



Developmental Sequence of Phonological Skills

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

Age	Skill	Example
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), /k/ /up/ (cup) 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).

Adams, et al., 1998; Gillon, 2004; Goswami, 2000, Paulson, 2004; Rath, 2001

Be sure to visit www.maketaketeach.com for ideas and activities for teaching phonological and phonemic awareness skills!