

# Early Years Pre-Literacy Screen - Record Form Option 1

Kindergarten (WA, QLD, SA, TAS)    Preschool (ACT, NT, NSW, VIC)

Name of Child ..... Date of Birth: .....

Relevant Background Information .....

☐ Ear Infections?

☐ Family members with language/literacy delays?

☐ Student currently has a speech or language delay?

☐ Other: .....

## Phonological Awareness Section

### Subtest 1: Syllable Segmentation (Stimulus Sheet 1)

Instructions: "What are the beats (or syllables) in _____?" [point to the picture]			Date Tested	Date Retested
Test Item	Syllables	Syllables Verbalised by Student	✓ ✗ Demonstrated	✓ ✗ Demonstrated
elephant	3 syllables		<input type="checkbox"/>	<input type="checkbox"/>
camel	2 syllables		<input type="checkbox"/>	<input type="checkbox"/>
zebra	2 syllables		<input type="checkbox"/>	<input type="checkbox"/>
octopus	3 syllables		<input type="checkbox"/>	<input type="checkbox"/>
butterfly	3 syllables		<input type="checkbox"/>	<input type="checkbox"/>
Results			___ / 5 = ___ %	___ / 5 = ___ %

### Subtest 2: Verbalisation of Initial Phoneme (A precursor to alphabet sounds.) (Stimulus Sheet 1)

Instructions: "What does _____ start with?" [point to the picture]		Date Tested	Date Retested
Test Item	Student's Response	✓ ✗ Demonstrated	✓ ✗ Demonstrated
fish		<input type="checkbox"/>	<input type="checkbox"/>
hat		<input type="checkbox"/>	<input type="checkbox"/>
jug		<input type="checkbox"/>	<input type="checkbox"/>
van		<input type="checkbox"/>	<input type="checkbox"/>
bike		<input type="checkbox"/>	<input type="checkbox"/>
Results		___ / 5 = ___ %	___ / 5 = ___ %

#### Negative Observations (suggesting further skill development is required)

- i.) Did the child require the adult to verbally emphasize the initial sound? (eg "fffffish") ☐ Yes
- ii.) Did the child provide letter names? ☐ Yes
- iii.) Did the task appear to be difficult and cognitively effortful? ☐ Yes

#### Notes

### Subtest 3a: Blending (A precursor to decoding or reading ability.)

#### Onset and Rime Level Blending

Instructions: "I am going to say 2 sounds. Put them together and guess the word."

	✓ ✗ Demonstrated	✓ ✗ Demonstrated	Results:	
b (1 second pause) ug =	<input type="checkbox"/>	<input type="checkbox"/>	Score ___ / 5 = ___ %	Date Tested _____
p (1 second pause) ot =	<input type="checkbox"/>	<input type="checkbox"/>		
c (1 second pause) ap =	<input type="checkbox"/>	<input type="checkbox"/>	Score ___ / 5 = ___ %	Date Retested _____
p (1 second pause) et =	<input type="checkbox"/>	<input type="checkbox"/>		
m (1 second pause) an =	<input type="checkbox"/>	<input type="checkbox"/>	Score ___ / 5 = ___ %	Date Retested _____

#### Negative Observations (suggesting further skill development is required)

- i.) Was the task presented with short pauses between sounds? ☐ Yes
- ii.) Did the child request the sounds to be repeated? ☐ Yes
- iii.) Did the child repeat the sounds in order to process the task? ☐ Yes
- iv.) Did the task appear difficult and cognitively effortful? ☐ Yes

#### Notes

# Early Years Pre-Literacy Screen - Alphabet Sound Knowledge Section

## Alphabet Sound RECOGNITION - Supporting READING (Stimulus Sheets 2 & 3)

Instructions: "What are these sounds?" (Refer to Sheets Supplied in Foundation and Cursive font.)

Subtest 4a: GROUP 1					Subtest 4b: GROUP 2				
Group 1	Demonstrated ✓ x ✓ x ✓ x			Concerning Observations	Group 2	Demonstrated ✓ x ✓ x ✓ x			Concerning Observations
<b>s</b>				<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting	<b>m</b>				<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting
<b>a</b>				<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting	<b>r</b>				<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting
<b>t</b>				<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting	<b>h</b>				<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting
<b>p</b>				<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting	<b>e</b>				<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting
<b>i</b>				<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting	<b>c</b>				<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting
<b>n</b>				<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting	<b>d</b>				<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting
<b>RESULTS</b>	Date tested _____			Score ____ /6	<b>RESULTS</b>	Date tested _____			Score ____ /12
	Date tested _____			Score ____ /6		Date tested _____			Score ____ /12
	Date tested _____			Score ____ /6		Date tested _____			Score ____ /12

## Alphabet Sound RECALL & FORMATION - Supporting SPELLING & WRITING

Instructions: "Write the sound \_\_\_\_?"

Subtest 5a: GROUP 1 of sounds				Subtest 5b: GROUP 2 of sounds			
Group 1	Demonstrated the recall and writing of the sounds	Demonstrated ✓ x ✓ x		Group 2	Demonstrated the recall and writing of the sounds	Demonstrated ✓ x ✓ x	
<b>s</b>	<input type="checkbox"/> Able to recall and write independently <input type="checkbox"/> Correct starting points/ formation <input type="checkbox"/> Appropriate grip <input type="checkbox"/> Was not reliant on a desk strip			<b>m</b>	<input type="checkbox"/> Able to recall and write independently <input type="checkbox"/> Correct starting points/ formation <input type="checkbox"/> Appropriate grip <input type="checkbox"/> Was not reliant on a desk strip		
<b>a</b>	<input type="checkbox"/> Able to recall and write independently <input type="checkbox"/> Correct starting points/ formation <input type="checkbox"/> Appropriate grip <input type="checkbox"/> Was not reliant on a desk strip			<b>r</b>	<input type="checkbox"/> Able to recall and write independently <input type="checkbox"/> Correct starting points/ formation <input type="checkbox"/> Appropriate grip <input type="checkbox"/> Was not reliant on a desk strip		
<b>t</b>	<input type="checkbox"/> Able to recall and write independently <input type="checkbox"/> Correct starting points/ formation <input type="checkbox"/> Appropriate grip <input type="checkbox"/> Was not reliant on a desk strip			<b>h</b>	<input type="checkbox"/> Able to recall and write independently <input type="checkbox"/> Correct starting points/ formation <input type="checkbox"/> Appropriate grip <input type="checkbox"/> Was not reliant on a desk strip		
<b>p</b>	<input type="checkbox"/> Able to recall and write independently <input type="checkbox"/> Correct starting points/ formation <input type="checkbox"/> Appropriate grip <input type="checkbox"/> Was not reliant on a desk strip			<b>e</b>	<input type="checkbox"/> Able to recall and write independently <input type="checkbox"/> Correct starting points/ formation <input type="checkbox"/> Appropriate grip <input type="checkbox"/> Was not reliant on a desk strip		
<b>i</b>	<input type="checkbox"/> Able to recall and write independently <input type="checkbox"/> Correct starting points/ formation <input type="checkbox"/> Appropriate grip <input type="checkbox"/> Was not reliant on a desk strip			<b>c</b>	<input type="checkbox"/> Able to recall and write independently <input type="checkbox"/> Correct starting points/ formation <input type="checkbox"/> Appropriate grip <input type="checkbox"/> Was not reliant on a desk strip		
<b>n</b>	<input type="checkbox"/> Able to recall and write independently <input type="checkbox"/> Correct starting points/ formation <input type="checkbox"/> Appropriate grip <input type="checkbox"/> Was not reliant on a desk strip			<b>d</b>	<input type="checkbox"/> Able to recall and write independently <input type="checkbox"/> Correct starting points/ formation <input type="checkbox"/> Appropriate grip <input type="checkbox"/> Was not reliant on a desk strip		
<b>RESULTS</b>	Date tested _____		Score ____ /6	<b>RESULTS</b>	Date tested _____		Score ____ /12
	Date tested _____		Score ____ /6		Date tested _____		Score ____ /12
	Date tested _____		Score ____ /6		Date tested _____		Score ____ /12

# Early Years Pre-Literacy Screen - Record Form Option 2

Kindergarten (WA, QLD, SA, TAS) Preschool (ACT, NT, NSW, VIC)

Name of Child ..... Date of Birth.....

Relevant Background Information .....

☐ Ear Infections?

☐ Family members with language/literacy delays?

☐ Student currently has a speech or language delay?

☐ Other .....

## Phonological Awareness Section

### Subtest 1: Syllable Segmentation (Stimulus Sheet 1)

Instructions: "What are the beats (or syllables) in _____?" [point to the picture]			Date Tested	Date Retested
Test Item	Syllables	Syllables Verbalised by Student	✓ ✗ Demonstrated	✓ ✗ Demonstrated
elephant	3 syllables		<input type="checkbox"/>	<input type="checkbox"/>
camel	2 syllables		<input type="checkbox"/>	<input type="checkbox"/>
zebra	2 syllables		<input type="checkbox"/>	<input type="checkbox"/>
octopus	3 syllables		<input type="checkbox"/>	<input type="checkbox"/>
butterfly	3 syllables		<input type="checkbox"/>	<input type="checkbox"/>
Results:			___ / 5 = ___ %	___ / 5 = ___ %

### Subtest 2: Verbalisation of Initial Phoneme (A precursor to alphabet sounds.) (Stimulus Sheet 1)

Instructions: "What does _____ start with?" [point to the picture]		Date Tested	Date Retested
Test Item	Student's Response	✓ ✗ Demonstrated	✓ ✗ Demonstrated
fish		<input type="checkbox"/>	<input type="checkbox"/>
hat		<input type="checkbox"/>	<input type="checkbox"/>
jug		<input type="checkbox"/>	<input type="checkbox"/>
van		<input type="checkbox"/>	<input type="checkbox"/>
bike		<input type="checkbox"/>	<input type="checkbox"/>
Results:		___ / 5 = ___ %	___ / 5 = ___ %

#### Negative Observations (suggesting further skill development is required)

- i.) Did the child require the adult to verbally emphasize the initial sound? (eg "fffffish") ☐ Yes
- ii.) Did the child provide letter names? ☐ Yes
- iii.) Did the task appear to be difficult and cognitively effortful? ☐ Yes

#### Notes

### Subtest 3: Blending (A precursor to decoding or reading ability.)

#### Subtest 3a: Onset and Rime Level Blending

Instructions: "I am going to say 2 sounds.  
Put them together and guess the word."

	✓ ✗ Demonstrated	✓ ✗ Demonstrated
b (1 second pause) ug =	<input type="checkbox"/>	<input type="checkbox"/>
p (1 second pause) ot =	<input type="checkbox"/>	<input type="checkbox"/>
c (1 second pause) ap =	<input type="checkbox"/>	<input type="checkbox"/>
p (1 second pause) et =	<input type="checkbox"/>	<input type="checkbox"/>
m (1 second pause) an =	<input type="checkbox"/>	<input type="checkbox"/>
Date Tested	Score ___ / 5 = ___ %	
Date Retested	Score ___ / 5 = ___ %	

#### Subtest 3b: CVC Phonemic Level Blending

Instructions: "I am going to say 3 sounds.  
Put them together and guess the word."

	✓ ✗ Demonstrated	✓ ✗ Demonstrated
m (1 second pause) u (1 second pause) g =	<input type="checkbox"/>	<input type="checkbox"/>
s (1 second pause) u (1 second pause) n =	<input type="checkbox"/>	<input type="checkbox"/>
f (1 second pause) a (1 second pause) n =	<input type="checkbox"/>	<input type="checkbox"/>
b (1 second pause) e (1 second pause) d =	<input type="checkbox"/>	<input type="checkbox"/>
t (1 second pause) a (1 second pause) p =	<input type="checkbox"/>	<input type="checkbox"/>
Date Tested	Score ___ / 5 = ___ %	
Date Retested	Score ___ / 5 = ___ %	

#### Negative Observations (suggesting further skill development is required)

- i.) Was the task presented with short pauses between sounds? ☐ Yes
- ii.) Did the child request the sounds to be repeated? ☐ Yes
- iii.) Did the child repeat the sounds in order to process the task? ☐ Yes
- iv.) Did the task appear difficult and cognitively effortful? ☐ Yes

#### Notes

# Early Years Pre-Literacy Screen - Alphabet Sound Knowledge Section

## Subtest 4: Alphabet Sound RECOGNITION - Supporting READING (Stimulus Sheets 2 & 3)

Instructions: "What are these sounds?" (Refer to Sheets Supplied in Foundation and Cursive font.)

Subtest 4a: Group 1				Subtest 4b: Group 2				Subtest 4c: Group 3			
Group 1	Demonstrated ✓ x ✓ x	Concerning Observations		Group 2	Demonstrated ✓ x ✓ x	Concerning Observations		Group 3	Demonstrated ✓ x ✓ x	Concerning Observations	
<b>s</b>		<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting		<b>m</b>		<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting		<b>f</b>		<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting	
<b>a</b>		<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting		<b>r</b>		<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting		<b>l</b>		<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting	
<b>t</b>		<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting		<b>h</b>		<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting		<b>g</b>		<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting	
<b>p</b>		<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting		<b>e</b>		<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting		<b>o</b>		<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting	
<b>i</b>		<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting		<b>c</b>		<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting		<b>u</b>		<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting	
<b>n</b>		<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting		<b>d</b>		<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting		<b>b</b>		<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting	
<b>RESULTS</b>	Date tested _____ Score ____ /6			<b>RESULTS</b>	Date tested _____ Score ____ /12			<b>RESULTS</b>	Date tested _____ Score ____ /18		
	Date retested _____ Score ____ /6				Date retested _____ Score ____ /12				Date retested _____ Score ____ /18		
	Date retested _____ Score ____ /6				Date retested _____ Score ____ /12				Date retested _____ Score ____ /18		

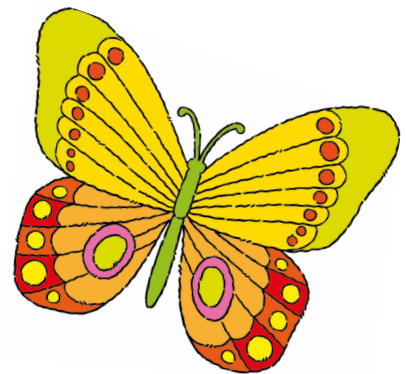
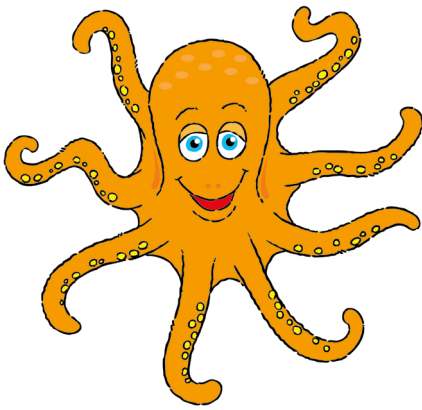
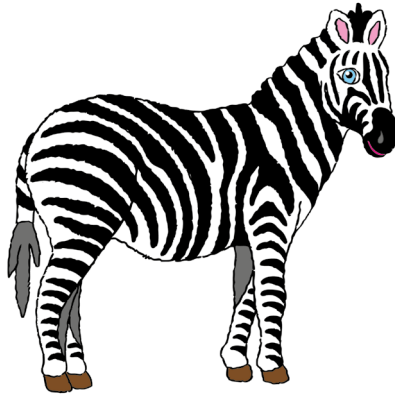
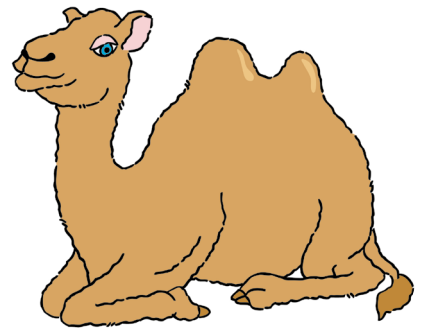
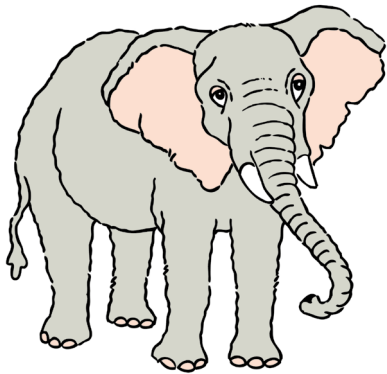
## Alphabet Sound RECALL & FORMATION - Supporting SPELLING & WRITING

Instructions: "Write the sound \_\_\_\_?"

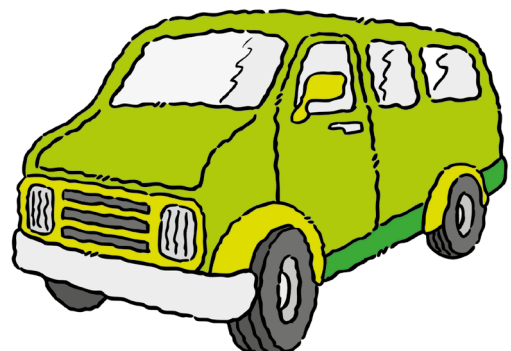
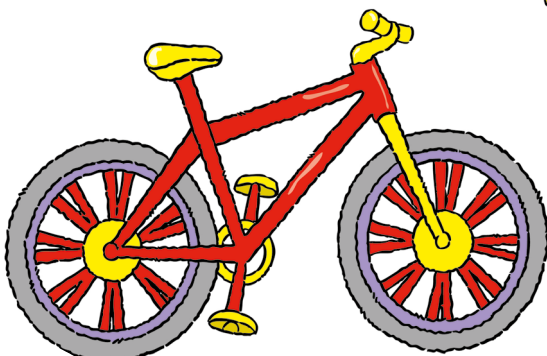
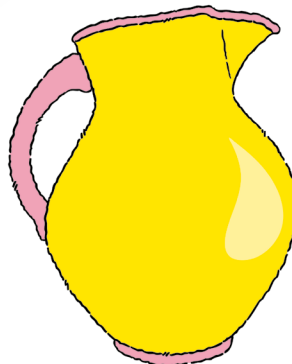
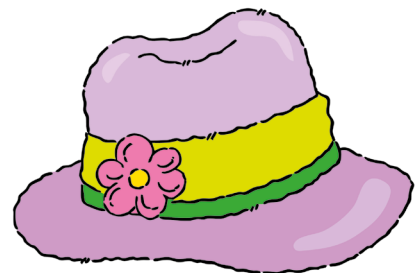
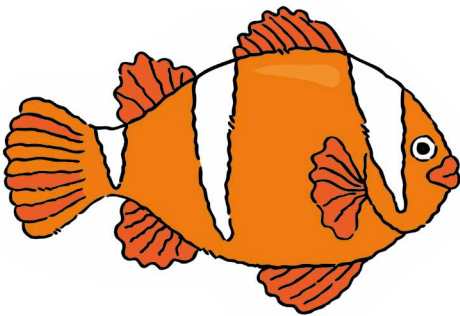
Subtest 5a: Group 1 of sounds			Subtest 5b: Group 2 of sounds			Subtest 5c: Group 3 of sounds					
Group 1	Demonstrated the recall and writing of the sounds	Student Experienced Difficulty	Group 2	Demonstrated the recall and writing of the sounds	Student Experienced Difficulty	Group 3	Demonstrated the recall and writing of the sounds	Student Experienced Difficulty			
<b>s</b>	<input type="checkbox"/> Able to recall and write independently <input type="checkbox"/> Correct starting points/ formation <input type="checkbox"/> Appropriate grip <input type="checkbox"/> Was not reliant on a desk strip		<b>m</b>	<input type="checkbox"/> Able to recall and write independently <input type="checkbox"/> Correct starting points/ formation <input type="checkbox"/> Appropriate grip <input type="checkbox"/> Was not reliant on a desk strip		<b>f</b>	<input type="checkbox"/> Able to recall and write independently <input type="checkbox"/> Correct starting points/ formation <input type="checkbox"/> Appropriate grip <input type="checkbox"/> Was not reliant on a desk strip				
<b>a</b>	<input type="checkbox"/> Able to recall and write independently <input type="checkbox"/> Correct starting points/ formation <input type="checkbox"/> Appropriate grip <input type="checkbox"/> Was not reliant on a desk strip		<b>r</b>	<input type="checkbox"/> Able to recall and write independently <input type="checkbox"/> Correct starting points/ formation <input type="checkbox"/> Appropriate grip <input type="checkbox"/> Was not reliant on a desk strip		<b>l</b>	<input type="checkbox"/> Able to recall and write independently <input type="checkbox"/> Correct starting points/ formation <input type="checkbox"/> Appropriate grip <input type="checkbox"/> Was not reliant on a desk strip				
<b>t</b>	<input type="checkbox"/> Able to recall and write independently <input type="checkbox"/> Correct starting points/ formation <input type="checkbox"/> Appropriate grip <input type="checkbox"/> Was not reliant on a desk strip		<b>h</b>	<input type="checkbox"/> Able to recall and write independently <input type="checkbox"/> Correct starting points/ formation <input type="checkbox"/> Appropriate grip <input type="checkbox"/> Was not reliant on a desk strip		<b>g</b>	<input type="checkbox"/> Able to recall and write independently <input type="checkbox"/> Correct starting points/ formation <input type="checkbox"/> Appropriate grip <input type="checkbox"/> Was not reliant on a desk strip				
<b>p</b>	<input type="checkbox"/> Able to recall and write independently <input type="checkbox"/> Correct starting points/ formation <input type="checkbox"/> Appropriate grip <input type="checkbox"/> Was not reliant on a desk strip		<b>e</b>	<input type="checkbox"/> Able to recall and write independently <input type="checkbox"/> Correct starting points/ formation <input type="checkbox"/> Appropriate grip <input type="checkbox"/> Was not reliant on a desk strip		<b>o</b>	<input type="checkbox"/> Able to recall and write independently <input type="checkbox"/> Correct starting points/ formation <input type="checkbox"/> Appropriate grip <input type="checkbox"/> Was not reliant on a desk strip				
<b>i</b>	<input type="checkbox"/> Able to recall and write independently <input type="checkbox"/> Correct starting points/ formation <input type="checkbox"/> Appropriate grip <input type="checkbox"/> Was not reliant on a desk strip		<b>c</b>	<input type="checkbox"/> Able to recall and write independently <input type="checkbox"/> Correct starting points/ formation <input type="checkbox"/> Appropriate grip <input type="checkbox"/> Was not reliant on a desk strip		<b>u</b>	<input type="checkbox"/> Able to recall and write independently <input type="checkbox"/> Correct starting points/ formation <input type="checkbox"/> Appropriate grip <input type="checkbox"/> Was not reliant on a desk strip				
<b>n</b>	<input type="checkbox"/> Able to recall and write independently <input type="checkbox"/> Correct starting points/ formation <input type="checkbox"/> Appropriate grip <input type="checkbox"/> Was not reliant on a desk strip		<b>d</b>	<input type="checkbox"/> Able to recall and write independently <input type="checkbox"/> Correct starting points/ formation <input type="checkbox"/> Appropriate grip <input type="checkbox"/> Was not reliant on a desk strip		<b>b</b>	<input type="checkbox"/> Able to recall and write independently <input type="checkbox"/> Correct starting points/ formation <input type="checkbox"/> Appropriate grip <input type="checkbox"/> Was not reliant on a desk strip				
<b>RESULTS</b>	Date tested _____ Score ____ /6			<b>RESULTS</b>	Date tested _____ Score ____ /12			<b>RESULTS</b>	Date tested _____ Score ____ /18		
	Date retested _____ Score ____ /6				Date retested _____ Score ____ /12				Date retested _____ Score ____ /18		
	Date retested _____ Score ____ /6				Date retested _____ Score ____ /12				Date retested _____ Score ____ /18		

## Early Years Pre-Literacy Screen - Stimulus Sheet 1

**Syllable Segmentation** "What are the beats (or syllables) in \_\_\_\_\_?" [point to the picture]



**Verbalisation of Initial Phoneme (Sound)** "What does \_\_\_\_\_ start with?" [point to the picture]



## Early Years Pre-Literacy Screen - Stimulus Sheet 2 (Foundation Font)

Alphabet Sound Recognition (supporting Reading) "What are these sounds?"

Group 1

s

a

t

p

i

n

Group 2

m

r

h

e

c

d

Group 3

f

l

g

o

u

b

Group 4

j

z

x

y

k

q

w

v

## Early Years Pre-Literacy Screen - Stimulus Sheet 3 (Cursive Font)

Alphabet Sound Recognition (supporting Reading) "What are these sounds?"

Group 1	s	a	t
	p	i	n
Group 2	m	r	h
	e	c	d
Group 3	f	l	g
	o	u	b
Group 4	j	z	x
	y	w	q
	k	v	