



Phonological Stages – Grade One

What should my first grader be able to do?

By the end of first grade, children should be able to:

- Produce words that rhyme (e.g. "Give me a word that rhymes with *cow*".)
- Delete syllables from words (e.g. "Say the word *baseball*. Now say it again but don't say *ball*." Child: "base")
- Identify the first and last sounds in words (e.g. "What is the first sound in the word *take*? What is the last sound in the word *cat*?")
- Blend sounds to create a word (e.g. "What word do these sounds make: s – a – m?" Child: "Sam")
- Segment sounds in a one-syllable word (e.g. "Tell me each sound in this word: *map*"; Child: m – a – p)
- Add a sound to the beginning of a word (e.g. "Say the word *ate*. Now add 'l' to the beginning." Child: "late")
- Delete a sound from the beginning of a word (e.g. "Say the word *mat*. Say it again but don't say 'm'. What's the new word?" Child: "at")

How can I help my first grader develop phonological awareness skills?

To help your child blend sounds to make words:

- Have your child guess a word that you sound out slowly (e.g. sssssuuuuunnnn).
- Give your child a small car (such as a Matchbox car). Write a 3-4 letter word on a piece of paper with the letters spaced apart. Have your child drive the car over each letter saying the letter sound. Have your child begin driving the car slowly over the letters and then drive over them again slightly faster. Continue until the word is said at a normal rate.

To help your child segment (separate) sounds in words:

- Give your child a few blocks, beads, bingo chips or similar items. Say a word and have your child move an object for each sound in the word.



- Play Head and Shoulders, Knees and Toes with sounds. Say a word and have your child touch his/her head for the first sound, shoulders for the second sound, and knees for the third while saying each sound.