

**Newcastle Assessment of
Phonological Awareness (NAPA)
Record Book**

Name	
Date of birth	
Date of assessment	
Age (years; completed months)	
School/Nursery + year	
Administered by	
Notes	

Based on performance, indicate below where the child is competent or needs support and start intervention at the session* indicated in line with the ZAD and ZPD.

	Competent ✓ Not administered x	Needs support ✓	Start with session*:
Counting words			2
Segmenting syllables			3
Syllable deletion			4
Initial sound identification			5
Final sound identification			6
Sound deletion			7 then 8
Sound substitution			9 then 10
Complex sound deletion			12
Rhyme identification			11
Letter-sound knowledge			n/a

* Stringer, H. (2019). *The Newcastle Intervention for Phonological Awareness (NIPA). first edition* Newcastle University, School of Education, Communication and Language Sciences. Newcastle upon Tyne, UK.



Sentence and word level skills

Counting words

If the child finds this too difficult try Counting Syllables before abandoning the assessment

You say	Response	Support? Y/N
Jane is small		
Clouds are white		
Rain is wet		
The bird is red		
My car is grey		
The dog is big		
The horse is fast		
Jill is my best friend		
Max ran on the road		
Joe sat on the chair		
Total sentences correct without support		

Children who can segment syllables are likely to apply that skill at word level and therefore make more errors than children who are not yet able to segment syllables this is why these are all single syllable words. No matter how the child performs here it is important that you assess all children at syllable counting level. Go to Counting Syllables



Syllable level skills

Segmenting Syllables

	Correct 1 or 0	How many parts?	Support? Y/N		Correct 1 or 0	How many parts?	Support? Y/N
greenhouse (2)				telephone (3)			
sunshine (2)				tomato (3)			
picnic (2)				helicopter(4)			
kitchen (2)				caterpillar (4)			
lollipop (3)				hippopotamus (5)			
Total correct without support				Total correct without support			

The aim is to find out if the child can count syllables, whatever their preferred way of doing so. If the child can count up to 3 syllable words with no adult help proceed to Syllable Deletion. If the child is not confident clapping or counting syllables start intervention with Syllable Counting. Also assess letter-sound knowledge.

Syllable Deletion

Put the page with two horizontal lines on the table

Say --, now say it again and don't say -- (first syllable)			Say --, now say it again and don't say -- (last syllable)		
	Child response	Support? Y/N		Child response	Support? Y/N
Blackbird [black]	bird		Football [ball]	foot	
Tshirt [tee]	shirt		Popcorn [corn]	pop	
Toothbrush [tooth]	brush		Postbox [box]	post	
Biscuit [bis]	kit		Paper [per]	pay	
Rabbit [ra]	bit		Donkey [key]	don	
Total correct without support			Total correct without support		



If the child scores more than 8 in total proceed to Initial Sound Identification. If the child scores less than 8, or required scaffolding to achieve correct responses, start intervention with Syllable Deletion. Also assess letter-sound knowledge.

Phoneme level skills

Sound production check

<i>You say:</i>	<i>Record child's exact production</i>
m	
k	
s	
b	

Initial sound identification

You say:	Child response:	Support? Y/N	You say:	Child response:	Support? Y/N
Car			Mouse		
Bat			Ball		
Moon			Sock		
Cap			Cow		
Sea			Box		
Total correct without support			Total correct without support		

If the child scores more than 8 correct proceed to Final Sound Identification. If the child scores less than 8, or required scaffolding to achieve correct responses, start intervention at Initial Sound Identification. Also assess letter-sound knowledge.



Final sound identification

You say:	Child response:	Support? Y/N	You say:	Child response:	Support? Y/N
Rack			Lamb		
Tub			Rub		
Room			Bus		
Back			Rock		
Mouse			Rib		
Total correct without support			Total correct without support		

If the child scores more than 8 correct proceed to Initial Sound Deletion. If the child scores less than 8, or required scaffolding to achieve correct responses, start intervention at Final Sound Identification. Also assess letter-sound knowledge.

Sound deletion

Initial sound deletion			Final sound deletion		
You say:	Child response:	Support? Y/N	You say:	Child response:	Support? Y/N
Coat /k/			Make /k/		
Mat /m/			Horse /s/		
Bean /b/			Arm /m/		
Boat /b/			House /s/		
Mark /m/			Rice /s/		
Total correct without support			Total correct without support		

If the child scores more than 8 correct proceed to Sound Substitution. If the child scores less than 8, or required scaffolding to achieve correct responses, start intervention at Initial Sound Deletion. Also assess letter-sound knowledge.



Sound substitution

You say:	Child response:	Support? Y/N	You say:	Child response:	Support? Y/N
coat /b/			make /k/		
mat /k/			house /m/		
bean /m/			cap /m/		
hat /f/			dog /f/		
mark /p/			leg /p/		
Total correct without support			Total correct without support		

If the child scores more than 8 correct proceed to Complex Sound Deletion. If the child scores less than 8, or required scaffolding to achieve correct responses, start intervention at Initial Sound Substitution. Also assess letter-sound knowledge.

Complex Sound Deletion

You say:	Child response:	Support? Y/N	You say:	Child response:	Support? Y/N
star /s/			glass /g/		
smoke /s/			trap /t/		
swing /s/			plate /p/		
slide /s/			smack /s/		
cream /k/			snow /s/		
Total correct without support			Total correct without support		

Go straight to letter-sound knowledge.



Rhyming

Rhyme identification

You say:

I am going to say some rhyming words now. Rhyming words sound the same at the end but not the start. So big and jig rhyme because they both have ig at the end. You listen to these words and say yes if they rhyme and no if they don't rhyme.

Listen. Do bat and hat rhyme? *Wait for child to respond. If they say no, model and repeat until they are successful. If they do not get to that point, give them a model to copy and do no further items. If they say yes; model and repeat to them: Yes bat and hat rhyme because they both end in at. Here's another one:*

Do bat and big rhyme? *Wait for child to respond, if they say Yes, model and repeat with additional scaffolding until they are successful. If they do not get to that point, give them a model to copy and do no further items and end the assessment.*

If they say No, model and repeat back to them: That's right, bat and big don't rhyme because one ends with ag and one ends with ig. Let's do some more.

For the following words present in the format: do (word) and (word) rhyme?

<i>You say:</i>	<i>Child response:</i>	<i>Support? Y/N</i>	<i>You say:</i>	<i>Child response:</i>	<i>Support? Y/N</i>
rat hat			table chair		
pin tin			smile file		
car bat			smoke beach		
mouse house			fly pie		
horse wall			mat map		
Total Correct without support			Total Correct without support		

Assess Letter-sound Knowledge



Letter-Sound Knowledge

Letter-sound knowledge

s		j	
p		c	
d		v	
i		e	
r		z	
a		k	
y		b	
f		t	
w		g	
h		u	
o		l	
m		sh	
ch		n	
		Total correct	

