



## Phonological Awareness Skills Worksheets

### Introduction:

Phonological awareness skills are the skills like rhyming and alliteration that we learn before learning to read. These skills teach us what to do with sounds when we come across them when reading and writing. That's why they're so important to learn. However, many children with speech and language delays are at risk for reading problems. A good foundation in phonological awareness skills can help combat that.

### Instructions:

The following worksheets are presented in order from easiest to hardest. Start with the first worksheet and stay there until the child is consistently able to complete all of the activities on the worksheet. Then, you can move on to the next worksheet.

If the child is struggling or gets stuck on a certain worksheet, try moving to a different worksheet and come back to that one later. Perhaps they're just not quite ready for that particular skill.

### More Information:

For more info about teaching children phonological awareness skills, go to this link:

<https://www.speechandlanguagekids.com/ultimate-guide-phonological-awareness-pre-reading-skills/>



Phonological Awareness Worksheet #1:  
**Rhyming**

Created by: Carrie Clark, CCC-SLP

<http://www.SpeechAndLanguageKids.com/phonologicalawareness>

**Instructions:** Try these exercises with your child. Start with exercise one and move through to the next exercises. If you get to a level that is too hard for your child, stop there and choose more words to practice in a similar manner. Or, go back to the previous level for a bit of extra practice and modeling before trying the harder level again. Once your child can do an exercise most of the time, you can move on to the next exercise.

**Exercise One-Listening:** Read these word lists to your child and talk about how they rhyme. Say it like this: “*cat, mat. Those words rhyme. They both end in “at”. Listen, cat, mat*”.

- Cat, mat
- Ball, fall
- Go, no
- Sit, hit
- Car, star
- Way, day
- See, me
- Up, cup
- Boy, toy
- Stop, mop
- Boat, coat
- Lay, hay

**Exercise Two-Identify:** Read a pair of words and ask your child if the words rhyme.

- No, go
- Day, night
- Stop, top
- Yes, no
- Help, jump
- Dog, log
- Bug, rug
- Top, tell
- See, bee
- Hat, bat
- Let, go
- High, help

**Exercise Three-Come up With Your Own:** Read a word to your child and have him come up with a word that rhymes with it.

- Go
- See
- Cat
- Dog
- Bed
- Stop
- Make
- Door
- Day
- Soap
- Slip
- Car

**Extra Practice:** Point out rhyming words in books as you read them with your child. Ask your child to help you find the words that rhyme, then come up with more words that rhyme with those two.

Phonological Awareness Worksheet #2:  
**Segmenting Words into Syllables**

Created by: Carrie Clark, CCC-SLP

<http://www.SpeechAndLanguageKids.com/phonologicalawareness>

**Instructions:** Try these exercises with your child. Start with exercise one and move through to the next exercises. If you get to a level that is too hard for your child, stop there and choose more words to practice in a similar manner. Or, go back to the previous level for a bit of extra practice and modeling before trying the harder level again. Once your child can do an exercise most of the time, you can move on to the next exercise.

**Exercise One-Listening:** Read these words to your child and talk about how many syllables are in each word. Say the syllables separately with pauses in between and clap or pat your leg once for each syllable. Say it like this: *Let's see how many syllables are in butterfly. Bu...tter...fly. I heard three syllables.*

- Butterfly
- Umbrella
- Cat
- Under
- Ball
- Elephant
- Silly
- Grasshopper
- Ladybug
- Watermelon
- Happy
- Soap

**Exercise Two-Come up With Your Own (2 Syllable):** Have your child segment out each of these words into its two syllables. Example: bu...tter

- Butter
- Happy
- Sunshine
- Yellow
- Water
- Hotdog
- Baseball
- Someone
- Extra

**Exercise Three-Come up With Your Own (3 Syllable):** Have your child segment out each of these words into its three syllables. Example: bu...tter...fly

- Butterfly
- Elephant
- Grasshopper
- Basketball
- Buttercup
- Telephone
- Bicycle
- Flamingo
- Thanksgiving

**Extra Practice:** Once your child can do these fairly easily, ask him to segment words into syllables but choose a variety of different word lengths. Mix together 2, 3, and 4+ syllables for him/her to try.

Phonological Awareness Worksheet #3:  
**Blending Syllables**

Created by: Carrie Clark, CCC-SLP

<http://www.SpeechAndLanguageKids.com/phonologicalawareness>

**Instructions:** Try these exercises with your child. Start with exercise one and move through to the next exercises. If you get to a level that is too hard for your child, stop there and choose more words to practice in a similar manner. Or, go back to the previous level for a bit of extra practice and modeling before trying the harder level again. Once your child can do an exercise most of the time, you can move on to the next exercise.

**Exercise One-Compound Word:** Read these words to your child by saying each syllable separately with a pause in between each one. Then, ask your child to put the syllables back together and figure out what word it is.

- Base...ball
- Hot...dog
- Moon...light
- Sun...shine
- Foot...ball
- Skate...board

**Exercise Two- 2 Syllable:** Same as the previous exercise

- Bu...tter
- Ha...ppy
- Walk...ing
- Ye...llow
- Wa...ter
- Tur...key

**Exercise Three- 3 Syllable:** Same as above

- Bu...tter...fly
- E...le...phant
- Grass...ho...pper
- Ba...sket...ball
- Bu...tter...cup
- Te...le...phone
- Bi...cy...cle
- Fla...min...go
- Thanks...gi...ving

**Exercise Three- 4 Syllable:** Same as above

- E...le...va...tor
- Wa...ter...me...lon
- A...lli...ga...tor

**Extra Practice:** Once your child can do these fairly easily, ask him to blend other words but choose a variety of different word lengths. Use a variety of 2, 3, and 4+ syllables for him/her to try.

Phonological Awareness Worksheet #4:  
**Alliteration**

Created by: Carrie Clark, CCC-SLP

<http://www.SpeechAndLanguageKids.com/phonologicalawareness>

**Instructions:** Try these exercises with your child. Start with exercise one and move through to the next exercises. If you get to a level that is too hard for your child, stop there and choose more words to practice in a similar manner. Or, go back to the previous level for a bit of extra practice and modeling before trying the harder level again. Once your child can do an exercise most of the time, you can move on to the next exercise.

**Exercise One-Listening:** Read these words to your child and point out what sound each word starts with. You can say “Hey, ball starts with the “buh” sound. Listen, buh..buh..ball.”

- Ball
- Cat
- Dog
- Elbow
- Food
- Girl
- Happy
- Itchy
- Jump

**Exercise Two- Same Sound:** Read each word to your child and ask him/her to come up with another word that starts the same way as this one: “what’s a word that starts with the same sound as ball?”

- Ball
- Cat
- Dog
- Elbow
- Food
- Girl
- Happy
- Itchy
- Jump

**Exercise Three- What’s the Sound:** Read each word to your child and have him tell you what sound the word starts with.

- Ball
- Cat
- Dog
- Elbow
- Food
- Girl
- Happy
- Itchy
- Jump

**Extra Practice:** Practice this skill with other words throughout your child’s day. Ask her to tell you what sound a word starts with and see if she can come up with other words that start with the same sound.

Phonological Awareness Worksheet #5:  
**Final Sounds**

Created by: Carrie Clark, CCC-SLP

<http://www.SpeechAndLanguageKids.com/phonologicalawareness>

**Instructions:** Try these exercises with your child. Start with exercise one and move through to the next exercises. If you get to a level that is too hard for your child, stop there and choose more words to practice in a similar manner. Or, go back to the previous level for a bit of extra practice and modeling before trying the harder level again. Once your child can do an exercise most of the time, you can move on to the next exercise.

**Exercise One-Listening:** Read these words to your child and point out what sound each word ends with. You can say “Hey, bat ends with the “t” sound. Listen, baT.”

- Bat
- Egg
- Sun
- Swim
- Bike
- Lay
- Mess
- Bath
- Cap

**Exercise Two- Same Sound:** Read each word to your child and ask him/her to come up with another word that ends the same way as this one: “what’s a word that ends with the same sound as bat?”

- Bat
- Egg
- Sun
- Swim
- Bike
- Lay
- Mess
- Bath
- Cap

**Exercise Three- What’s the Sound:** Read each word to your child and have him tell you what sound the word ends with.

- Bat
- Egg
- Sun
- Swim
- Bike
- Lay
- Mess
- Bath
- Cap

**Extra Practice:** Practice this skill with other words throughout your child’s day. Ask her to tell you what sound a word ends with and see if she can come up with other words that end with the same sound.

Phonological Awareness Worksheet #6:  
**Segmenting Words: Short Words**

Created by: Carrie Clark, CCC-SLP

<http://www.SpeechAndLanguageKids.com/phonologicalawareness>

**Instructions:** Try these exercises with your child. Start with exercise one and move through to the next exercises. If you get to a level that is too hard for your child, stop there and choose more words to practice in a similar manner. Or, go back to the previous level for a bit of extra practice and modeling before trying the harder level again. Once your child can do an exercise most of the time, you can move on to the next exercise.

**Exercise One-Listening:** Read these words to your child and talk about how many sounds are in each word. Say each sound separately with pauses in between and clap or pat your leg once for each sound. Say it like this: *Let's see how many sounds are in cup. c...u...p. I heard three sounds.*

- Go
- Do
- See
- Up
- On
- Off
- Cup
- Cat
- Dog

**Exercise Two-Come up With Your Own (2 Sounds):** Have your child segment out each of these words into its two sounds. Example: u...p

- Up (u...p)
- Out (ou...t)
- Off (o...ff)
- Go (g...o)
- On (o...n)
- Toe (t...oe)
- See (s...ee)
- Day (d...ay)
- Cow (c...ow)

**Exercise Three-Come up With Your Own (3 Sounds):** Have your child segment out each of these words into its three sounds. Example: c...u...p

- Cup (c...u...p)
- Dog (d...o...g)
- Bike (b...i...ke)
- Look (l...oo...k)
- Wipe (w...i...pe)
- Bag (b...a...g)
- Hop (h...o...p)
- Let (l...e...t)
- Wave (w...a...ve)

**Extra Practice:** Once your child can do these fairly easily, ask him to segment other words into sounds but choose a variety of different word lengths. Mix together 2 and 3-sound words for him to try.

Phonological Awareness Worksheet #7:  
**Segmenting Words: Longer Words**

Created by: Carrie Clark, CCC-SLP

<http://www.SpeechAndLanguageKids.com/phonologicalawareness>

**Instructions:** Try these exercises with your child. Start with exercise one and move through to the next exercises. If you get to a level that is too hard for your child, stop there and choose more words to practice in a similar manner. Or, go back to the previous level for a bit of extra practice and modeling before trying the harder level again. Once your child can do an exercise most of the time, you can move on to the next exercise.

**Exercise One-Come up With Your Own (CCVC):** Have your child segment out each of these words into its four sounds. Example: s...t...o...p

- Stop (s...t...o...p)
- Plate (p...l...a...te)
- Smoke (s...m...o...ke)
- Smell (s...m...e...ll)
- Clap (c...l...a...p)
- Grass (g...r...a...ss)

**Exercise Two-Come up With Your Own (CVCC):** Have your child segment out each of these words into its four sounds. Example: b...e...s...t

- Best (b...e...s...t)
- Salt (s...a...l...t)
- Mask (m...a...s...k)
- Nuts (n...u...t...s)
- Books (b...o...o...k...s)
- Bags (b...a...g...s)

**Exercise Three-Come up With Your Own (CCVCC):** Have your child segment out each of these words into its five sounds. Example: s...n...a...ck...s

- Snacks (s...n...a...ck...s)
- Clasp (c...l...a...s...p)
- Stand (s...t...a...n...d)
- Steps (s...t...e...p...s)
- Stamp (s...t...a...m...p)
- Shrimp (sh...r...i...m...p)

**Extra Practice:** Once your child can do these fairly easily, ask him to segment other words into sounds but choose a variety of different word lengths. Mix together 4 and 5-sound words for him to try.



Phonological Awareness Worksheet #8:  
**Blending Sounds into Words**

Created by: Carrie Clark, CCC-SLP

<http://www.SpeechAndLanguageKids.com/phonologicalawareness>

**Instructions:** Try these exercises with your child. Start with exercise one and move through to the next exercises. If you get to a level that is too hard for your child, stop there and choose more words to practice in a similar manner. Or, go back to the previous level for a bit of extra practice and modeling before trying the harder level again. Once your child can do an exercise most of the time, you can move on to the next exercise.

**Exercise One-2 Sounds:** Read these words to your child by saying each sound separately with a pause in between each one. Then, ask your child to put the sound back together and figure out what word it is.

- U...p
- O...n
- G...o
- M...e
- S...ee
- W...ay

**Exercise Two- 3 Sounds:** Same as the previous exercise

- C...u...p
- C...a...t
- D...o...g
- B...a...t
- C...oa...t
- L...o...g

**Exercise Three- 4 Sounds:** Same as above

- S...t...o...p
- P...l...a...te
- S...m...e...ll
- B...e...s...t
- N...u...t...s
- B...oo...k...s

**Exercise Three- 5 Sounds:** Same as above

- S...n...a...ck...s
- S...t...a...n...d
- Sh...r...i...m...p

**Extra Practice:** Once your child can do these fairly easily, ask him to blend other words but choose a variety of different word lengths. Use a variety of 2, 3, and 4+-sound words for him/her to try.

Phonological Awareness Worksheet #9:  
**Manipulating Sounds in Words**

Created by: Carrie Clark, CCC-SLP

<http://www.SpeechAndLanguageKids.com/phonologicalawareness>

**Instructions:** Try these exercises with your child. Start with exercise one and move through to the next exercises. If you get to a level that is too hard for your child, stop there and choose more words to practice in a similar manner. Or, go back to the previous level for a bit of extra practice and modeling before trying the harder level again. Once your child can do an exercise most of the time, you can move on to the next exercise.

**Exercise One-Deleting Sounds:** Say each of these words for your child. Then, ask your child what would happen if you removed one of the letters: (What would happen if you took the “p” off of “pot”?)

- Pot
- Cat
- Bet
- Melt
- Happy
- Goat
- Can
- Good
- More

**Exercise Two-Changing Sounds:** Ask your child what would happen if you changed one sound for another one in these words (What would happen if you changed the “b” in “box” to an “f” sound?)

- Box (change “b” to “f”)
- Cat (change “c” to “h”)
- Wet (change “w” to “n”)
- Bat (change “t” to “g”)

**Exercise Three-Pig Latin:** Take the beginning consonant(s) from each word and put it on the end of the word followed by the “ay” sound. For example, cat would be “at-cay” and smelly would be “elly-smay”.

- Cat
- Smelly
- Fish
- Goal
- Mine
- Terrible

**Extra Practice:** Once your child can do these fairly easily, ask him to try other substitutions, additions, deletions, and rearrangements. See what kinds of crazy combinations you can make!

Phonological Awareness Worksheet #10:  
**Letter-Sound Correspondence**

Created by: Carrie Clark, CCC-SLP

<http://www.SpeechAndLanguageKids.com/phonologicalawareness>

**Instructions:** Try these exercises with your child. Start with exercise one and move through to the next exercises. If you get to a level that is too hard for your child, stop there and choose more words to practice in a similar manner. Or, go back to the previous level for a bit of extra practice and modeling before trying the harder level again. Once your child can do an exercise most of the time, you can move on to the next exercise.

**Exercise One-Listening:** Talk about what sounds are made by which letters. (The letter b makes the “buh” sound). Point out letters and print in books in the child’s environment. Say what those letters are called and tell the child what sounds they make.

**Exercise Two-Identifying Letter Sounds:** Ask your child to tell you what sound a certain letter makes (What sound does the letter “b” make?)

**Exercise Three-Identifying Sounds’ Letters:** Ask your child to tell you what letter makes a certain sound (What letter makes the “buh” sound?)