Phoneme

Instructions: "Now you have to take a sound out of a word, and say the word that's left. For example, can you hear the /r/ in 'brake'? If you take the /r/ out of 'brake', that leaves 'bake'."  
Practice: smack; take out /m/ (sack). If child says 'ack', remind him/her about the /s/ sound at the beginning.

1. stale - /l/ (sale)      2. plain - /l/ (pain)      3. frog - /r/ (fog)      4. slash - /l/ (sash)

12\* Non-word Reading \*Child reads non-words from Stimulus Page 2.

Instructions: "The words on this page aren't real words: they are nonsense words, and you've never seen them before. Try to read them."  
Record the child's responses as accurately as possible in the spaces on the Score Sheet. Record any false starts, sounding out, self-corrections, etc., as well as the final response.

13\* Non-Word Spelling \*Use spare sheet of paper, or back of Score Sheet. Provide a pencil.

Instructions: "Now I'm going to give you some nonsense words to try to spell." Dictate the non-words without segmenting them. Allow repetitions, and encourage the child to repeat the non-words aloud. Copy the child's responses onto the front of the Score Sheet.

Non-Words: af, rog, spæg, visk, strom, bouse, makidos

Non-word Spelling: Scoring guidelines

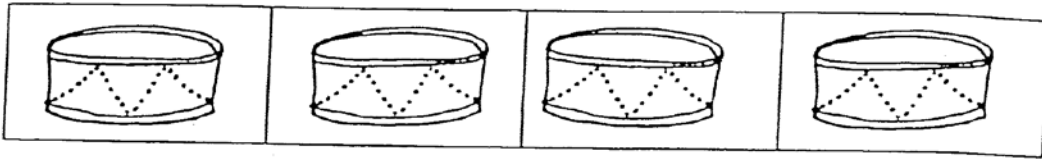
Accept reasonable attempts to represent each phoneme in the non-words. There must be some recognition of the diphthong quality of the vowel in *bouse*. Do not penalise voicing errors on the stops or plosives in consonant blends. Do not penalise letter reversals.

<u>Word</u>	<u>Acceptable variations</u>
spæg	sbæg
visk	visc, visck, visg
bouse	bous, baws, bows, baus
makidos	mac/inack/mc; y/e/; doss

SUTHERLAND PHONOLOGICAL AWARENESS TEST

STIMULUS PAGE 1

Subtest 1: Syllable Counting



Subtests 6 and 9: Segmentation of phonemes

1	2	3	4
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Subtest 2: Rhyme Detection


Subtest 12: Non-word Reading

*ig*

*taf*

*spob*

*mesk*

*scrad*

*fouse*

*ripadal*

## SUTHERLAND PHONOLOGICAL AWARENESS TEST

Name:	Date:
Grade:	Age:
	Examiner:

### A. SYLLABIC AND SUBSYLLABIC LEVEL

<b>1. SYLLABLE COUNTING</b> * Stimulus Page 1 Demo: kangaroo Practice: alligator picnic..... television..... elephant..... supermarket..... /4 P E F +/-	<b>2. RHYME DETECTION</b> * Stimulus Page 1 Demo: cat, bell, bat Practice: pig, dig, cup map, tap, kite..... sun, shirt, gun..... fox, box, zip..... wall, fish, ball..... /4 P E F +/-	<b>3. RHYME PRODUCTION</b> Demo: can, fan ... man Practice: cat, fat, ... night, fight..... toe, show..... bed, red..... four, sore..... /4 P E F +/-	<b>4. IDENTIFICATION OF ONSET</b> Demo: ball Practice: sun fat..... moon..... torch..... girl..... /4 P E F +/-
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### B. PHONEMIC LEVEL (CVC)

<b>5. IDENTIFICATION OF FINAL PHONEME</b> Demo: game Practice: boot bus..... cap..... roof..... duck..... /4 P E F +/-	<b>6. SEGMENTATION (1)</b> * Stimulus Page 1 Demo: up Practice: pin ain..... go..... seat..... mug..... /4 P E F +/-	<b>7. BLENDING (VC, CV, CVC)</b> Demo: i, ee Practice: m, oo, n s, ee..... d, ay..... r, oa, d..... g, a, te..... /4 P E F +/-	<b>8. DELETION OF INITIAL PHONEME</b> Demo: boat (-b) Practice: meat (-m) tame (-t)..... shout (-sh)..... bark (-b)..... mat (-m)..... /4 P E F +/-
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### C. PHONEMIC LEVEL (BLENDS)

<b>9. SEGMENTATION (2)</b> * Stimulus Page 1 Demo: sleep Practice: snake trip..... spoon..... beast..... bond..... /4 P E F +/-	<b>10. CC BLENDS: DELETE FIRST PHONEME</b> Demo: play (-p) Practice: clap (-c) smile (-s)..... gruff (-g)..... plate (-p)..... swing (-s)..... /4 P E F +/-	<b>11. CC BLENDS: DELETE SECOND PHONEME</b> Demo: brake (-r) Practice: smack (-m) stale (-t)..... plain (-l)..... frog (-r)..... slash (-l)..... /4 P E F +/-	Scoring: P: Pass = 3 or 4 correct E: Emergent = 1 or 2 correct F: Fail = 0 correct +/- Refer to Table 1: Skills Analysis Subtotal: /44
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### D. GRAPHEME-PHONEME CORRESPONDENCES

<b>12. NON-WORD READING</b> * Stimulus Page 2 Write in child's response. Score 1 or 0. ig ..... taf ..... spob ..... mesk ..... scrad ..... fouse ..... ripadal ..... /7	<b>13. NON-WORD SPELLING</b> Dictate words. Use spare sheet of paper. Score 1 or 0. af ..... rog ..... speg ..... visk ..... strom ..... bouse ..... makidos ..... /7 (1: phonetically acceptable, 0: unacceptable)
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**TOTAL SCORE (Maximum = 58):** \_\_\_\_\_ (Refer to Figure 1: SPAT Total Scores)

**Conclusions:**





# Bruce's Word Analysis Test

## Directions:

I'm going to say some words, and then I'm going to tell you to remove a sound. I want you to tell me what word remains when that sound is removed. For example, what word would be left if /t/ were taken away from the middle of *stand*?

## Practice items:

Cut (remove the /k/)

bright (remove the /r/)

cried (remove the /d/)

## Test Items:

- |                                |                            |
|--------------------------------|----------------------------|
| 1. stand (remove the /t/)      | 16. cold (remove the /k/)  |
| 2. jam (remove the /j/)        | 17. party (remove the /y/) |
| 3. fairy (remove the /y/)      | 18. went (remove the /n/)  |
| 4. hand (remove the /n/)       | 19. frog (remove the /r/)  |
| 5. start (remove the last /t/) | 20. near (remove the /n/)  |
| 6. nest (remove the /s/)       | 21. think (remove the /k/) |
| 7. frock (remove the /f/)      | 22. plate (remove the /k/) |
| 8. tent (remove the last /t/)  | 23. snail (remove the /n/) |
| 9. lost (remove the last /s/)  | 24. bring (remove the /b/) |
| 10. nice (remove the /n/)      | 25. pink (remove the /k/)  |
| 11. stop (remove the /s/)      | 26. left (remove the /f/)  |
| 12. farm (remove the /m/)      | 27. card (remove the /d/)  |
| 13. monkey (remove the /k/)    | 28. spoon (remove the /p/) |
| 14. spin (remove the /s/)      | 28. hill (remove the /h/)  |
| 15. fork (remove the /k/)      | 30. every (remove the /y/) |

## Source:

Bruce, D. (1964). An analysis of word sounds by young children. *British Journal of Educational Psychology*. 34, 170

Yopp, H.K. (1988). The validity and reliability of phonemic awareness tests. *Reading research Quarterly*, Vol. 23(2), 159-177

## ASSESSING PHONOLOGICAL SKILLS

### INITIAL PHONEME IDENTIFICATION

#### Instructions

The first sound in man is /m/, mmm..an - man. Can you tell me the first sound in:

Group 1
sun
fish
at
tent
in

Group 2
shop
cry
play
smile
twenty

### SEGMENTATION

#### Instructions

Can you hear all the sounds in man - /m/ /a/ /n/?  
Can you hear all the sounds in frog - /f/ /r/ /o/ /g/?  
Can you tell me all the sounds in:

Group 1
at
fin
dog
thin
flag
skip

Group 2
cold
went
lump
strip
splash
squash

### BLENDING

#### Instructions

Now let's try to put some words back together again. Like /iii/nnn/ makes in, /p/ /aa/ /t/ makes pat. Can you put these words back together again?

Group 1
a - n
o - ff
r - u - n
p - a - t
ch - i - n

Group 2
f - r - o - g
t - a - pe
l - a - m - p
t - o - l - d
s - t - r - i - ng