



Phoneme Substitution Screener Form X

Version 1 – 10-2-19

Student _____ Evaluator _____ Date _____

Phoneme Analysis Skills - Substitution

Phoneme Substitution – Initial Position

Directions:

- I'm going to change the first sound in a word to make a new word.
- Listen. My turn: The word is **tack**. I'll say each sound in **tack**. (finger stretch), /t/.../ă/... /k/
- I'll make a new word by changing /t/ to /s/.
- Listen: /s/.../ă/... /k/. The new word is **sack**.
- Now it's your turn. I'll say a word and you'll change the beginning sound to make a new word.
- Ready? Say: **peach**. Change /p/ to /t/. What's the new word? (teach)
- Now I'll ask you to change more sounds to make new words.

Teacher Dictates	Correct Response	Student's Response	Score
Say: Tall. Change /t/ to /m/. New word?	mall		/1
Bush; Change /b/ to /p/. New word?	push		/1
More; Change /m/ to /t/. New word?	tore		/1
Sat; Change /s/ to /m/. New word?	mat		/1
Mask; Change /m/ to /t/. New word?	task		/1
Total			/5

Phoneme Substitution – Final Position

Directions:

- I'm going to change the last sound in a word to make a new word.
- Listen. My turn: The word is **mane**. I'll say each sound in **mane**. (finger stretch), /m/.../ā/... /n/
- I'll make a new word by changing /n/ to /z/.
- Listen: /m/.../ā/... /z/. The new word is **maze**.
- Now it's your turn. I'll say a word and you'll change the ending sound to make a new word.
- Ready? Say: **rat**. Change /t/ to /k/. What's the new word? (rack)
- Now I'll ask you to change more sounds to make new words.

Teacher Dictates	Correct Response	Student's Response	Score
Say: Late. Change /t/ to /m/. New word?	lame		/1
Make; Change /k/ to /l/. New word?	male		/1
Fork; Change /k/ to /s/. New word?	force		/1
Paid; Change /d/ to /n/. New word?	pain		/1
Site; Change /t/ to /d/. New word?	side		/1
Total			/5



Phoneme Substitution Screener Form X

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Phoneme Substitution – Medial Position

Directions:

- I'm going to change the middle sound in a word to make a new word.
- Listen. My turn: The word is **hat**. I'll say each sound in **hat**. (finger stretch), /h/... /ă/... /t/.
- I'll make a new word by changing /ă/ to /ŭ/.
- Listen: /h/... /ŭ/... /t/. The new word is **hut**.
- Now it's your turn. I'll say a word and you'll change the middle sound to make a new word.
- Ready? Say: **trap**. Change /ă/ to /i/. What's the new word? (trip)
- Now I'll ask you to change more sounds to make new words.

Teacher Dictates	Correct Response	Student's Response	Score
Say: Glass. Change /ă/ to /ŏ/. New word?	gloss		/1
Mesh; Change /ě/ to /ă/. New word?	mash		/1
Beg; Change /ě/ to /ŭ/. New word?	bug		/1
Fin; Change /i/ to /ŭ/. New word?	fun		/1
Chap; Change /ă/ to /ŏ/. New word?	chop		/1
Total			/5

This screener is provided as a complimentary resource by 95 Percent Group for use in schools. It cannot be sold. Please share it with educators you know.

Form X contains easier words than Form Y, which is for older students.

To acquire alternate forms for progress monitoring, see the *Phonological Awareness Screener for Intervention (PASI)*. This diagnostic assessment includes 25 phonological awareness skills (and 14 Readiness Skills), and is available in 3 alternate forms.

For more information, see <http://store.95percentgroup.com/papasiversion3.aspx>.