

# Pre-Test of Phonemic Awareness and Letter Name Recognition for Book 1

If your learner finds one or more of these areas challenging, you will need to address these in Book 1, as they are referred to and extended in the subsequent books.

Use the grid below to work out where your learner is with the following learning goals. If they score 1-4 in an area, this will need revision using Book 1 before moving onto that area in Book 2.

	Beginning	Developing	Confident
Correct Answers	1-2	3-4	5-6

## PHONEMIC AWARENESS:

Able to recall a pattern of different vocal sounds:	Score
Ask your learner to listen to the pattern of sounds below and then repeat the pattern back to you. <b>Practise:</b> "I will say a pattern of sounds and I want you to repeat them. Shall we practise? 'Bop-whee-bop.' Your turn."	
1. Nee-naw-nee-naw 2. Ding-dong-ding	3. Sshhh-ooo-zzzz 4. Mmm-whee-pop
5. Ssss-eeeek-booo-zzzz 6. Bang-ch-ch-naa-whoo	/ 6

Able to identify words in sentences:	Score
Ask your learner to listen to one of the sentences below. Ask them to repeat the sentence and count how many words are in each sentence. They can use their fingers to count as they say each word, or counters. <b>Practise:</b> "You are going to repeat a sentence after me, and count each word on your fingers as you say it. Let me show you: 'I have red shoes.' (model counting on fingers) 'This sentence has 4 words in it.'"	
1. The boy is running. 2. A train is going fast.	3. My hat is bright red. 4. I like to swim fast.
5. My friends like to play tag. 6. The dog has big, floppy, brown ears.	/ 6

Able to identify rhyming words:	Score
Ask your learner to tell you if you word pairs rhyme with a yes or a no. <b>Practise:</b> "I will say two words and I want you to tell me if they rhyme (sound the same at the end of the word). For example if I say 'dog and frog' the answer would be 'Yes, these are rhyming words.'"	
1. cat, hat (answer: yes) 2. bang, go (answer: no)	3. man, pop (answer: no) 4. bug, dug (answer: yes)
5. shop, drop (answer: yes) 6. Ben, bag (answer: no)	/ 6

Able to identify syllables in words:	Score
Ask your learner to listen to the word you say and break it up into its parts/syllables. (They can clap or tap this). <b>Practise:</b> "I will say a word and I want you to break it into the parts (or syllables) that make up the word. For example: 'Spiky' would be 'Spi-ky'."	
1. baby (answer: ba-by) 2. kiwi (answer: ki-wi)	3. igloo (answer: ig-loo) 4. butterfly (answer: butt-er-fly)
5. crocodile (answer: croc-o-dile) 6. helicopter (answer: hel-i-cop-ter)	/ 6

Able to count how many syllables are in a word:	Score
Ask your learner to listen to the word you say and break it up into its parts/syllables, then tell you how many syllables are in that word. (They can clap or tap this). <b>Practise:</b> "I will say a word and I want you to tell me how many parts (or syllables) make that word. For example: 'Carr-ot' would be 2 syllables."	
1. car (answer: 1) 2. bubbles (answer: 2)	3. jacket (answer: 2) 4. dinosaur (answer: 3)
5. astronaut (answer: 3) 6. caterpillar (answer: 4)	/ 6

# Pre-Test of Phonemic Awareness and Letter Name Recognition for Book 1

Use the grid below to work out where your learner is with the following learning goal. If they score 1-9 in an area, this will need revision using Book 1 before moving onto that area in Book 2.

	Beginning	Developing	Confident
Correct Answers	1-3	4-9	10-11

## GRAPHEME KNOWLEDGE:

Able to identify the letters of the alphabet:												Score
<b>Preparation:</b> Write the letters A a to K k on separate pieces of paper like flashcards. Put the uppercase (capital) letters on one side and the lowercase letters on the other side to check them separately. Show each one and ask your learner what the name of this letter is. <b>Practise:</b> Show A. "What is the name of this letter?" If they correctly say A, then tick below and score. Show cards in a random order, but all uppercase first.												
A <input type="checkbox"/>	F <input type="checkbox"/>	K <input type="checkbox"/>	b <input type="checkbox"/>	g <input type="checkbox"/>	Uppercase / 11							
B <input type="checkbox"/>	G <input type="checkbox"/>		c <input type="checkbox"/>	h <input type="checkbox"/>								
C <input type="checkbox"/>	H <input type="checkbox"/>		d <input type="checkbox"/>	i <input type="checkbox"/>								
D <input type="checkbox"/>	I <input type="checkbox"/>		e <input type="checkbox"/>	j <input type="checkbox"/>								
E <input type="checkbox"/>	J <input type="checkbox"/>	a <input type="checkbox"/>	f <input type="checkbox"/>	k <input type="checkbox"/>								

Able to name and write the strokes of our handwriting scheme, Forest Friends:					Score
If this is the only area your learner is unfamiliar with, you may wish to purchase our separate handwriting booklet, which takes you through the whole process, from strokes to letter formation. Purchase from <a href="http://www.addepteducation.co.nz/shop-literacy-write-letters-right">www.addepteducation.co.nz/shop-literacy-write-letters-right</a>					
1. Short stick		3. Caterpillar		5. Stink bug	
2. Tall stick		4. Butterfly feeler		6. Tulip	
				7. Rainbow	



# Literacy for all Learners

[www.addepteducation.co.nz](http://www.addepteducation.co.nz)