




PHONEME DELETION TASK

Instructions for Administration and Scoring

About the Test

What is Measured	This test measures phoneme awareness (that is, speech sound manipulation) skills, in particular, analysis of nonwords differing in levels of phonological complexity. Targeted phonemes are initial consonants (onsets) and final consonants (codas).	
Age Range	Suitable for children in Year 1 who show mastery ($\geq 80\%$) on the Phoneme Isolation test, and for children in the age range of 6 to 12 years (i.e., UK Years 2 to 6).	
Scoring accuracy vs speed	Accuracy <i>and</i> speed are measured. Accuracy is the more meaningful measure on any part of the test (Onsets, Codas, Total) where children have not yet reached mastery ($\geq 80\%$) in accuracy. The speed measure is most meaningful for children who <i>have</i> reached mastery level in accuracy.	
Norms	Grade norms are currently available for Year 2 pupils for accuracy and speed.	
Materials for Administration	Recording device, Stopwatch Phoneme Deletion Score Sheet	

Test Procedure - ONSETS

1. Test Introduction

Administrator says:

“We’re going to play a game with some pretend words. The words don’t mean anything. I’ll show you how to play. I’ll say a pretend word and you’ll repeat it after me, and then you’ll say it again but this time with a little bit missing. For example, if I say **VIP**, you’ll first say **VIP** after me, and then you’ll take away the first sound and say only **IP**. Let’s try a few together first.”

“Here’s the pretend word **NASH**. The first sound of **NASH** is **NNN** [*Administrator makes one sustained sound*]. If I take the **NNN** from **NASH**, I’m left with **ASH**. Do you hear that? **NASH** without the **NNN** is **ASH**. Now let’s try a few together. I will say the pretend word, then *you* say it, and then you will tell me what is left when you take away the first sound.”



Focus the child’s attention on the quicker tempo of the task.
Ensure the child learns to repeat the item after you before saying the answer
 i.e., 1) hear the word → 2) repeat the word → say the answer

2. Practice Items

Practice Item 1

Administrator says:

“The word is **FOOM** [NB: pronunciation rhymes with *ROOM*], say it.” [Administrator makes sure the child repeats the word correctly.] “Now, the first sound of **FOOM** is” [Administrator waits for child to say **FFF**.]

IF the child answers correctly, FFF, the Administrator says:

“Right. Now **FOOM** without the **FFF** is” [Administrator waits for child to say **OOM**. If the child says **OOM** the Administrator gives positive feedback and moves on to Practice Item 2.]

IF the child does NOT produce the correct response, OOM, the Administrator says:

“That’s not quite it. Listen, **FOOM** – **FFF**. The first sound of **FOOM** is **FFF**. Now **FOOM** without the **FFF** is **OOM**, say it.” [Administrator then repeats Practice Item 1 from the beginning using the same procedure. The Administrator may only repeat this practice item ONCE before moving on to the next practice item.]

Practice Item 2

Administrator says:

“Here’s another funny word **ZAL** [NB: pronunciation rhymes with *PAL*], say it.” [Administrator makes sure the child repeats the word correctly.] “Now, the first sound of **ZAL** is” [Administrator waits for child to say **ZZZ**.]

IF the child answers correctly, ZZZ, the Administrator says:

“Right. Now **ZAL** without the **ZZZ** is” [Administrator waits for child to say **AL**. If the child says **AL** the Administrator gives positive feedback and moves on to Practice Item 3.]

IF the child does NOT produce the correct response, AL, the Administrator says:

“That’s not quite it. Listen, **ZAL** – **ZZZ**. The first sound of **ZAL** is **ZZZ**. Now **ZAL** without the **ZZZ** is **AL**, say it.” [Administrator then repeats Practice Item 2 from the beginning using the same procedure. The Administrator may only repeat this practice item ONCE before moving on to the next practice item.]

Practice Item 3

Administrator says:

“Now try the pretend word **SPOL** [NB: pronunciation rhymes with DOLL], say it.” [Administrator makes sure the child repeats the word correctly.] “Now, the first sound of **SPOL** is” [Administrator waits for child to say **SSS**.]

IF the child answers correctly, SSS, the Administrator says:

“Right. Now **SPOL** without the **SSS** is” [Administrator waits for child to say **POL**. If the child says **POL** the Administrator gives positive feedback and moves on to Practice Item 4.]

IF the child does NOT produce the correct response, POL, the Administrator says:

“That’s not quite it. Listen, **SPOL – SSS**. The first sound of **SPOL** is **SSS**. Now **SPOL** without the **SSS** is **POL**, say it.” [Administrator then repeats Practice Item 3 from the beginning using the same procedure. The Administrator may only repeat this practice item ONCE before moving on to the next practice item.]

Practice Item 4

Administrator says:

“Here’s another pretend word **PREN** [NB: pronunciation rhymes with WREN], say it.” [Administrator makes sure the child repeats the word correctly.] “Now, the first sound of **PREN** is” [Administrator waits for child to say **PPP**.]

IF the child answers correctly, PPP, the Administrator says:

“Right. Now **PREN** without the **PPP** is” [Administrator waits for child to say **REN**. If the child says **REN** the Administrator gives positive feedback and moves on to the Test Items.]

IF the child does NOT produce the correct response, REN, the Administrator says:

“That’s not quite it. Listen, **PREN – PPP**. The first sound of **PREN** is **PPP**. Now **PREN** without the **PPP** is **REN**, say it.” [Administrator then repeats Practice Item 4 from the beginning using the same procedure. The Administrator may only repeat this practice item ONCE before moving on to the first test item.]

3. Test Items

Administrator says:

“Now you try some on your own. I will say the word, then *you* say it and then tell me what’s left when you take away the first sound. Try to play as *quickly* but as *accurately* as possible.”



**Make sure that the child repeats the word correctly before providing the answer.
There is no discontinue rule for this task.**

Conducting the test:

- The Administrator should refer to the **Phoneme Deletion Score Sheet** for the Test Items.
- The Administrator starts the stopwatch as they begin to pronounce the first item of the block and stops the stopwatch as the child completes his/her response to the 5th item of the block.
- This is repeated for each block of 5 test items.
- The Administrator records the time in seconds for each block of 5 items on the Phoneme Deletion Score Sheet.
- The Administrator transcribes the child’s repetition and response if different from the expected correct response.

Scoring:

- Award two points for a correct repetition of the test item followed by a correct response.
- In the case where the child responds without first repeating the item, score it depending on the accuracy of the response (1/0). Before administering the next item, quickly remind the child to repeat the word before saying the answer.
- Award one point for a correct response. If the child repeats the item incorrectly, but provides a correct response (as indicated in the scoring sheet), award one point. For example, the item is **STECK**, the child repeats **STICK** and responds **TECK**.
- Award one point if the child repeats the item incorrectly, but provides a correct response based on his or her mispronunciation. For example, the item is **STECK**, the child repeats **STICK** and responds **TICK**.
- If the child skips an item, write / in the cell of the item they omit, and award zero points.
- In all other cases, incorrect responses are awarded zero points.

Test Procedure - CODAS

1. Test Introduction

Administrator says:

“We’re going to play a game with some pretend words. The words don’t mean anything. I’ll show you how to play. I’ll say a pretend word and you’ll repeat it after me, and then you’ll say it again but this time with a little bit missing **at the end**. For example, if I say **MAK** [NB: pronunciation rhymes with BACK], you’ll first say **MAK** after me, and then you’ll take away the **last** sound and say only **MA**. Let’s try a few together first.”

“Here’s the pretend word **GORF** [NB: pronunciation rhymes with COUGH]. The last sound of **GORF** is **FFF**. If I take the **FFF** from **GORF**, I’m left with **GOR**. Do you hear that? **GORF** without the **FFF** is **GOR**. Now let’s try a few together. I will say the pretend word, then *you* say it, and then you will tell me what is left when you take away the **last** sound. Listen carefully for the sound *at the end*.”



Focus the child’s attention on the quicker tempo of the task.
Ensure the child learns to repeat the item after you, before saying the answer.
i.e., 1) hear the word → 2) repeat the word → say the answer

2. Practice Items

Practice Item 1

Administrator says:

“The word is **DEES** [NB: pronunciation rhymes with LEASE], say it.” [Administrator makes sure the child repeats the word correctly.] “Now, the last sound of **DEES** is” [Administrator waits for child to say **SSS**.]

IF the child answers correctly, SSS, the Administrator says:

“Right. Now **DEES** without the **SSS** is” [Administrator waits for child to say **DEE**. If the child says **DEE** the Administrator gives positive feedback and moves on to Practice Item 2.]

IF the child does NOT produce the correct response, DEE, the Administrator says:

“That’s not quite it. Listen, **DEES** – **SSS**. The last sound of **DEES** is **SSS**. Now **DEES** without the **SSS** is **DEE**, say it.” [Administrator then repeats Practice Item 1 from the beginning using the same procedure. The Administrator may only repeat this practice item ONCE before moving on to the next practice item.]

Practice Item 2

Administrator says:

“Here’s another funny word **TASH** [NB: pronunciation rhymes with **CASH**], say it.” [Administrator makes sure the child repeats the word correctly.] “Now, the last sound of **TASH** is” [Administrator waits for child to say **SSHHH**.]

IF the child answers correctly, SSHHH, the Administrator says:

“Right. Now **TASH** without the **SSHHH** is” [Administrator waits for child to say **TA**. If the child says **TA** the Administrator gives positive feedback and moves on to Practice Item 3.]

IF the child does NOT produce the correct response, TA, the Administrator says:

“That’s not quite it. Listen, **TASH** – **SSHHH**. The last sound of **TASH** is **SSHHH**. Now **TASH** without the **SSHHH** is **TA**, say it.” [Administrator then repeats Practice Item 2 from the beginning using the same procedure. The Administrator may only repeat this practice item ONCE before moving on to the next practice item.]

Practice Item 3

Administrator says:

“Now try the pretend word **DILT** [NB: pronunciation rhymes with **SILT**], say it.” [Administrator makes sure the child repeats the word correctly.] “Now, the last sound of **DILT** is” [Administrator waits for child to say **TTT**.]

IF the child answers correctly, TTT, the Administrator says:

“Right. Now **DILT** without the **TTT** is” [Administrator waits for child to say **DILL**. If the child says **DILL** the Administrator gives positive feedback and moves on to Practice Item 4.]

IF the child does NOT produce the correct response, DILL, the Administrator says:

“That’s not quite it. Listen, **DILT** – **TTT**. The last sound of **DILT** is **TTT**. Now **DILT** without the **TTT** is **DILL**, say it.” [Administrator then repeats Practice Item 3 from the beginning using the same procedure. The Administrator may only repeat this practice item ONCE before moving on to the next practice item.]

Practice Item 4

Administrator says:

“Now try the pretend word **ROOSP** [NB: pronunciation rhymes with Goose], say it.” [Administrator makes sure the child repeats the word correctly.] “Now, the last sound of **ROOSP** is” [Administrator waits for child to say **PPP**.]

IF the child answers correctly, PPP, the Administrator says:

“Right. Now **ROOSP** without the **PPP** is” [Administrator waits for child to say **ROOS**. If the child says **ROOS** the Administrator gives positive feedback and moves on to the Test Items.]

IF the child does NOT produce the correct response, ROOS, the Administrator says:

“That’s not quite it. Listen, **ROOSP – PPP**. The last sound of **ROOSP** is **PPP**. Now **ROOSP** without the **PPP** is **ROOS**, say it.” [Administrator then repeats Practice Item 4 from the beginning using the same procedure. The Administrator may only repeat this practice item ONCE before moving on to the first test item.]

3. Test Items

Administrator says:

“Now you try some on your own. I will say the word, then *you* say it and then tell me what’s left when you take away the last sound. Try to play as *quickly* but as *accurately* as possible.”



**Make sure that the child repeats the word correctly before providing the answer.
There is no discontinue rule for this task.**

Conducting the test:

- The Administrator should refer to the **Phoneme Deletion Score Sheet** for the Test Items.
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Scoring:

- Award two points for a correct repetition of the test item followed by a correct response.
- In the case where the child responds without first repeating the item, score it depending on the accuracy of the response (1/0). Before administering the next item, quickly remind the child to repeat the word before saying the answer.
- Award one point for a correct response when the child repeats the item incorrectly, but provides a correct response (as indicated in the scoring sheet). For example, the item is **HIKS**, the child repeats **HEKS** and responds **HIK**.
- Award one point, if the child repeats the item incorrectly, but provides a correct response based on his or her mispronunciation. For example, the item is **HIKS**, the child repeats **HEKS** and responds **HEK**.
- If the child skips an item, write / in the cell of the item they omit, and award zero points.
- In all other cases, incorrect responses are awarded zero points.