

Difficulty Acquiring the Alphabet Sounds - Student Record Form

Name of Student		Date of birth	
Administered by		Age	Yrs. Mths.
Date of Testing		School Year	
High Risk Factors	<input type="checkbox"/> Ear Infections? <input type="checkbox"/> Family members with language/literacy delays? <input type="checkbox"/> Student currently has a speech or language delay?		
Other Information			

This screen investigates a student's

- Ability to identify the sound at the beginning of simple words (Exercise 1).
- Ability to verbalise the sound at the beginning of simple words (Exercise 2).
- Readiness to start acquiring the alphabet sounds.

Exercise 1: Initial Phoneme Awareness

Exercise 1a: Initial Phoneme (Sound) Identification A precursor to alphabet knowledge. (Stimulus Sheet 1)

Date Tested _____

Date Retested _____

"Listen carefully. Point to all the pictures that start with..."
(Refer to Picture Sheet for Exercise 1a)

	Item 1	Item 2	Item 3	Item 4	✓ ✗ Demonstrated
/n/	net	cheese	nose	spoon	<input type="checkbox"/>
/z/	zebra	lock	zip	fork	<input type="checkbox"/>
/w/	whale	sun	net	web	<input type="checkbox"/>
/k/	dog	candle	hook	kite	<input type="checkbox"/>
/t/	turtle	tap	dog	pencil	<input type="checkbox"/>

Results: Initial phoneme awareness score ____ /5 = ____ %

Negative Observations (suggesting further skill development is required)

- i.) Did the student require the vocal emphasis of the initial sound of the words? ☐ Yes
- ii.) Did the task appear to be difficult and cognitively effortful? ☐ Yes

Exercise 1b: Verbalisation of Initial Phonemes (Sounds) (Stimulus Sheet 2)

Date Tested _____

Date Retested _____

"What does . . . start with?"
(Refer to Picture Sheet for Exercise 1b)

Item 5	Student's Response	✓ ✗ Demonstrated
rat		<input type="checkbox"/>
sock		<input type="checkbox"/>
pan		<input type="checkbox"/>
book		<input type="checkbox"/>
leaf		<input type="checkbox"/>

Results: Initial phoneme isolation score ____ /5 = ____ %

Negative Observations (suggesting further skill development is required)

- i.) Did the student require the adult to vocally emphasize the initial sound? ☐ Yes
- ii.) Did the student provide letter names? ☐ Yes

Literacy Program Targets (Select)

Review Date

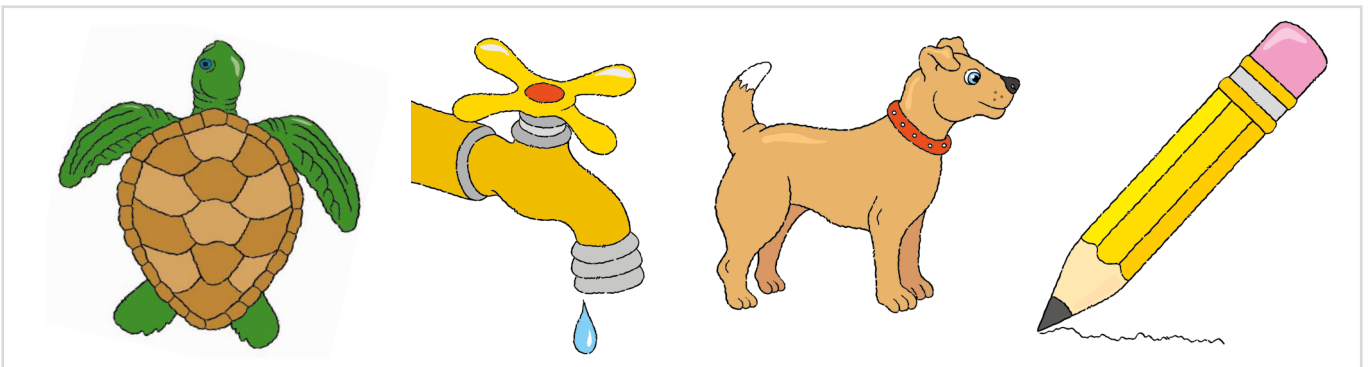
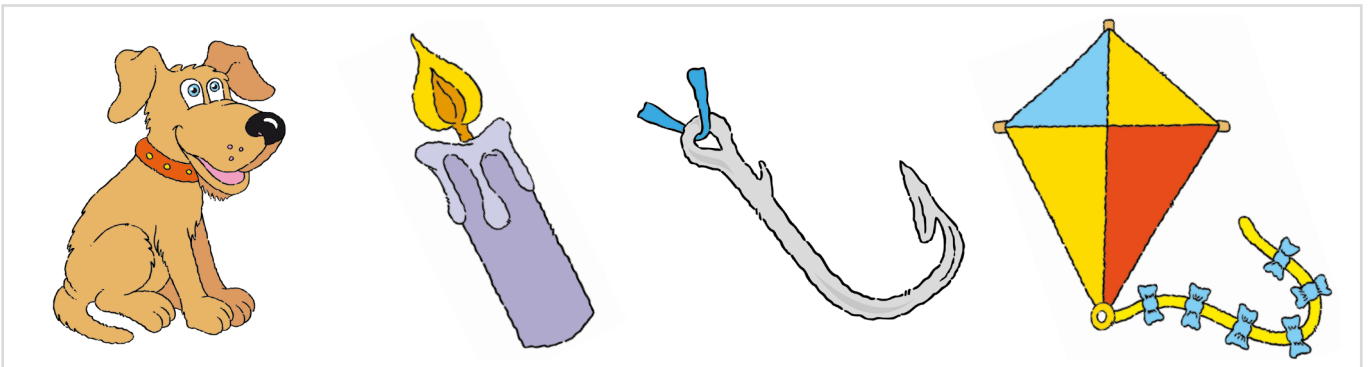
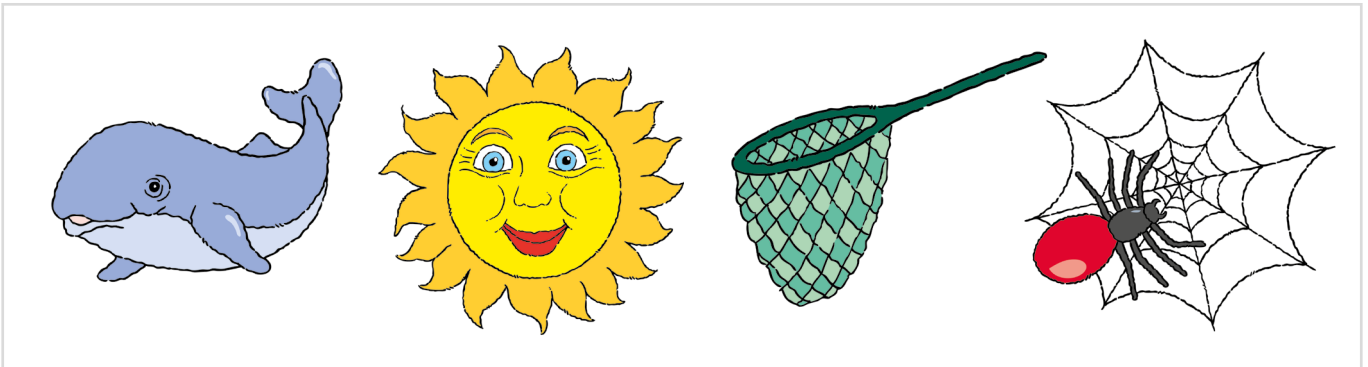
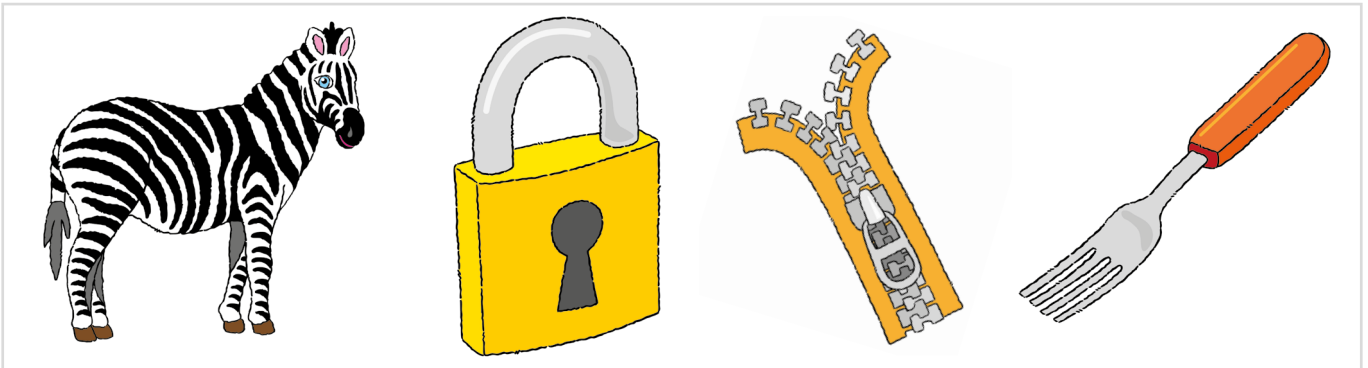
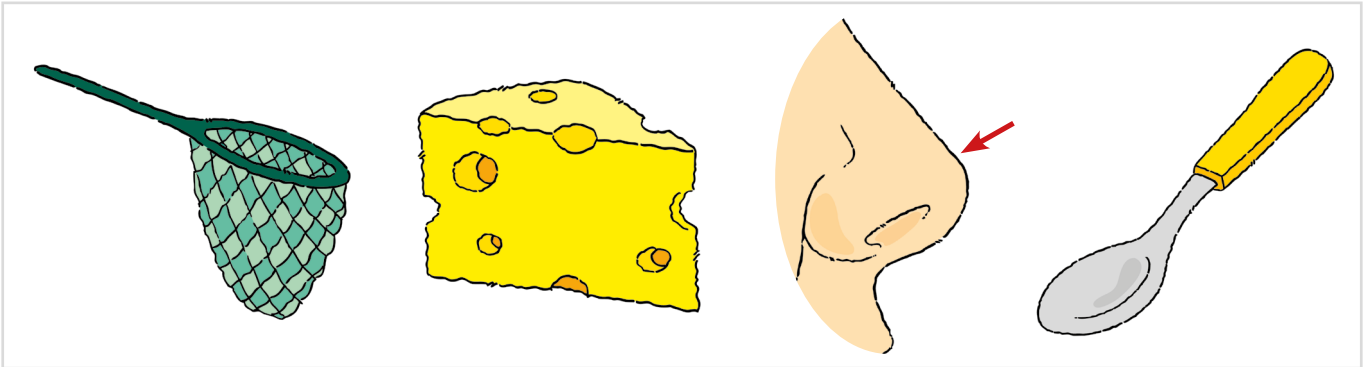
- ☐ Situation A Develop initial sound awareness first
- ☐ Situation B Introduce an alphabet program in conjunction with initial sound awareness
- ☐ Situation C Focus on vocabulary development and speaking skills before introducing initial sound awareness and alphabet sound recall.
- ☐ Situation D Other _____

Signed: _____ Date: _____

Difficulty Acquiring the Alphabet Sounds (Stimulus Sheet 1)

Stimulus Sheet for Exercise 1a Initial Phoneme (Sound) Identification

Instructions "Listen carefully. Point to all the pictures that start with . . . ?"



Difficulty Acquiring the Alphabet Sounds (Stimulus Sheet 2)

Stimulus Sheet for Exercise 1b Verbalisation of Initial Phonemes (Sounds)

Instructions "What does ... start with?"

