

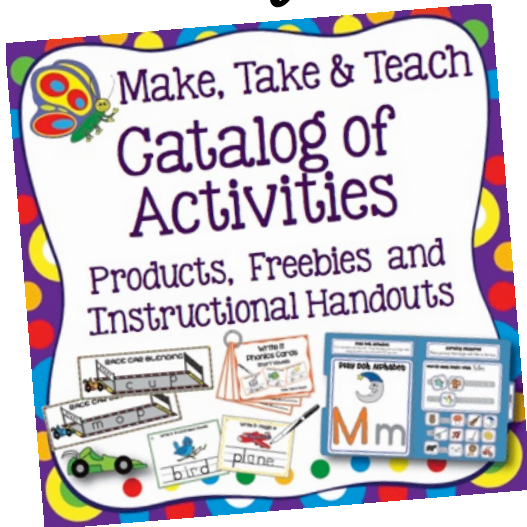


Developmental Sequence of Phonological Skills

80-90% of typical students achieve a targeted phonological skill

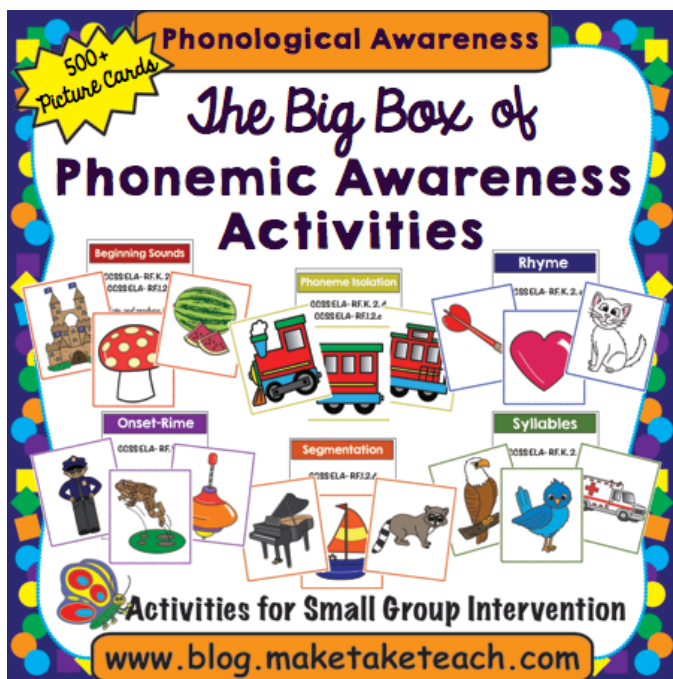
| Age | Skill | Example |
|-------|--|---|
| 4 | Rote imitation and enjoyment of rhyme and alliteration | cat hat sat bat mat Sally sang silly songs |
| 5 | Recognizing Rhyme Clapping/Counting Syllables | Which two rhyme? bat, bug, hat dog (1 syllable), turtle (2 syllables) |
| 5 1/2 | Blends Onset and Rime Produces a Rhyme Isolates Beginning Sound | /b/ /oat/ (boat), /t/ /ree/ (tree) Tell me a word that rhymes with cat. (rat) Say the first sound in 'net'. (/n/) |
| 6 | Syllable Deletion Blending of 2- and 3- phoneme words Segments 2- and 3- phoneme words (no blends) | Say "tulip" now say it again, but don't say /tu/ (lip) /s/ /u/ /n/ (sun), /b/ /o/ (bow) Say the sounds in the word "boat" as you move a bead for each sound (/b/ /o/ /t/) |
| 6 1/2 | Segments words that have up to 3- or 4- phonemes (including blends) Phoneme substitution to build new words (no blends) | Say the sounds in the word "black" as you move a bead for each sound (/b/ /l/ /a/ /k/). Change the /c/ in "cat" to /b/ (bat) |
| 7 | Phoneme Deletion (initial and final word positions) | Say "seed". Now say it again without the /d/ (see) |
| 8 | Phoneme Deletion (initial position including blends) | Say "sled". Now say it again without the /s/ (led) |
| 9 | Phoneme Deletion (medial and final blend positions) | Say "snail". Now say it again without the /n/ (sail) |

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