

<b>Age</b>	<b>Phonological Awareness Skill</b>	<b>Description of Skill</b>	<b>Example of Skill</b>
3-4 years	Spontaneously Produces Rhyme	The child sings or chants rhyming words without awareness of what rhyme is; vocal play with rhyme	[Child is pretending to read a book and says] <i>"Pig jig wig"</i>
4-5 years	Identifies Rhyme	The child identifies that some words have the same ending sounds or sound the same at the end.	<i>Pig wig.</i> <i>Do pig and wig rhyme?</i>
4-5 years	Segment Syllables	Child identifies the number of syllables in a word by tapping, clapping, or in some way indicating that he or she hears the number of syllables in a word.	<i>Let's clap out the word hamburger: ham bur ger</i>  or <i>How many parts do you hear in baseball?</i>
4-5 years	Blend Syllables	Given a word that has been segmented into syllables, the child states the word created by blending the syllables together.	<i>What word am I saying?</i> <i>Ham bur ger</i> or <i>What does ma ca ro ni say?</i>
5 years	Delete Syllables	The child deletes a syllable from a word and states what remains.	<i>Lightbulb. Say lightbulb without light.</i> <i>Bulb.</i>
5+ years	Generates Rhymes	The child says words that rhyme when asked.	<i>Tell me a word that rhymes with pig.</i> or <i>Tell me as many words as you can that rhyme with dad.</i>
6 years	Blend Phonemes	Given the sounds in a word that has been segmented, the child blends the sounds to form the word.	<i>Listen: /s/ /l/ /k/. What word did I say? That's right, sick.</i>

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6 years	Segment Phonemes	Given a word, the child segments the phonemes in the word.	<i>What are the sounds you hear in ship? That's right: /sh/ /l/ /p/ or Does mom start with /m/?</i>
6-7 years	Judge Whether Words Rhyme	The child compares a group of words and chooses the ones that rhyme or the child chooses one that does not rhyme with the others.	<i>Pig wig cup jig. Which one doesn't rhyme? or Pig wig cup. Which words rhyme?</i>
6-7 years	Categorize Rhyme	The child forms classes of words that go together because they rhyme. This is a precursor to understanding word families.	<i>Group these words together so that the words in the groups rhyme. Ready, listen: hat, head, bed, sat, cat, led.</i>
7 years	Delete Phonemes	The child deletes a phoneme from a word and says the new word or a silly (nonsense) word.	<i>/dog/. Say /dog/ without the /g/. Or Say /dog/ without the first sound. or /duk/. /uk/. What sound did I leave out?</i>
7 years	Manipulate Phonemes	The child is able to manipulate the phonemes in words by substituting, changing, or transposing phonemes.	<i>Say /muk/. Now say /muk/ with a/d/ instead of /m/. or /duk/. /muk/. Which sound did I change?</i>
7+ years	Manipulate Syllables	The child manipulates syllables in words, to form a new word or a silly (nonsense) word.	<i>Say hamburger. Now say hamburger with gum instead of ger.</i>

\*\*adapted from *Development of Phonological Awareness Skill* by Linda R. Schreiber, CCC-SLP  
([http://www.speechpathology.com/articles/article\\_detail.asp?article\\_id=342](http://www.speechpathology.com/articles/article_detail.asp?article_id=342))