PHONOLOGICAL AWARENESS

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 - rneilson@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 rneilson@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...oo” (tapping the drum). 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, rap, kite  2. sun, shirt, gem  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. right, sight, ??  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 (14)

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 ‘e’.” Note: If the child responds with a letter name, say “Yes, but what sound does that make?”

Practice: boot (u)

1. bus (u)  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)

Sutherland Phonological Awareness Test
Rudyn Neillson 1995
7. Blending (VC, CV, CVC)

Instructions: "Join the sounds I say to make a word. For example, if I say 'i... ce... ', that makes 'ice'."
Practice: m... oo... n... (moon)
1. s... cc... (sec) 2. d... ay... (day) 3. r... ou... d... (road) 4. e... 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 'bo' that leaves 'at'."
Practice: meat, take off 'meat' (eat)
1. tame - /t/ (aim) 2. shout - /sht/ (out) 3. bark - /bark/ (ark) 4. mat - /mat/ (mat)

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... i... e... e... 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 'th'; this error need not be penalized.
Practice: snake (s... n... a... ke - 4 sounds)
1. trip (t... r... i... p...) 2. spoon (s... p... ou... n...) 3. boast (b... e... a... 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 /pl/ that leaves 'ay'."
Practice: clap, take off /cl/ (lap). If child says 'ap', repeat the item, emphasising the /a/.
1. smile - /sm/ (mile) 2. gruff - /gruf/ (rough) 3. plate - /plat/ (plate) 4. swing - /swin/ (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 /tr/ in 'brake'? If you take the /tr/ out of 'brake', that leaves 'bake'."
Practice: smack, take out /sm/ (sack). If child says 'ack', remind him/her about the /s/ sound at the beginning.
1. stale - /stel/ (sale) 2. plain - /pln/ (pain) 3. frog - /frg/ (fog) 4. slash - /slsh/ (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, speg, vissk, strum, 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 house. Do not penalise voicing errors on the stops or plosives in constant blends. Do not penalise letter reversals.

Word     Acceptable variation
spag     shag
vissk    visck, visg
bouse    bohse, baws, bawse, baus
makidos  mac/dak/ics, kic, slaw
SUTHERLAND PHONOLOGICAL AWARENESS TEST

Subtest 1: Syllable Counting

Subtests 6 and 9: Segmentation of phonemes

Subtest 2: Rhyme Detection

Sutherland Phonological Awareness Test
Roslyn Neilson 1995
SUTHERLAND PHONOLOGICAL AWARENESS TEST

Subtest 12: Non-word Reading

ig

taf

spob

mesk

scrad

fouse

ripadal

Sutherland Phonological Awareness Test
Rostyn Neilson 1995
**Sutherland Phonological Awareness Test**

**Name:**

**Date:**

**Grade:**

**Age:**

**Examiner:**

### A. SYLLABIC AND SUBSYLLABIC LEVEL

<table>
<thead>
<tr>
<th>1. SYLLABLE COUNTING</th>
<th>2. RHYME DETECTION</th>
<th>3. RHYME PRODUCTION</th>
<th>4. IDENTIFICATION OF ONSET</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Stimulus Page 1</td>
<td>* Stimulus Page 1</td>
<td>* Stimulus Page 1</td>
<td>Demo: ball</td>
</tr>
<tr>
<td>Demo: kangaroo</td>
<td>Demo: cat, bell, bat</td>
<td>Demo: fan, man</td>
<td>Practice: cat, fat,</td>
</tr>
<tr>
<td>Practice: alligator</td>
<td>Practice: pig, dig, cup</td>
<td>night, light</td>
<td>Practice: sun</td>
</tr>
<tr>
<td>picnic</td>
<td>map, tap, kite</td>
<td>toe, show</td>
<td>moon</td>
</tr>
<tr>
<td>television</td>
<td>sun, shirt, gun</td>
<td>bed, red</td>
<td>torch</td>
</tr>
<tr>
<td>elephant</td>
<td>fox, box, zip</td>
<td>four, sore</td>
<td>girl</td>
</tr>
<tr>
<td>supermarket</td>
<td>wall, fish, ball</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### B. PHONEMIC LEVEL (CVC)

<table>
<thead>
<tr>
<th>5. IDENTIFICATION OF FINAL PHONEME</th>
<th>6. SEGMENTATION (1)</th>
<th>7. BLENDRING (VC, CV, CVC)</th>
<th>8. DELETION OF INITIAL PHONEME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demo: game</td>
<td>Demo: up</td>
<td>Demo: i, cc</td>
<td>Demo: boat (-b)</td>
</tr>
<tr>
<td>Practice: boo</td>
<td>Practice: pin</td>
<td>Practice: m, oo, n</td>
<td>Practice: meal (-m)</td>
</tr>
<tr>
<td>bus</td>
<td>am</td>
<td>s, ee</td>
<td>tame (-t)</td>
</tr>
<tr>
<td>cap</td>
<td>go</td>
<td>d, ay</td>
<td>shou (-sh)</td>
</tr>
<tr>
<td>roof</td>
<td>cat</td>
<td>r, oo, d</td>
<td>bark (-b)</td>
</tr>
<tr>
<td>duck</td>
<td>mug</td>
<td>g, a, te</td>
<td>mat (-m)</td>
</tr>
</tbody>
</table>

### C. PHONEMIC LEVEL (BLENDS)

<table>
<thead>
<tr>
<th>9. SEGMENTATION (2)</th>
<th>10. CC BLENDS: DELETE FIRST PHONEME</th>
<th>11. CC BLENDS: DELETE SECOND PHONEME</th>
<th>Scoring:</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Stimulus Page 1</td>
<td>Demo: play (-p)</td>
<td>Demo: brake (-t)</td>
<td>Scoring:</td>
</tr>
<tr>
<td>Demo: sleep</td>
<td>Practice: clap (-c)</td>
<td>Practice: smack (-m)</td>
<td>P: Pass = 3 or 4 correct</td>
</tr>
<tr>
<td>Practice: snake</td>
<td>smile (-s)</td>
<td>safe (-t)</td>
<td>E: Emergent = 1 or 2 correct</td>
</tr>
<tr>
<td>trip</td>
<td>gruff (-g)</td>
<td>plain (-l)</td>
<td>F: Fail = 0 correct</td>
</tr>
<tr>
<td>spoon</td>
<td>place (-p)</td>
<td>frog (-v)</td>
<td>+/- Refer to Table 1</td>
</tr>
<tr>
<td>beast</td>
<td>swing (-s)</td>
<td>slash (-sh)</td>
<td>Skills Analysis</td>
</tr>
<tr>
<td>bond</td>
<td></td>
<td></td>
<td>Subtotal: 1/44</td>
</tr>
</tbody>
</table>

### D. GRAPHEME-PHONEME CORRESPONDENCES

<table>
<thead>
<tr>
<th>12. NON-WORD READING</th>
<th>13. NON-WORD SPELLING</th>
<th>Discuss words. Use spare sheet of paper. Score 1 or 0.</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Stimulus Page 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write in child's response. Score 1 or 0.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ig</td>
<td>af</td>
<td></td>
</tr>
<tr>
<td>saf</td>
<td>rog</td>
<td></td>
</tr>
<tr>
<td>spob</td>
<td>speg</td>
<td></td>
</tr>
<tr>
<td>mask</td>
<td>visk</td>
<td></td>
</tr>
<tr>
<td>scrad</td>
<td>strom</td>
<td></td>
</tr>
<tr>
<td>house</td>
<td>bouse</td>
<td></td>
</tr>
<tr>
<td>ripadal</td>
<td>makidos</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL SCORE (Maximum = 58):**

(Refer to Figure 1: SPAT Total Scores)

**Conclusions:**

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*Sutherland Phonological Awareness Test*  
Roslyn Neilson 1995
The Yopp-Singer test of Phoneme Segmentation

Directions:

Today we’re going to play a word game. I’m going to say a word, and I want you to break the word apart. You are going to tell me each sound in the word in order. For example, if I say old, you will say o-l-d. Let’s try a few word together.

Practice items:

Ride  go  man

Test Items:

<table>
<thead>
<tr>
<th>dog</th>
<th>lay</th>
<th>keep</th>
<th>race</th>
</tr>
</thead>
<tbody>
<tr>
<td>fine</td>
<td>zoo</td>
<td>no</td>
<td>three</td>
</tr>
<tr>
<td>she</td>
<td>job</td>
<td>wave</td>
<td>in</td>
</tr>
<tr>
<td>grew</td>
<td>ice</td>
<td>that</td>
<td>at</td>
</tr>
<tr>
<td>red</td>
<td>top</td>
<td>me</td>
<td>by</td>
</tr>
<tr>
<td>sat</td>
<td>do</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source:

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

**Source:**

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

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