



ADULT GUIDE · PHONOLOGICAL AWARENESS

Hear rhyme and sound positions

What this pack helps with

Hear and compare rhyme, initial and final phonemes, phoneme counts and vowel letters.

Before you begin

An adult says speech sounds cleanly, follows the learner's taught phonics programme and records first attempts.

Pencil and optional counters. Use only correspondences and real words already taught unless a task is visibly labelled constructed-word practice.

How to use evidence

Say whole words naturally. Avoid added schwa on isolated consonants where possible. Keep hearing, blending, reading, segmenting and spelling as separate evidence and record one precise next step.

Print A4 at actual size. Child pages are 2-5; pages 6-7 contain models, rubrics and next steps. Colour is optional.

Limits and source

Examples are programme-, word- and accent-bound. A completed sheet does not prove fluent reading, independent spelling, universal pronunciation rules or topic mastery. DfE national curriculum in England: English programmes of study and English Appendix 1 (OGL v3.0). Original TheLearnDen tasks; the eight constructed words are reused from the separately reviewed phonics-check source. This is not an official assessment.



LISTEN · SAY · BLEND · SEGMENT

Hear rhyme and sound positions

Name: _____ Date: _____

1. Hear the first phoneme

The adult says each word. Circle the correct sound.

sun

f

s

t

moon

n

f

m

fish

th

f

s

thin

f

sh

th

Listen to the whole spoken word. Letter names are not the target.

2. Hear the final phoneme

The adult says each word. Circle the correct sound.

map

t

p

m

sun

m

s

n

fish

f

sh

s

ring

k

n

ng

This records the final phoneme heard, not the final letter name.



LISTEN · SAY · BLEND · SEGMENT

Hear rhyme and sound positions

3. Count the phonemes

Say each word. Circle the number of speech sounds.

ship

2

3

4

tent

3

4

5

moon

2

3

4

goat

2

3

4

A phoneme is a speech sound. The number of letters can differ from the number of phonemes.

4. Hear f and th

The adult says one word from each pair. Circle what you hear. The target is on the adult page.

fan

than

fin

thin

free

three

first

thirst

The target words stay on the adult page. Only an adult-heard response is evidence of the f/th contrast.



LISTEN · SAY · BLEND · SEGMENT

Hear rhyme and sound positions

5. Find the vowel letter

Circle the vowel letter in each reviewed word.

cat	e	a	u
hen	i	o	e
pig	a	i	o
hot	u	e	o
sun	i	u	a

This finds printed vowel letters. It does not claim that each vowel letter has only one sound.

6. Choose the rhyme

The adult says the words. Circle the word that rhymes.

cat	sun	hat	log
log	frog	fish	fan
bee	tree	boat	book
light	moon	night	nest

Rhyme is judged by the spoken ending. Accent and word pronunciation can affect the match.



LISTEN · SAY · BLEND · SEGMENT

Hear rhyme and sound positions

7. Choose the rhyme

The adult says the words. Circle the word that rhymes.

cake

snake

sock

cup

boat

goat

gate

bit

chair

chin

bear

car

town

crown

train

ten

The printed words support the task; the adult-heard spoken rhyme is the evidence.

8. Choose the next sound step

Use the evidence from this pack.

initial phoneme heard

final phoneme heard

phoneme count to revisit

rhyme to try again

A short sample cannot establish complete phonological awareness.



ADULT ANSWERS AND FEEDBACK · 1 OF 2

Use the model, record the evidence

Keep the first attempt. Use each boundary and choose one fresh recheck. Do not total a score.

- 1** **s; m; f; th**
sun—s; moon—m; fish—f; thin—th Adult says each word naturally; child circles the first phoneme.
Look for: Responds to the sound at the start. Treats th as one phoneme in thin. **Next:** Say one fresh taught word with the same initial phoneme.
- 2** **p; n; sh; ng**
map—p; sun—n; fish—sh; ring—ng Adult says each word naturally; child circles the final phoneme.
Look for: Responds to the last sound heard. Keeps sh and ng together as phonemes. **Next:** Contrast one word that starts and ends differently.
- 3** **3; 4; 3; 3**
ship—3; tent—4; moon—3; goat—3 Say the word, stretch its phonemes without adding schwa, then circle the count.
Look for: Counts sounds rather than letters. Keeps digraphs together. **Next:** Use counters for one fresh taught word.
- 4** **Adult-heard or adult-recorded evidence**
Adult prompts: than; fin; three; first. Adult says one word from each pair; child circles what was heard. Accept the learner's usual accent and record uncertainty.
Look for: Uses the initial sound, not word shape alone. Keeps first attempts visible. **Next:** Revisit one confused pair with an adult model.



ADULT ANSWERS AND FEEDBACK · 2 OF 2

Use the model, record the evidence

Keep the first attempt. Use each boundary and choose one fresh recheck. Do not total a score.

5 a; e; i; o; u

cat—a; hen—e; pig—i; hot—o; sun—u Circle the printed vowel letter in each reviewed word.

Look for: Identifies a, e, i, o and u in exact words. Does not turn the letter into a universal sound rule. **Next:** Find the vowel letter in one fresh taught word.

6 hat; frog; tree; night

cat—hat; log—frog; bee—tree; light—night Adult says the choices naturally; child circles the rhyming word.

Look for: Matches the ending sound. Does not rely only on shared final letters. **Next:** Generate one fresh rhyme orally.

7 snake; goat; bear; crown

cake—snake; boat—goat; chair—bear; town—crown Adult says the choices naturally; child circles the rhyming word.

Look for: Matches the spoken rime. Accepts the learner's usual accent. **Next:** Say the pair again without showing the print.

8 Adult-assessed next step

Example: sun starts s; map ends p; recount tent; retry chair/bear. Record exact observed sound evidence and one fresh oral recheck.

Look for: Names a word and response, not a broad score. Keeps letter and speech-sound evidence distinct. **Next:** Recheck orally before showing the answer.