

The phonological awareness scope for teaching is progressive in order of the stage one assessment graph and has 3 levels per component to work through as a whole class activity. This progression does, however, include onset and rime which is not assessed.

Component of Phonological Awareness	Level 1 teaching (assessment level)	Level 2 teaching	Level 3 teaching
<b>Auditory Discrimination</b>	<b>Whole Words</b> e.g., ran ran run / pin pin pen	<b>Commonly discriminated medial vowel sounds</b> e.g., <u>ra</u> n/ <u>ru</u> n <u>pi</u> n/ <u>pe</u> n <u>fa</u> n/ <u>fu</u> n	<b>Commonly discriminated consonant, consonant blend, and digraph sounds</b> e.g., <u>va</u> n/ <u>th</u> an <u>thi</u> n/ <u>fi</u> n <u>tri</u> p/ <u>dr</u> ip
<b>Syllable Blending</b>	<b>1-2-3 syllables</b> e.g., mi/lo = milo, chim/pan/zee = chimpanzee	<b>3-4 syllables</b> e.g., oc/to/pus = octopus, hel/i/cop/ter = helicopter	<b>4-5 syllables</b> e.g., al/tig/a/tor = alligator hip/po/pot/a/mus hippopotamus
<b>Syllable Segmenting</b>	<b>2-3 syllables</b> e.g., robot = ro/bot bumblebee = bum/ble/bee	<b>3-4 syllables</b> e.g., kiwifruit = ki/wi/fruit supermarket= su/per/mar/ket	<b>4-5 syllables</b> e.g., asparagus = as/par/a/gus hippopotamus =hip/po/pot/a/mus
<b>Rhyme Identification</b>	<b>Single syllable words short vowel sounds</b> e.g., <u>me</u> n <u>te</u> n, <u>ha</u> nd <u>la</u> nd	<b>Single syllable words long vowel and r controlled sounds</b> e.g., <u>rai</u> n <u>brai</u> n, <u>he</u> re <u>the</u> re	<b>Two syllable words</b> e.g., <u>run</u> ny <u>fun</u> ny, <u>tro</u> lley <u>do</u> lly
<b>Rhyme Generation</b> <small>Building an increasing phonological lexicon by teaching and assisting the retrieval of rhyming words.</small>	<b>Single syllable words short vowel sounds</b> e.g., <u>spo</u> t <u>tro</u> t, <u>clu</u> b <u>gru</u> b	<b>Single syllable words long vowel sounds</b> e.g., <u>car</u> t <u>dar</u> t, <u>ni</u> ght <u>br</u> ight	<b>Two syllable words</b> e.g., <u>fai</u> ry <u>hai</u> ry, <u>trou</u> ble <u>do</u> uble
<b>Onset and Rime</b>	<b>Deleting the onset from the rime</b> e.g., man without the /m/ 'an' <b>Deleting the rime from the onset</b> e.g., man without the /an/ 'm'	<b>Deleting the onset from the rime</b> e.g., milk without the /m/ 'ilk' <b>Deleting the rime from the onset</b> e.g., milk without the /ilk/ 'm'	<b>Deleting the onset from the rime</b> e.g., stack without the /st/ 'ack' <b>Deleting the rime from the onset</b> e.g., stack without the /ack/ 'st'
<b>Syllable Deletion</b>	<b>Compound words - deleting end syllable</b> e.g., batman without the 'man' = bat <b>Deleting the beginning syllable</b> e.g., batman without the 'bat' = man	<b>2 syllable words deleting end syllable, then deleting beginning syllable</b> e.g., river without the 'er' = riv, and river without the 'riv' = er	<b>3 syllable words deleting end syllable then deleting beginning syllable</b> e.g., bumblebee without the 'bee' = bumble, and bumblebee without the 'bum' = blebee
<b>Initial Sound Awareness</b>	<b>Single syllable words</b> e.g., <u>see</u> , <u>sip</u>	<b>Single syllable words with blends or digraphs</b> e.g., <u>bl</u> ack, <u>br</u> ick	<b>2 syllable words</b> e.g., <u>sa</u> lmon, <u>si</u> lly or <u>na</u> ppy, <u>ni</u> ppy
<b>Initial Sound Generation</b> <small>Building an increasing phonological lexicon by teaching and assisting the retrieval of words that begin with the same sound.</small>	<b>Single syllable words</b> e.g., <u>see</u> , <u>sa</u> nd, <u>su</u> nd	<b>Single syllable words with blends or digraphs</b> e.g., <u>sh</u> rimp, <u>sh</u> red, <u>sh</u> rink	<b>2 syllable words</b> e.g., <u>pa</u> rtly, <u>pe</u> rformance, <u>pi</u> glet
<b>Blending sounds</b>	<b>2-3 sounds</b> e.g., a-s 'as' wr-a-p 'wrap'	<b>3-4 sounds</b> e.g., h-oo-d 'hood' l-u-n-ch 'lunch'	<b>4-5 sounds</b> e.g., l-e-g-o 'lego' s-p-l-a-sh 'splash'
<b>Isolating sounds</b>	<b>2-3 sounds,</b> e.g., up 'u-p' cat 'c-a-t'	<b>3-4 sounds,</b> e.g., shop 'sh-o-p' pinch 'p-i-n-ch'	<b>4-5 sounds,</b> e.g., think 'th-i-n-k' ground 'g-r-ou-n-d'
<b>Phoneme manipulation</b>	<b>Changing the beginning consonant/digraph sound to another consonant/digraph sound,</b> e.g., "If I have <u>sh</u> op, and I change the sh to 'ch', I will have <u>ch</u> op."	<b>Changing the end consonant/digraph sounds</b> e.g., "If I have ba <u>d</u> and, I change the 'd' to 't', I will have ba <u>t</u> ."	<b>Changing medial sounds/blends</b> e.g., if I have sa <u>t</u> , and I change the 'a' to 'i' I will have si <u>t</u> . e.g., "If I have br <u>an</u> d, and I change the r to 'l', I will have bl <u>an</u> d."