

Homework without the hassle

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Word and Sound Builders – Foundation

Table of Contents	
Presentation: Word and Sound Builders	
Display: Sentence, Word and Sound	
Display: Joining Sounds	
Display: Taking Words Apart	
Model: Sentence Models	
Model: Sound Models	
Cards: Picture Cards 1	
Cards: Picture Cards 2	
Cards: Picture Cards 3	
Mat: Sentence Counter Mat	
Mat: Sound Counter Mat	
Prompts: Adult Blend Prompts	
Prompts: Adult Segment Prompts	
Activity: Position Listening Activity	
Activity: Partner Listening	
Game: Build a Word Board	
Game: Build a Word Rules and Prompts	
Guide: Adult Naming and Sound Guide	
Share: My Listening Share Mat	
Worksheet 1: Words in Sentences	
Worksheet 2: Joining Sounds	
Worksheet 3: Taking Words Apart	
Worksheet 4: Sound Places	
Worksheet 5: My Listening Reflection	
Quiz: Word and Sound Builders	
Assessment: Fresh Listening + Adult Record	
Rubric: Listening Skills	



Teacher guide: oral listening

Purpose and sequence

Five flexible 35–45 minute Foundation lessons move from sentences and words to joining, separating and locating sounds. Children respond orally, by pointing, with counters or through familiar AAC. Reading, letter names, handwriting and speed are not entry requirements or scores.

Before the week

Prepare displays pp. 14–16, models pp. 17–18, the 18 picture cards pp. 19–21, sentence mat p. 22 and sound mat p. 23. Use safe age-appropriate counters, pencils and a device for the presentation. Adults cut cards. Make worksheet copies without the following red answer pages.

One consistent routine

Say which unit is being counted: words in a sentence or sounds in a word. Listen. Say it. Move one counter for each word or sound. Check by saying it again. Give normal-paced sentences, pure speech sounds and sufficient processing time.

Vocabulary and context

Name every picture before the activity. Pin means safety pin, pan means cooking pan, net means catching net and mat means floor mat. Introduce cap as baseball cap in Lesson 4. Accept familiar equivalent name in discussion, then agree the intended target before listening. Record naming help separately.

Using the decks

Presentation slides 1–7 support Lesson 1, 8–11 Lesson 2, 12–14 Lesson 3, 15–18 Lesson 4 and 19–22 Lesson 5. The 22-slide quiz has ten questions with separate feedback slides. Read prompts aloud. Keep alternatives unspoken until the first oral attempt. The quiz supports retrieval; the fresh task establishes individual evidence.

Teacher guide: naming and evidence

Exact picture banks

p. 19: cat, dog, sun, mug, map, pan. p. 20: pin, pig, fan, hat, pen, bed. p. 21: cup, pot, bus, net, rat, mat. All eighteen intended names have three phonemes. p. 26 and WS4 also introduce cap. Use each picture name consistently, including cup and mug.

Pure sounds and short vowels

Stretch /m/, /s/ and /f/. Clip /p/, /t/ and /k/ without adding an uh. The slash notation is adult shorthand for spoken sounds, not letter names. /a/ is the short vowel in map, /u/ in sun, /i/ in pin, /e/ in bed and /o/ in pot. Accept Australian accent and dialect variation.

Useful distinctions

Little has two syllables but remains one sentence word. In and up each have two sounds; explain their meanings or try rather than inventing an object picture. Optional ship has three phonemes although four letters. Box has four phonemes and is not a three-sound model.

Adult prompts and game key

p. 24 blends. sun, map, fan, pin, cat, mug, in that order. The segmenting prompts on p. 25 use cat, pig, bed, cup, pot, net: three sounds each. The game stations on p. 28 use sun, map, pig, bed, cup, net also have three sounds. First/middle/last keys: sun /s/u/n/, map /m/a/p/, pig /p/i/g/, bed /b/e/d/, cup /k/u/p/, net /n/e/t/.

Honest observation

Record the initial response separately from a response after vocabulary teaching, repeat, model, choices or AAC. Familiar AAC is access support; record whether it also supplied the target answer. Partner success and pictured choices do not establish unaided attainment. Use p. 43 and p. 44 to choose a useful next teaching step.

Lesson 1: words in sentences

Goal and language

Separate a spoken sentence into words, including a, the and can. Use sentence, word, listen, repeat and check. Success evidence: one counter for each word in a fresh sentence, with the count unit stated.

Resources

Presentation slides 1–7; p. 14, p. 17, p. 22; WS1 p. 32 and following key p. 33; counters. Use animals in the worksheet to establish dog, cat, pig and hen vocabulary. Adults hold the sentence script out of pupil view.

Warm-up and model: 5 + 8 minutes

Say: "Listen to the whole sentence: Dogs run." Repeat moving one counter on dogs and one on run. Say: "I counted words. Dogs is one word; run is one word." Then model The cat sleeps with three counters. Children echo the sentence, not a broken list first.

Guided learning: 10 minutes

Say A pig can run. Children move counters, then repeat and check four. Next The red hen can run happily. Say The little dog can see me and check six. Clarify little is one sentence word even if its syllables can be clapped twice. Do not use claps as the word-count answer.

Child task and closing: 14 + 3 minutes

Use p. 22 with new sentences A dog can sit and The pig is in bed. Then read WS1 prompts in row order. Children mark their own dot count in each blank strip. Observe individual responses before a group check. Close: "What did one counter mean today?" Answer: one word. Flex to 35–45 minutes.

Lesson 1: key and next teaching

Exact WSI script and key

Row 1 Dogs run. = 2 words. Row 2 The cat sleeps. = 3. Row 3 A pig can hop. = 4. Row 4 The red hen can run. = 5. Row 5 The little dog can see me. = 6. Punctuation contributes no spoken word. The answer page shows exactly 2, 3, 4, 5, 6 red dots.

Support

Begin with a known two-word sentence. Adult models once, then with draws the model and offers a new attempt. Allow a child to point while an adult moves the counter at the child's direction. If a child omits the or a, repeat the full natural sentence and specifically listen for every word.

Extension

Ask a child to create a meaningful new four-to-six-word sentence. Adult repeats the agreed sentence and checks one counter per word. Compare two sentences with different word counts. Do not add a reading or spelling task.

EAL/D and communication access

Explain unfamiliar vocabulary through objects, gesture or home-language discussion before assessment. Use familiar sentence meanings. Give quiet processing time and normal AAC access. Record vocabulary help rather than marking it as failure to hear word boundaries.

Observation and next step

Note whether short grammatical words are represented and whether the child counts syllables instead of words. Record first response, later prompt and checking strategy. Reteach the count unit with a short sentence if needed. Store evidence for comparison with Lesson 5; this practice page alone is not a hard pass threshold.

Lesson 2: joining sounds

Goal and language

Blend three pure spoken phonemes into a familiar whole word. Use sound, join, word and check. Give an oral attempt before showing the two pictured choices. Reading printed words is not part of this task.

Resources

Presentation slides 8–11; p. 15, p. 18, picture cards pp. 19–20 and adult prompt p. 24; WS2 p. 34 and key p. 35. Keep p. 24 and the key out of pupil view. The target picture names are sun, map, fan, pin, cat and mug.

Warm-up and model: 5 + 8 minutes

Name familiar objects. Contrast the whole word map with slowly spoken /m/ /a/ /p/. Stretch /m/ and bring the sounds close together, then say map. Explain that /a/ means the short spoken vowel, not the letter name. Model /s/ /u/ /n/ and join sun.

Guided practice: 3 minutes

Give /f/ /a/ /n/ and wait. Ask children to join the sounds. Then use /p/ /i/ /n/, clipping /p/ without puh. Check pin with its safety-pin picture only after the oral try. Return to a smooth continuous consonant if stops obscure the word.

Child task and closing: 14 + 3 minutes

For each p. 24/WS2 item, hide choices first, say the exact sound sequence and record the first response. Then reveal the appropriate pair to support practice. Children circle the picture after listening. Close with one new oral blend using a familiar card, without copying a previous answer. Flex to 35–45 minutes.

Lesson 2: script and support

Exact WS2 script

Rows 1–6: /s/ /u/ /n/; /m/ /a/ /p/; /f/ /a/ /n/; /p/ /i/ /n/; /k/ /a/ /t/; /m/ /u/ /g/. Use the short vowels in sun, map and pin, not letter names. Target answers: sun, map, fan, pin, cat, mug.

Choice pairs and key

Row 1 sun/bed: sun. Row 2 cup/map: map. Row 3 fan/hat: fan. Row 4 pin: pin. Row 5 cat/dog: cat. Row 6 pan/mug: mug. If using a worksheet with visible choices, cover that row until after the initial attempt. A choice-supported answer is recorded as supported practice.

Support

Reduce the pause between sounds and repeat once. Model one example, then use a different target. For two-sound support, explain up or in orally and blend /u/ /p/ or /i/ /n/. Do not use misleading object pictures for these words.

Extension and cues

Use fresh familiar words /p/e/n/, rat /r/a/t/ or hat /h/a/t/. Child gives a short sound sequence for a partner to join, with adult checking. EAL/D learners receive picture naming before the target; children may use AAC or select a picture after an oral attempt. Record which support supplied the answer.

Observation and next step

Distinguish no response, unfamiliar vocabulary and difficulty joining pure sounds. Note stop-sound uh additions and letter-name answers. If choices are needed, teach with a continuous initial sound next. Do not score handwriting, speech accent, speed or confidence.

Lesson 3: taking words apart

Goal and language

Segment a familiar single-syllable word into its phonemes, then blend to check. Use sound, separate, counter and join. The child chooses the count on a continuous blank strip, rather than filling a preset three-frame answer.

Resources

Presentation slides 12–14; p. 16, p. 18, cards pp. 19–21, p. 23 and p. 25; partner activity p. 27; WS3 p. 36 and key p. 37. Use safe counters or dots, with alternative pointing/movement responses.

Warm-up and model: 5 + 8 minutes

Retrieve oral blending with map. Adult says sun, stretches /s/ /u/ /n/ and moves one counter for each. Say: "These are sounds. I will join them to check sun." Compare one spoken word with its three sounds. Name cat and model /k/ /a/ /t/ with clipped stops.

Guided practice: 8 minutes

Name pig. Children say /p/ /i/ /g/ and move counters. Join again to check. Repeat with bed and cup. Adult asks "Are we counting words or sounds?" before the turn and uses the child's count rather than showing a ready-made answer frame.

Child task and closing: 14 + 3 minutes

Partners use p. 27 with adult checking the first round. Give individual turns on fresh pot and net. Complete the six WS3 rows, naming each picture before the sound task. Children mark their own dots. Close by joining one segmented word and explaining what each counter represented. Flex to 35–45 minutes.

Lesson 3: sound key and evidence

Exact WS3 key

Cat /k/a/t/; pig /p/i/g/; bed /b/e/d/; cup /k/u/p/; pot /p/o/t/; net /n/e/t/. Each has three sounds. The matching key contains three red dots in each original blank strip. Do not count printed letters, syllable claps or the whole word as a single phoneme.

Support

Adult names the target before scoring and models once if required. Use up /u/p/ or in /i/n/ as two-sound supports after explaining meaning. Allow the child to direct an adult's counter movement or use their usual AAC. Record whether the adult also supplied the sounds.

Extension

Choose a fresh familiar card such as bus /b/u/s/ or hat /h/a/t/ and ask the child to explain their counter count. Optional adult model: ship /sh/i/p/ has three sounds although four letters. This is an oral extension with no essential digraph or spelling score.

EAL/D and pronunciation

Accept regional vowel quality. Agree an intended name after vocabulary teaching. If a picture is called cup rather than mug or mat rather than rug, establish the target word kindly before the sound turn. Motor drawing ability and speech production differences are not target scores.

Observation and next step

Note one action per phoneme, middle-vowel omission, extra uh after stops and whether blending checks the result. Record independent and model-supported attempts separately. Use a short known word with a continuous first sound for reteaching, then withdraw support on a fresh word.

Lesson 4: first, middle and last

Goal and language

Hear the individual sound in a named position and compare that same position across familiar words. Use first, middle, last and match. Record the three positions separately, rather than treating initial-sound success as all-position mastery.

Resources

Presentation slides 15–18; cards pp. 19–21; position activity p. 26; WS4 p. 28 and key p. 39. Introduce the new cap picture as baseball cap. Name every target and choice before asking for a sound comparison.

Warm-up and model: 5 + 8 minutes

Segment map as /m/ /a/ /p/. Say first /m/, middle /a/, last /p/. Model pan in the same way. Ask for spoken sounds, not multiple letter names. Point to positions on the adult's three moved counters, not a letter-labelled chart frame.

Guided learning: 10 minutes

First: say cat, cup, pan and isolate /k/. Middle: name pin, pan, pig and compare their vowels. Last: name cap, cat, cup and compare final /p/. Give the target sound orally before asking for picture match if the child needs modelling.

Child task and closing: 14 + 3 minutes

Use p. 26 and then the six WS4 comparisons in order. Ask a child for the target's sound first, then offer the named choices. Circle a match after listening and say both words to check the position. Close with a fresh net, cup or bed sound-place question. Flex to 35–45 minutes.

Lesson 4: exact comparison key

First-sound comparisons

Row 1 cat first /k/: cup matches, sun does not. Row 2 mug first /m/: map matches, bed does not. Always name the target and both options aloud. A spoken letter name is not the requested sound answer.

Middle-sound comparisons

Row 3 pin middle short /i/: pig matches, pan does not. Row 4 bed middle short /e/: pen matches, pot does not. Accept dialectal vowel quality while keeping the same-position comparison meaningful.

Last-sound comparisons

Row 5 cap last /p/: cup matches, cat does not. Row 6 hat last /t/: hat matches, map does not. The activity on p. 26 and WS4 lists in row order are cup, map, pig, pen, cup, hat. The worksheet key circles only those original pictures in red.

Support and success

Use a whole-word naming check, then stretch or clip the isolated target sound. Reduce to a single position and one comparison at a time. Let children point or use AAC. EAL/D learners receive picture naming and meaning before the target observation. Record prompts and picture choices honestly.

Extension and evidence

Ask for the sound first without choices, then a fresh familiar word sharing that position. Adult checks the sound and accepts accents. Note first, middle and last separately and any naming help. If the middle is difficult, reteach with a known three-sound word and explicitly listen for its short vowel.

Lesson 5: fresh listening skills

Goal and language

Transfer word counting, oral blending, segmentation and sound isolation to fresh familiar items. Use independent, check and next practice in adult planning. Children do not need to read, write or explain with long sentences to demonstrate the oral skills.

Resources

Presentation slides 19–22; cooperative board p. 28 and rules p. 29; shared mat p. 31; WS5 p. 40 and model p. 41; fresh task p. 42, adult record p. 43 and rubric p. 44; 18-slide quiz. Keep keys and adult scripts hidden during initial responses.

Warm-up and guided practice: 5 + 8 minutes

Review what a counter means in a sentence and in a word. Model one cooperative game turn and partner check. Name state and pictures. Every child practises joining, separating and sound places, with quiet processing time and no timed race.

Individual exercise: 10 minutes

While peers practice with an adult, observe children individually using p. 42/p. 43. Give the exact fresh sentence, blend, segment and position prompts on the next page. Record first response before repeating or offering help. Spread observations across the day if needed, rather than rushing nine items.

Share and closing: 9 + 3 minutes

Children use p. 31 or WS5 to draw, point, move counters or give an adult-scribed oral example. State one useful next practice. Use the quiz for separate retrieval and reasoned feedback, without replacing the individual observation. Flex the core lesson to 35–45 minutes.

Lesson 5: final script and next step

Fresh sentence and blend prompts

Say A hen can sit. = 4 words; The dog can hop. = 4 words. Then say /p/ /e/ /n/ for pen and /r/ /a/ /t/ for rat. Give an unaided oral attempt before repeats, models or choices. The child panel contains no printed target or answer cues.

Fresh segmentation and positions

Name bus and hat before asking for their sounds: /b/u/s/ and /h/a/t/, then one each. Ask "What is the first sound in net?" /n/; "What is the middle sound in cup?" short /u/; "What is the last sound in bed?" /d/. Record each position separately.

WS5 possible model

Personal responses vary. The page 41 exemplar is a possible oral model: "I joined /s/ /u/ /n/ and said sun." "I said /k/ /a/ /t/ for cat." Next practice: "I will listen for middle sounds." Accept truthful individual examples in place of the model. No single correct drawing or personal answer is required.

Support, extension and access

Explain unfamiliar vocabulary first and label that help. Give familiar AAC or counter access, without showing a keyed answer. After the first response, provide an exact repeat, model or choice and record it separately. Extension asks for a new sentence or word that the adult checks orally.

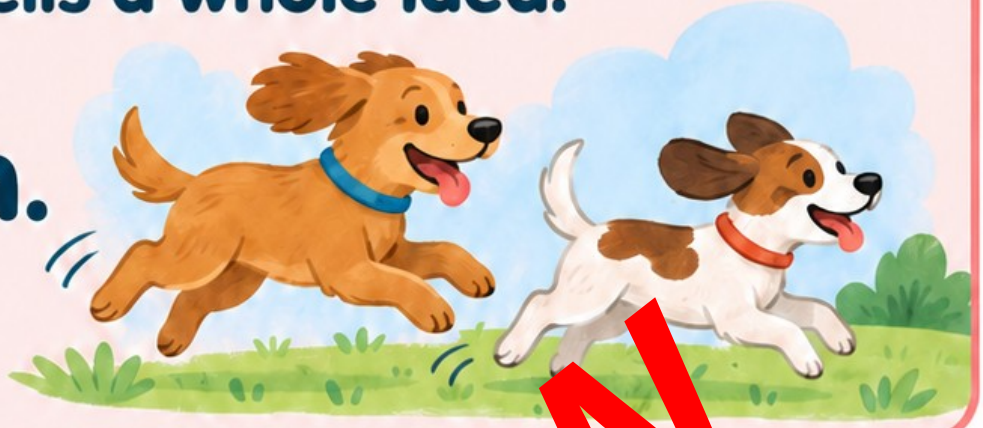
Rubric and next teaching

Use p. 44 with patterns across lessons and the fresh task. Identify which skills are model-supported, prompted or increasingly independent; avoid a false numeric pass cutoff. Choose one specific next step, such as including the in sentence counts or hearing a middle vowel. Never score accent, handwriting, speed, eye contact or compliance.

Sentence, word and sound

A **sentence** tells a whole idea.

Dogs run.



A **word** is one part of a sentence.

Say one word: dogs



A **sound** is one small part we hear in a word.
Listen to the sounds in sun.



Tell me: are we counting words or sounds?



Joining sounds

Small
sounds
make big
words!

We can listen, say and join sounds to make a word.

1 Listen to the sounds.



2 Say them close together.



3 Say the words.



4 Check it makes sense.

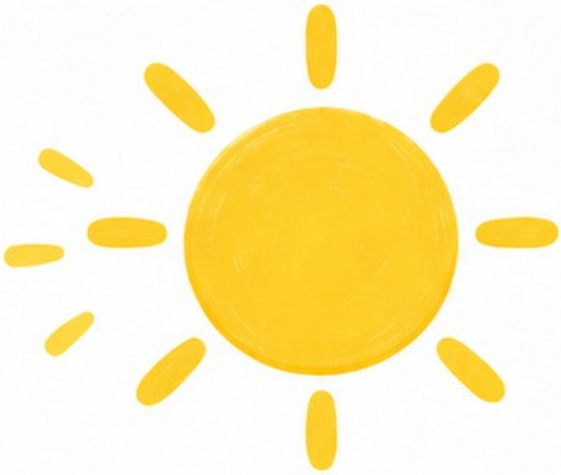


Adult model: say the short sounds in map, then join them.



Taking words apart

1 Say the whole word.



2 Stretch and listen.



3 Move one counter for each sound.



4 Join the sounds to check.

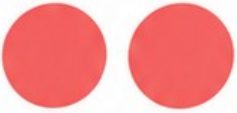


Sounds are what we hear.

One counter for each word

Adult modelling page

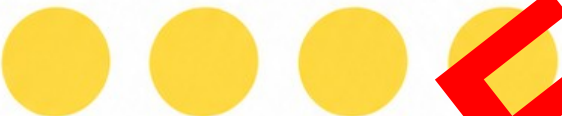
Dogs run.



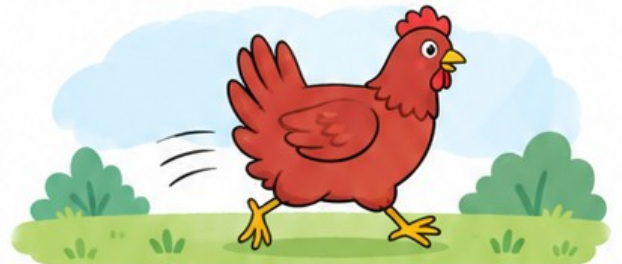
The cat sleeps.



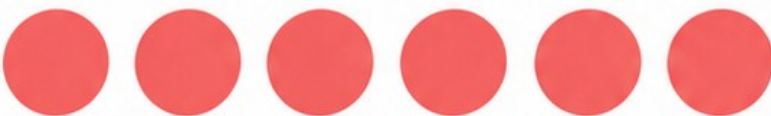
A pig can hop.



The rooster can run.



The little dog can see me.



Say the whole sentence first. Repeat and move one counter per word.
Little is still one word.



One counter for each sound

Adult modelling page



Say **up**. Hear two sounds.



Say **map**. Hear three sounds.

Try **up**

Try **map**

PREVIEW

- Use the short vowel sound.
- Clip stop sounds. Say /p/, without adding an uh.
- Stretch /m/ /a/ /p/, then say map.
- Say sun. Tap /s/ /u/ /n/, then join again.



Count sounds, not letters or syllables.





Listening picture cards



PREVIEW

Adult names each picture before use.





Listening picture cards



PREVIEW



Adult names each picture before use.

Listening picture cards



Adult names each picture before use.



Words in a sentence



Adult says the sentence. Move one counter for each word.



Say the sentence again to check

PREVIEW





Listen

Say

Move

Check



Sounds in a word

Say the word. Move one counter for each sound.



Join the sounds and check the word.



Adult blending prompts

Keep this page out of the child's view.

Say the sounds first. Wait for an oral answer.
Then offer picture choices if needed.

1.

/s/ /u/ /n/

2.

/m/ /a/ /p/

3.

/f/ /a/ /n/

4.

/n/ /i/ /n/

5.

/k/ /a/ /t/

6.

/m/ /u/ /g/

Use the short vowel sound in each word.
No letter names. Record an oral attempt
before choices. Answer key is in the teacher plan.



Adult segmenting prompts



Keep the answer key out of the child's view.

Name the picture. Ask the child to say the word and move one counter per sound. Join to check.



1. Say cat.



2. Say pig.



3. Say bed.



4. Say cup.



5. Say pot



6. Say net.



Optional support: say up or in.
Explain the meaning first.

Record vocabulary help separately. Key is in the teacher plan.





Where is the sound?

Adult names the pictures and asks about one sound position.



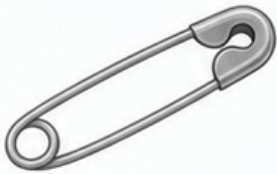
First



First



Middle



Middle



Last



Last



Say each word. Listen to the same place. Check the sound.



Partner listening

Listen carefully. Say the word. Count the sounds together!



1



Choose a picture.
Say its name.



Partner listens
and moves a
counter for
each sound.

3



Join the sounds
and say the
word.

4



Swap roles
and try a
new picture.

PREVIEW



Did we count words
or sounds?



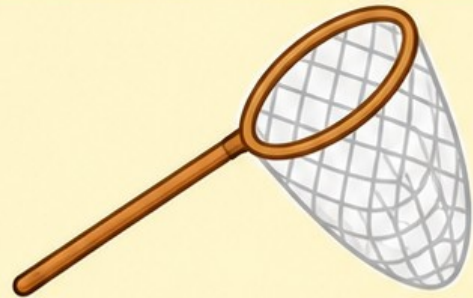
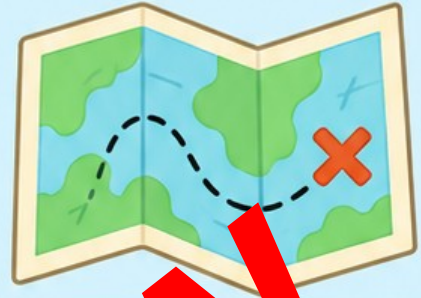
Adult checks
the first round.



Build a Word



Work together. Every turn is a listening turn.



Adult names the picture. Use the prompt cards.
Say it again to check.



Build a Word: rules

- 1 Choose a station. Adult names the picture.
- 2 Pick a prompt. Give time to listen.
- 3 Child answers. Partner checks with the adult.
- 4 Swap roles. Visit every station together.



Adult says the
sounds. Child
joins the sounds.



Child says the
sounds. Move
counters.



What is the
first sound?



What is the
middle sound?



What is the
last sound?



Say the word
again to check.



Try an oral answer before picture choices. No timed race.



Word and Sound Builders

➤ Look. Say. Listen. Build. ➤

Small sounds
make big words!

Naming and sound guide

Name before scoring

Use the intended name. Accept a child's dialect. Teach unfamiliar picture names first.



Concrete picture names

pin = safety pin; pan = cooking pan;
net = catching net; mat = floor mat;
cap = baseball cap



Pure sounds

Search /m/, /n/ and /l/. Ship /p/, /t/ and /k/.
Don't add an uh



Short vowels

Use the spoken vowel in map, sun, pin,
bed and pot. Sound notation is adult
shorthand.



Useful support

up and in each have two sounds.
Explain their meanings orally.



Keep counts separate

Little has two syllables but is one
sentence word. Ship has three sounds,
although four letters. Fox has four sounds.



Vocabulary help and sound help are different.
Record both truthfully.



➤ Listening helps words grow. ➤





My listening share



Say, point, move counters or use your usual communication support.

I can join sounds

I can take sounds apart

PREVIEW

My spoken example



My next practice

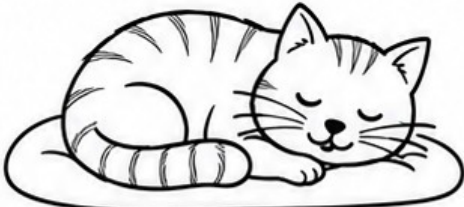
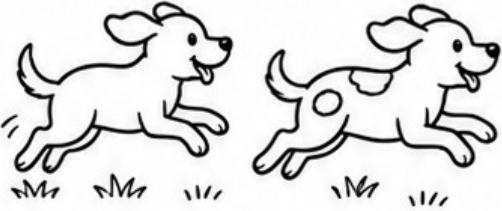




Words in sentences

Name: _____

Listen to the adult. Mark one dot for each word.

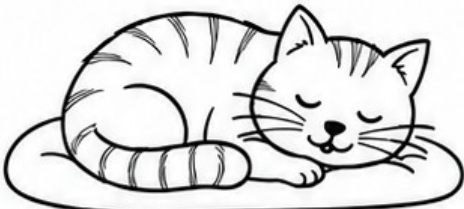
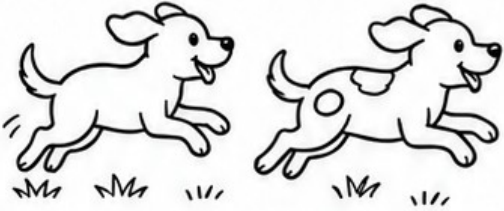


Say the whole sentence again to check.

Words in sentences

Name: **ANSWERS**

Listen to the adult. Mark one dot for each word.

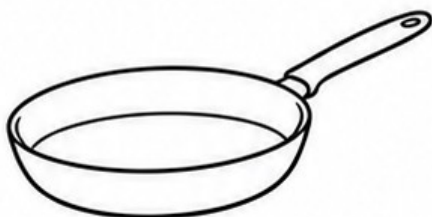
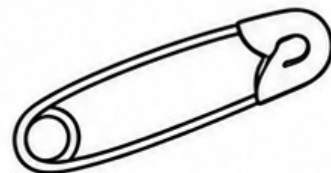
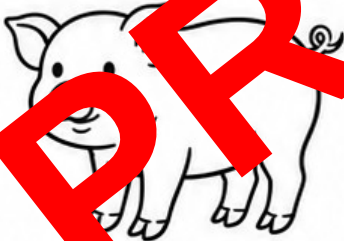
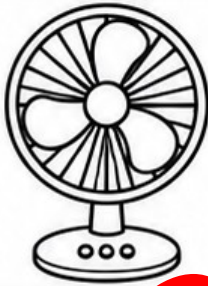


Say the whole sentence again to check.

Joining sounds

Name: _____

Listen. Say the word first. Then circle the picture.

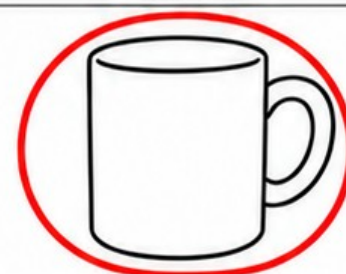
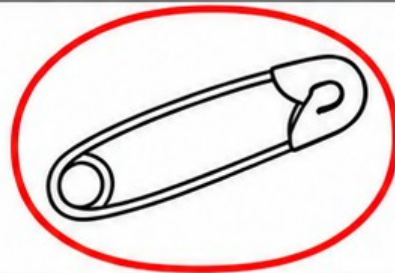
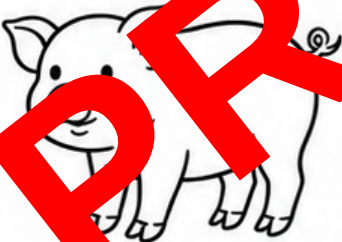
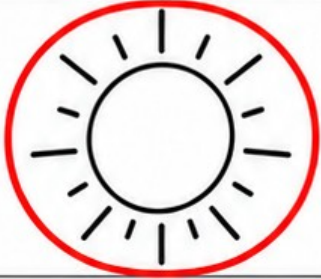


Adult gives the sounds. Record the first oral answer before choices.

Joining sounds

Name: ANSWERS

Listen. Say the word first. Then circle the picture.

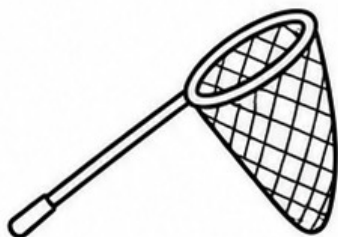
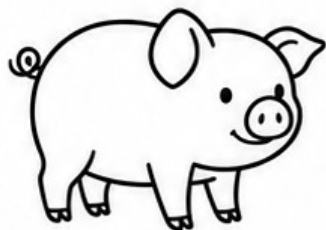
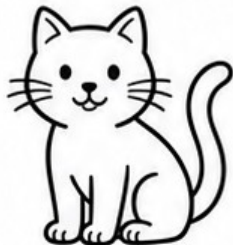


Adult gives the sounds. Record the first oral answer before choices.

Taking words apart

Name: _____

Say the picture name. Mark one dot for each sound.

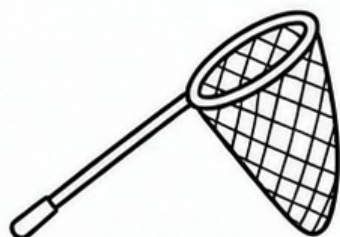
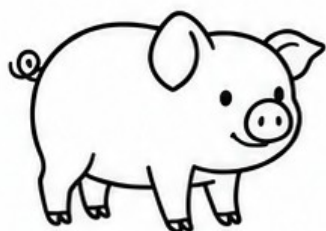


Join the sounds and say the word again.

Taking words apart

Name: **ANSWERS**

Say the picture name. Mark one dot for each sound.

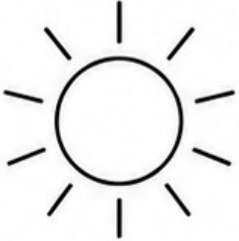
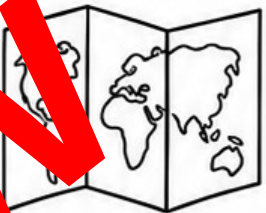
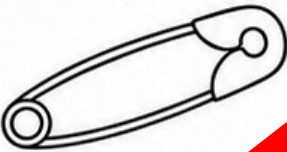
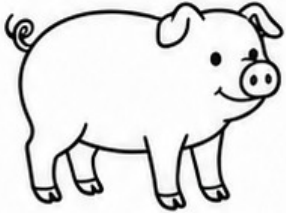
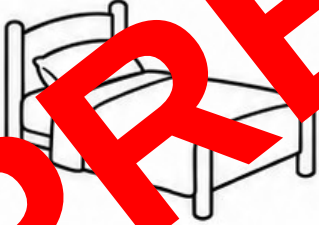
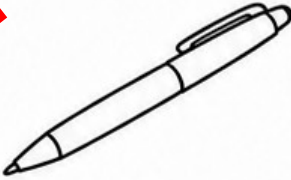
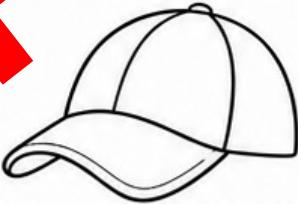
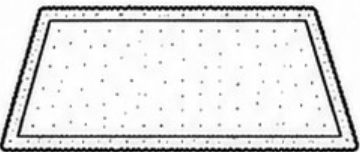
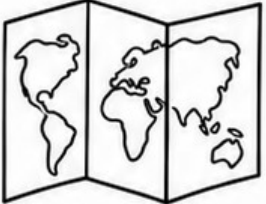


Join the sounds and say the word again.

Sound places

Name: _____

Listen to the named pictures. Circle the match.

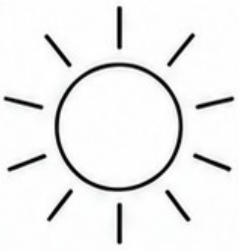
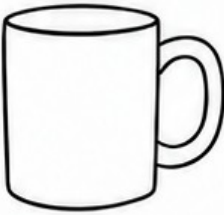
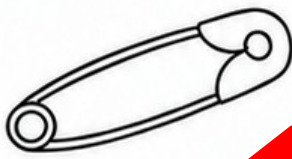
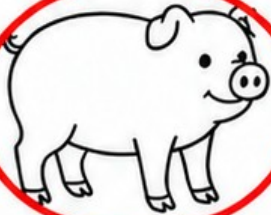
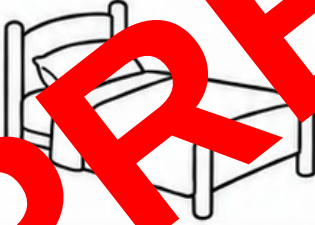
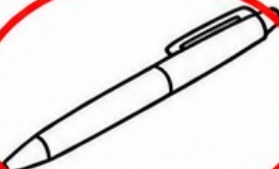
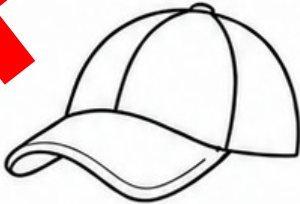
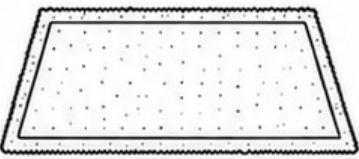
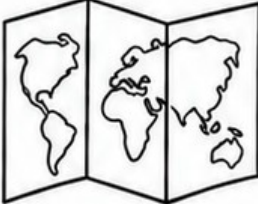
First			
First			
Middle			
Middle			
Last			
Last			

Adult names every picture and asks about that sound position.

Sound places

Name: **ANSWERS**

Listen to the named pictures. Circle the match.

First			
First			
Middle			
Middle			
Last			
Last			

Adult names every picture and asks about that sound position.



My listening reflection



Name: _____

Draw, say, point or move counters. An adult can write your words.

I can join sounds

I can take sounds apart

PREVIEW

My spoken example

My next practice





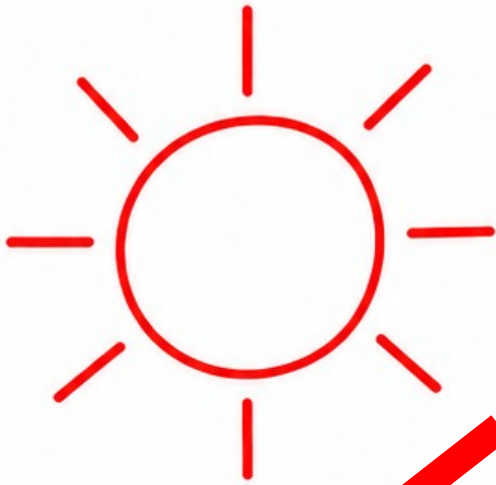
My listening reflection



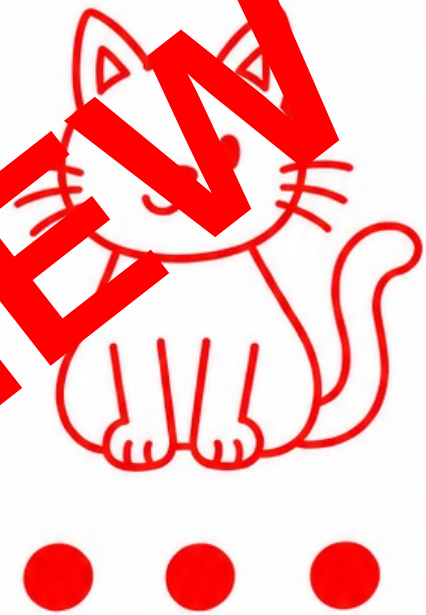
Name: ANSWERS

Draw, say, point or move counters. An adult can write your words.

I can join sounds



I can take sounds apart



My spoken example

I joined /s/ /u/ /n/ and said sun.

I said /k/ /a/ /t/ for cat.

Possible oral model; your response may differ.

My next practice

I will listen for middle sounds.



Fresh listening

Name: _____

Listen to the adult. Say, point or move counters.

Words in a sentence



Join and separate sounds

First, middle, last

First

Middle

Last

Adult uses the observation record. Try each task before prompts.

Fresh listening: adult record

Child: _____ Date: _____



Keep the script and key out of the child's view.

Say or ask	Key	First attempt	After support
A hen can sit.	4 words		
The dog can hop.	4 words		
Blend /p/ /e/ /n/.	pen		
Blend /r/ /a/ /t/.	rat		
Separate bus.	3 sounds		
Separate hat.	3 sounds		
First sound in net?	/n/		
Middle sound in top?	/u/		
Last sound in bud?	/d/		

Support used: vocabulary / repeat / model / choices / AAC _____

Observed strength: _____

Next teaching step: _____

Record the first unaided response before support. Accept accent differences.
No reading, handwriting or speed score.

Listening skills rubric

Use observations across lessons and the fresh task.



Skill	With a model	With a prompt	Increasing independence
Sentence words	Follows an adult moving counters for words.	Moves counters when reminded to count words.	Separates a fresh sentence and checks each word.
Join sounds	Echoes sound and the model word.	Joins familiar sounds after a repeat or choice.	Joins fresh familiar sounds before choices.
Separate sounds	Copies an adult's sound and counter model.	Separates a word with a reminder or scaffold.	Moves one counter per sound, then joins to check.
Sound places	Copies a first, middle or last sound.	Finds the named sound place after a prompt.	Identifies first, middle and last separately.

Record vocabulary, dialect and communication support separately.

Use a pattern of evidence, not a hard pass score.

Choose one useful next teaching step.



Word and Sound Builders





Our listening goals

We can hear words in a sentence.

We can join sounds and say a word.

We can take a word apart and find a sound.

Adult reads each prompt. We can say, point or move counters.





Sentence, word and sound

A sentence tells a whole idea: Dogs run.

A word is one part of that sentence: dogs.

A sound is one small part we hear in a word.

Adult says sun, then its /s/ sound. Count words or sounds?





Words in a sentence

Listen to the whole sentence: Dogs run.

Repeat it. Move one counter for each word.

Check: dogs ... run. Two words.

Now listen: The cat sleeps. Move counters, then check.





Every spoken word counts

Adult says: A pig can hop.

Repeat normally. Move one counter for each word.

A ... pig ... can ... hop. Four words.

Small words such as a, the and can count too.





Little is one word

Adult says: The little dog can see me.

Move one counter per word. There are six words.

Little has two syllables, but it is one word.

Say the whole sentence out loud to check.





Fresh sentence practice

Adult says: The red hen can run.

Children move counters before adult checks.

Try: A dog can sit. Then: The pig is in bed.

Use the sentence mat. Count words, not syllable claps.





Sounds make a word

Adult says the short sounds /m/ /a/ /p/.

Bring the sounds close together and say map.

Use the short vowel sound, not a letter.

Listen first. Show a picture only after an oral try.



Smooth joining



Adult stretches /s/ and says /u/ /n/.

Children join the sounds. The word is sun.

Try /f/ /a/ /n/. Say fan.

Keep the spoken sounds slow enough to hear the word.





Short stop sounds

Adult gives /p/ /i/ /n/. What word?

Clip /p/. Avoid adding an uh sound.

Children answer before picture choices. Then check pin.

Try /k/ /a/ /t/ and /m/ /u/ /m/.





Your blending turn

Adult uses the six blending prompts.

Give one oral attempt before each pair of pictures.

Use Joining sounds after the first response.

An answer with choices for oral practice. Record that support.





Taking a word apart

Say sun. Listen as the adult stretches it.

Move a counter for /s/, one for /u/ and one for /n/.

Three sounds. Join them again to check.

Use a blank strip. The child proposes the sound count.





Counters for sounds

Adult names cat. Children say its sound

Move one counter for each sound /k/ /a/ /t/.

Try pig, then bed and cur

Pictures help us name the word. Then do not show its sound count.





A new segmenting turn

Name pot and net. Give each child a free turn.

Say the word, move counters, then join to check.

Support: explain up or in when listen to two sounds.

Record naming help separately from help with sounds.





First, middle and last

Adult says map: /m/ /a/ /p/.

The first sound is /m/. The middle sound is /a/.

The last sound is /p/. Give sounds, not letter names.

Adult models pan, then asks about each sound place.





The first sound

Adult names cat, cup and sun.

Which choice starts with the same sound as cat?

Try an oral sound answer when choose and check /k/.

Next: name mug, bed and map. Listen for first /m/.





The middle sound

Adult names pin, pan and pig.

Which has the same middle sound as pin?

Check pig. Listen to the short /i/ sound.

Next: bed, pen and pot. bed and pen share short /e/.





The last sound

Adult names cap, cat and cup.

Which has the same last sound as cap?

Check cup. Listen to the final /p/.

Next: mat, hat and map. Mat and hat end with /t/.





Build a Word together

Choose a picture station and name it.

Use a prompt: join, separate, first, middle, or last.

Answer orally or move counters. Partner checks with the adult.

Swap roles. Every child has listening turns.





Fresh listening

Adult uses the fresh task and keeps the key out of view.

Count words, join sounds, separate sounds, then find sound places.

Try each task before prompts or choices.

Adult records the first response and any later support.





Our listening share

Tell or show a word you joined from sounds.

Tell or show a word you took apart.

Draw, point, move counters or use your visual communication support.

Choose one listening skill to practise next.





Well done!
You listened to words and sounds.



Word and Sound Builders Quiz





Words in a sentence

Adult says: The sun is up.

How many words did you hear?

Choices after your try: three or four.





Four words

The ... sun ... is ... up.

Move one counter for each word. Small words count.

Check with the adult. Say the sentence again and count its words.





Another sentence

Adult says: A cat can nap.

How many words did you hear?

Choices after your try: four or five.





Four words

A ... cat ... can ... nap.

We counted words, not syllables or sounds.

Check with the adult. Say the sentence again and count its words.



Joining sounds



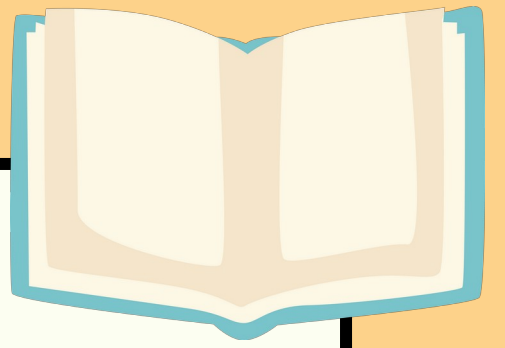
Listen to the adult: /p/ /e/ /n/.

Say the whole word first.

Choices after your try: pen or pan.



Pen



The short sounds /p/ /e/ /n/ join to make pen.

Check the short middle vowel with the adult.

Check with the adult. Say the sounds, then write names.





A blending turn

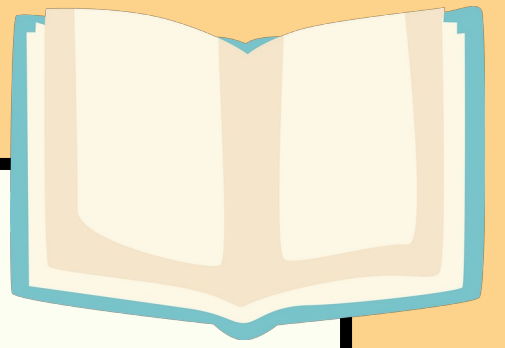
Listen to the adult: /h/ /a/ /t/.

Say the whole word first.

Choices after your try: hat or hot.



Hat



Join /h/ /a/ /t/ and say hat.

The vowel is the short sound in hat.

Check with the adult. Say the sounds, then the names.





Join a new word

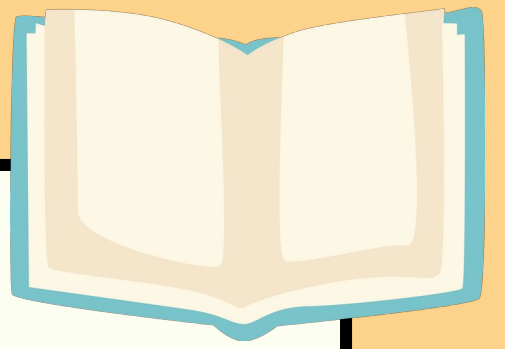
Listen to the adult: /b/ /u/ /s/.

Say the whole word first.

Choices after your try: bus or bed.



Bus



The three spoken sounds join to make bus.

Use the short vowel sound, not the letter name.

Check with the adult. Say the sounds, not the letter names.





Taking words apart

Adult says rat.

Say its sounds and move count

Choices after your try: two or three sounds





Three sounds

Rat has /r/ /a/ /t/.

One counter for each sound. Join them again to check.

Check with the adult. Say the sounds, then write names.





Another sound count

Adult says pot.

Say its sounds and move count

Choices after your try: three or four sounds





Three sounds

Pot has /p/ /o/ /t/.

Count what you hear. Clip the same sound.

Check with the adult. Say the sounds, then write names.





First sound

Adult says net.

What sound is first?

Choices after your try: /n/ or /t/.





The first sound is /n/

Net starts with /n/.

Say net again and listen to the beginning.

Check with the adult. Say the sounds, not the names.





Middle sound

Adult says cup.

What sound is in the middle?

Choices after your try: /u/ or /p/.





The middle sound is /u/

Cup has /k/ /u/ /p/.

The short vowel /u/ is in the mid

Check with the adult. Say the sounds, not the names.





Last sound

Adult says bed.

What sound is last?

Choices after your try: /b/ or /d/.





The last sound is /d/

Bed ends with /d/.

Say bed and listen to the ending.

Check with the adult. Say the sounds, not the names.





Well done!
Keep listening and practising.



PREVIEW