

Grade 1: BASELINE 2025

PHONOLOGICAL AWARENESS SCREENING TEST (PhAST)

Name and Surname: _____ DOB: _____
Teacher: _____ Teacher: _____

1. Counting words in sentences:

Teacher: "I am going to say a sentence. I want you to count and tell me how many words are in my sentence. Listen carefully. Are you ready?" The teacher demonstrates by putting one finger up for each word, as she says the sentence. "Let's count and see how many words are in my sentence." The teacher and learners count her fingers together and say the answer.

Example of a sentence with only monosyllabic words: "The tall boy ate all his food."

1 2 3 4 5 6 7

Come with me. ____ (3)

She swam in the pool. ____ (5)

She packed her books in her bag. ____ (7)

Total: /3

2. Blending (Synthesis):

Teacher: "I am going to say 2 words" (or parts of words if working with syllables). The teacher demonstrates with her two fists held apart from each other. "We're going to put them together to make one big word." The teacher demonstrates by putting her two fists together. "I want you to tell me what the big word is/ what they say together. Are you ready? Let's practice together..."

Compound Word Level:

Example: Teacher: "Sun' (show right fist) and 'shine' (show left fist and put 2 fists together) together make... (prompt the learners to say the correct answer) 'sunshine.'

cup + cake (cupcake) ____

sun + block (sunblock) ____

Syllable Level:

Teacher: "Mon' (show right fist) and 'day' (show left fist and put 2 fists together) together make ... (prompt the learners to say the correct answer) 'Monday.'

Help + ful (helpful) ____

ham + ster (hamster) ____

Total:

Onset-Rime Level:

Teacher: "C' (show right fist) and 'at' (show left fist and put 2 fists together) together make ... (prompt learners to say the correct answer) 'cat.'" 4

m + e (me) _____

s + ee (see) _____

Total: /2

Phoneme Level:

Teacher: "Ssssun" (the teacher says the word, emphasizing/ lengthening the initial sound, whilst tapping her left shoulder and then saying the remainder of the word as she moves her right hand from her left shoulder, down her arm to her left hand) "starts with a ... " (prompt the learners to respond). The learners respond, saying the beginning sound: "s."

f + u + n (fun) _____

r + o + t (rot) _____

Total: /2

3. Segmenting/ Isolation (Analysis):

Teacher: "I am going to say a big word (show 2 fists together). I want you to break it up into 2 smaller words (the teacher demonstrates this by separating her fists). Are you ready? Let's practice together...."

Example: Teacher: "This word is 'sunshine' (teacher shows 2 fists together). Let's break it up: the beginning word/ part is (prompt the learners, showing your right fist) 'sun' and the end part is ... (prompt the learners, showing your left fist) ...shine."

Once your learners are familiar with breaking up compound words, you can speed up the pace as follows:

matchbox -the beginning part is _____. (match)

rainbow- if I remove the word 'rain' I have _____ (bow) (2)

Syllable Level:

Teacher: "I am going to say a big word (show 2 fists together). I want you to break it up into 2 smaller **parts** (teacher demonstrates by separating her fists). Are you ready? Let's practice together...."

Example: Teacher: "This word is 'Monday' (teachers shows 2 fists together). Let's break it up: the beginning word/ part is (prompt the learners, showing your right fist) 'Mon' and the end part is ... (prompt the learners, showing your left fist) ...'day."

spi + der -The beginning part in spider is _____ **sum** + mer – The beginning part of summer is _____ (2)

Onset-Rime Level:

Example: Teacher: "This word is 'cat' (teacher shows 2 fists together). Let's break it up: the beginning word/ part is (prompt the learners, showing your right fist) 'c' and the end part is ... (prompt the learners, showing your left fist) ...'at."

my – the beginning part is _____ (m) and the end is _____ (y)

pie- the beginning part is _____ (p) and the end is _____ (ie) (2)

Total: /6

4. Addition:

Teacher: "Now we're going to add sounds to make words."

Teacher: 'If I have 'ra' (use blending motion from your shoulder to the middle of your left arm) and I add 'sh' to the end (tap your left hand), I have ... (prompt) rash." NOW TRY.

'ru' add 'n' at the end ____ (run)

'eeth' add 't' at the beginning of the word ____ (teeth)

Total: /2

5. Deletion:

Teacher: "Now we're going to take away a sound from the beginning of my word. Can you tell me what I have left?"

Word: flat- take away the /f/ now you have ____ (lat)

Word: pot- take away the /p/ now you have ____ (ot)

Total: /2

6. Substitution:

Teacher: "I have the word 'lot' (use the blending motion). If I take away the 'l' (pretend to take the sound away from your shoulder) and put a 'p' (tap your left shoulder/ pretend to put a 'p' on your shoulder), what do I have?"

Learners: "pot."

Word: ran- take away the /r/ and add /m/ My new word is _____. (man)

Word: bun- take away the /b/ and add /f/. My new word is _____. (fun)

Total: /2

Skills	Marks	Learner's Score
Counting words in sentences	3	
Blending		
Compound word and syllable level	4	
Onset and rime	2	
Phoneme level	2	
Segmenting		
Compound level	2	
Syllable level	2	
Onset and rime	2	
Complex level of skills		
Addition	2	
Deletion	2	
Substitution	2	
Total	23	

Checklist

Observation Guide

- Observe these skills during the first three weeks of school as part of regular Listening and Speaking, Reading, Handwriting, or Writing activities.
- Assess a few learners each day for a manageable process.

Key:
✓ Comply
● Partly
comply
X Cannot

Perceptual Skills	✓	●	X
Skills			
Visual Discrimination: (The ability to spot differences between similar things)			
Visual Memory: (The ability to remember what something looks like after seeing it)			
Visual Sequencing: (The ability to put things in the right order)			
Visual Closure: (The ability to recognise something when part of it is missing)			
Figure Ground: (The ability to find something specific in a busy background)			
Spatial Awareness and Directionality (Understanding where things are in space and which way they go)			
Basic Literacy Skills			
Writes own name correctly			
Identifies and names basic colours			
Follows simple instructions independently			
Demonstrates understanding of left-to-right directionality (e.g., tracking text)			
Understands common vocabulary by naming or pointing to familiar objects.			
Recognises familiar signs and logos (e.g., STOP sign, and food labels).			
Correctly sequences events or pictures			
Listens and responds appropriately to spoken instructions or questions.			
Retells a simple story in sequence			
Motor Skills			
Successfully traces or copies basic shapes and lines.			
Uses scissors to cut along straight or simple curved lines.			
Maintains an appropriate posture when seated for table activities.			
Manipulates small objects (e.g., buttons, beads) with control.			
Reaches across the body with either hand (important for reading and writing flow).			
Holds crayon with a mature grip			
Demonstrates hand dominance			

Tips:

- Check one skill area at a time
- Make notes of specific examples
- Use during both structured and free play times
- Keep checking over several weeks
- Remember every child develops at their own pace