

READING INTERVENTION

**SOUND LINKAGE TRAINING PROGRAMME
RECORD SHEETS
[2nd Edition]**

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SOUND LINKAGE TRAINING PROGRAMME: RECORD SHEETS

SECTION 1: IDENTIFICATION OF WORDS AS UNITS WITHIN SENTENCES

Name

ACTIVITY 2 : CONCEPTS OF 'BEGINNING', 'MIDDLE' AND 'END'

End []
 Middle []
 End []
 Beginning []
 Beginning []
 Middle []
 []/6

Hello []
 You []
 Be []
 Duck []
 An []
 Quack []
 Saturday []
 To []
 Horse []
 Thief []
 That []
 He's []
 []/12

ACTIVITY 3: CONCEPTS OF 'BEGINNING', 'MIDDLE' AND 'END'

Red []
 Elephant []
 Six []
 Milk-shake []
 Spider []
 Giant []
 []/6

ACTIVITY 5 : WORD SEGMENTATION

Scary (3) []
 Frightened (4) []
 Free (4) []
 Help (3) []
 Jumped (5) []
 Galloped (5) []
 []/6

ACTIVITY 4: INITIAL, FINAL AND MEDIAL WORDS

Shouting []
 Comes []
 Now []
 Good []
 Are []
 Ready []
 []/6

Tightly (4) []
 Shouted (5) []
 Slow (3) []
 Pulled (4) []
 Slow (5) []
 Stream (5) []
 Skidded (3) []
 Slipped (3) []
 Fall (4) []
 Drink (5) []
 Straight (4) []
 Scary (4) []
 []/12

Percentage of correct responses for each activity in Section 1 (the percentage of correct responses for each activity can be determined by reference to Appendix 2 of the Sound Linkage Manual).

	/6		/12
Activity 2	[]	%	
Activity 3	[]	%	
Activity 4	[]	%	[]%
Activity 5	[]	%	[]%

Record the number of activities that were completed with at least 75% success []. Include the sets of screening items (in italic brackets) in the calculation only if they were passed with 100% success. If the number recorded above is 2 or less, it may be inadvisable to progress to Section 2. More work may be needed to help the child learn to segment sentences into words.

Comments (date)

SOUND LINKAGE TRAINING PROGRAMME: RECORD SHEETS

SECTION 2: IDENTIFICATION AND MANIPULATION OF SYLLABLES

Name

ACTIVITY 3: SYLLABLE BLENDING

Popeye	[]
Teapot	[]
Dinosaur	[]
Video	[]
Understanding	[]
Parachuting	[]
	[]/6

Princess	[]
Doctor	[]
Carpet	[]
Biscuit	[]
Tomato	[]
Chocolate	[]
Telescope	[]
Explosion	[]
Trampolining	[]
Remembering	[]
Telephoning	[]
Radiator	[]
	[]/12

ACTIVITY 4: INTRODUCTION TO SYLLABLE SEGMENTATION

	Starter		
Elephant	(T)	[]	/1
Camel	(C)	[]	/1
Alligator	(T)	[]	/2
Hippopotamus	(C)	[]	/3
Penguin	(T)	[]	/1
Tiger	(C)	[]	/1
		[]	/9

ACTIVITY 5: SYLLABLE SEGMENTATION

Scarecrow	(2)	[]
Boomerang	(3)	[]
Butterfly	(3)	[]
Postman	(2)	[]
Rhinoceros	(4)	[]
Thermometer	(4)	[]
		[]/6

Elephant	(3)	[]
Window	(2)	[]
Television	(4)	[]
Dragon	(2)	[]
Caterpillar	(4)	[]
Submarine	(3)	[]
Spider	(2)	[]
Cinderella	(4)	[]
Money	(2)	[]
Alligator	(4)	[]
Kangaroo	(3)	[]
Camera	(3)	[]
		[]/12

ACTIVITY 6: SYLLABLE COUNTING

Beanstalk	(2)	[]
Houdini	(3)	[]
Hoovering	(3)	[]
Breakfast	(2)	[]
Cauliflower	(4)	[]
Operation	(4)	[]
		[]/6

Pantomime	(3)	[]
Gremlins	(2)	[]
Photographer	(4)	[]
Neighbours	(2)	[]
Bananaman	(4)	[]
Eastenders	(3)	[]
Children	(2)	[]

Exterminate (4) []
 Brookside (2) []
 Fingermouse (3) []
 Television (4) []
 Mexican (3) []
 []/12

Side []
 Bag []
 Lines []
 World []
 Sorts []
 Work []
 Skin []
 Owner []
 Paper []
 About []
 Bird []
 Berry []/12

ACTIVITY 7: SYLLABLE DELETION

Man []
 Time []
 Ground []
 Woman []
 Around []
 Busters []/6

Percentage of correct responses for each activity in Section 2 (the percentage of correct responses for each activity can be determined by reference to Appendix 2 of the Sound Linkage Manual).

	/6	/8	/12
Activity 3	[]%		[]%
Activity 4		[]%	
Activity 5	[]%		[]%
Activity 6	[]%		[]%
Activity 7	[]%		[]%

Record the number of activities that were completed with at least 75% success []. Only include the sets of screening items (in italic brackets) in the calculation if they were passed with 100% success. If the number recorded above is 3 or less, it may be inadvisable to progress to Section 3. More work may be needed to help the child learn to manipulate syllables. Additional syllabic activities can be found in Appendix 1 of the Sound Linkage Manual.

Comments (date)

SOUND LINKAGE TRAINING PROGRAMME: RECORD SHEETS

SECTION 3: PHONEME BLENDING

Name

ACTIVITY 1: PHONEME BLENDING (WITH PICTURES)

First occasion **Subsequent occasion**

Pie	[]	Egg	[]
Bee	[]	Key	[]
Bird	[]	Rain	[]
Mouse	[]	House	[]
Ghost	[]	Post	[]
Bench	[]	Fence	[]
	[]/6		[]/6

Chair	[]	Bear	[]
Boy	[]	Bow	[]
Ball	[]	Mug	[]
Hen	[]	Bell	[]
Queen	[]	Team	[]
Clown	[]	Cloud	[]
Jar	[]	Car	[]
Deer	[]	Door	[]
Bat	[]	Bag	[]
Bus	[]	Ship	[]
Bubble	[]	Puddle	[]
Frog	[]	Blot	[]
	[]/12		[]/12

ACTIVITY 2: PHONEME BLENDING (TWO SOUNDS)

Four	[]
Jam	[]
Sheep	[]
Car	[]
Pig	[]
Mess	[]
	[]/6

See	[]
Leaf	[]
Zip	[]
Knife	[]
Pair	[]
Bus	[]
Look	[]
Fork	[]
Card	[]
Pet	[]
May	[]
Bat	[]
	[]/12

ACTIVITY 3: PHONEME BLENDING (THREE SOUNDS)

Run	[]
Thin	[]
Hat	[]
Yet	[]
Paid	[]
Web	[]
	[]/6

Fox	[]
Dice	[]
Burn	[]
Dam	[]
Reel	[]
Ditch	[]
Mouse	[]
Force	[]
Page	[]
Code	[]
Barn	[]
Rice	[]
	[]/12

**ACTIVITY 4: PHONEME BLENDING
(FOUR SOUNDS)**

Pound []
Tummy []
Smash []
Sweet []
Trick []
Chips []
[]/6

Attic []
Paddle []
Toast []
Spade []
Flag []
Drum []
Dream []
Pump []
Honey []
Sand []
Nest []
Green []
[]/12

**ACTIVITY 6: SOUND LINKAGE
BLENDING OF TWO SOUNDS**

Am []
Up []
If []
It []
An []
Us []
[]/6

**ACTIVITY 7: SOUND LINKAGE
BLENDING OF THREE SOUNDS**

r-u-g []
t-a-g []
t-e-n []
w-i-n []
s-o-b []
y-u-m []
w-a-g []
y-e-s []
t-i-p []
r-o-b []
s-u-n []
r-a-t []
[]/12

**ACTIVITY 5: PHONEME BLENDING
(FIVE SOUNDS)**

Drummer []
Windy []
Whisker []
Crisp []
Frost []
Scream []
[]/6

Freckle []
Drink []
Jumper []
Stamp []
Carpet []
Pocket []
Pretty []
Slipper []
Driver []
Cracker []
Sleepy []
Splash []
[]/12

**ACTIVITY 7: SOUND LINKAGE
BLENDING OF THREE SOUNDS**

h-o-p []
j-u-g []
l-a-d []
m-e-n []
n-i-p []
p-o-t []
[]/6

Percentage of correct responses for each activity in Section 3 (the percentage of correct responses for each activity can be determined by reference to Appendix 2 of the Sound Linkage Manual).

	/6		/12	
Activity 1	[]	%	[]	%
Activity 2	[]	%	[]	%
Activity 3	[]	%	[]	%
Activity 4	[]	%	[]	%
Activity 5	[]	%	[]	%
Activity 6	[]	%	[]	%
Activity 7	[]	%	[]	%

Record the number of activities that were completed with at least 75% success []. Include the sets of screening items (in italic brackets) in the calculation only if they were passed with 100% success. If the number recorded above is 3 or less, it may be inadvisable to progress to Section 4. More work may be needed to help the child learn to blend sounds into words. Additional phoneme blending activities can be found in Appendix 1 of the Sound Linkage Manual.

Comments (date)

SOUND LINKAGE TRAINING PROGRAMME: RECORD SHEETS

SECTION 4: IDENTIFICATION AND SUPPLY OF RHYMING WORDS

Name

ACTIVITY 2: DISCRIMINATION OF RHYMING WORDS

Gate	Date	[]
Keep	Shark	[]
Tea	Sea	[]
Cap	Tap	[]
Bead	Bees	[]
Bat	Back	[]
		[]/6

Two	Shoe	[]
Coat	Goat	[]
Road	Rose	[]
Knit	Mitt	[]
Set	House	[]
Mug	Mud	[]
Arm	Calm	[]
Bird	Shout	[]
Not	Spot	[]
Dry	Draw	[]
Night	Nice	[]
Soon	Moon	[]
		[]/12

ACTIVITY 3: SUPPLYING RHYMES (A)

Machine	[]
Night	[]
Spain	[]
Pin	[]
Sat	[]
Past	[]
	[]/6

ACTIVITY 4: SUPPLYING RHYMES (B)

Mouse	[]
Cat	[]
Hen	[]
Dragon	[]
Fly	[]
Hare	[]
	[]/6

ACTIVITY 5: SUPPLYING RHYMES (C)

In	[]
Cried	[]
Bite	[]
Enough	[]
Meal	[]
Helping	[]
Wood	[]
Those	[]
Chair	[]
Child	[]
Anyway	[]
Dead	[]
Hood	[]
Head	[]
Coat	[]
	[]/15

ACTIVITY 6: RHYME SUPPLY (RIDDLES)

Sun	[]
Dog	[]
Frogs	[]
Boat	[]
Hair	[]
Moon	[]
Drum	[]
Nose	[]
Boots	[]
Hat	[]
Jeans	[]
Gloves	[]
	[]/12

ACTIVITY 7: DISCRIMINATION OF RHYMING WORDS

Dish []
 John []
 Wicket []
 Max []
 Bump []
 Dust []
 []/6

Sing []
 Jig []
 Sow []
 Pram []
 Yard []
 Sauce []
 See []
 Done []
 Place []
 Dash []
 Ten []
 Spoon []
 []/12

Percentage of correct responses for each activity in Section 4 (the percentage of correct responses for each activity can be determined by reference to Appendix 2 of the Sound Linkage Manual).

	/6	/12	/15
Activity 2	[]%	[]%	
Activity 3	[]%		
Activity 4	[]%		
Activity 5			[]%
Activity 6		[]%	
Activity 7	[]%	[]%	

Record the number of activities that were completed with at least 75% success []. Include the sets of screening items (in italic brackets) in the calculation only if they were passed with 100% success. If the number recorded above is 4 or less, it may be inadvisable to progress to Section 5. More work may be needed to help the child learn to identify and supply rhyming words. Additional rhyming activities can be found in Appendix 1 of the Sound Linkage Manual.

Comments (date)

SOUND LINKAGE TRAINING PROGRAMME: RECORD SHEETS

SECTION 5: IDENTIFICATION AND DISCRIMINATION OF PHONEMES

Name

ACTIVITY 3: WORD PAIR DISCRIMINATION

Hay	May	[]
Sun	Sun	[]
Shock	Sock	[]
Send	Sand	[]
Wick	Wig	[]
Men	Men	[]
Where	There	[]
Bird	Bead	[]
Park	Pork	[]
Chin	Gin	[]
Yet	Vet	[]
Hear	Fear	[]
Poor	Poor	[]
Road	Rude	[]
Seat	Foot	[]
		[]/15

Knife	Nice	[]
Bat	Hat	[]
Pick	Pig	[]
Boy	Boy	[]
Twin	Twig	[]
Now	How	[]
Pot	Pot	[]
Lick	Lick	[]
Spin	Spin	[]
Beat	Boot	[]
Park	Park	[]
Put	Soot	[]
Lolly	Lorry	[]
Sheep	Sheet	[]
Thought	Fort	[]
		[]/15

ACTIVITY 4: IDENTIFICATION OF INITIAL SOUNDS

Sack	[]	Zip	[]
Party	[]	Secret	[]
Sailor	[]	Horse	[]
			[]/6

Sentry	[]	Spoon	[]
Ball	[]	Sheep	[]
Saturday	[]	Mouse	[]
			[]/6

Beast	[]	Biscuit	[]
Battle	[]	Web	[]
Candle	[]	Pet	[]
			[]/6

Bite	[]	Paul	[]
Bell	[]	Robin	[]
Shiny	[]	Budgie	[]
			[]/6

Soap	[]	Van	[]
Fire	[]	Knife	[]
Film	[]	Force	[]
			[]/6

Funny	[]	Coffee	[]
Fight	[]	Violin	[]
Castle	[]	Fog	[]
			[]/6

Adam	[]	Egg	[]
Feet	[]	Pan	[]
Axe	[]	Animal	[]
			[]/6

Orange	[]	Ape	[]
Angry	[]	Adding	[]
Alan	[]	Mad	[]
			[]/6

Time [] Boat []
 Tickle [] Tiger []
 Tony [] Door []
 []]/6

Monday [] Room []
 Table [] Monkey []
 Magic [] Nice []
 []]/6

Table [] Better []
 Tennis [] Tower []
 Sock [] Dip []
 []]/6

Mess [] Hammer []
 Carpet [] Knitting []
 Music [] Morning []
 []]/6

Octopus [] Oozing []
 Otter [] Top []
 Eagle [] Often []
 []]/6

Shop [] Robot []
 Lemon [] Pillow []
 Lamp [] Line []
 []]/6

Officer [] Oliver []
 Carrot [] Operation []
 Odd [] Mop []
 []]/6

Letter [] Silly []
 Lion [] River []
 Crash [] London []
 []]/6

Sets of screening items []]/11
 Additional sets []]/11

Zoom [] Prize []
 Dark [] Soup []
 Zip [] Zebra []
 []]/6

ACTIVITY 5: IDENTIFICATION OF FINAL SOUNDS

Zoo [] Zebedee []
 Garden [] Jersey []
 Zero [] Seven []
 []]/6

Cop [] Rabbit []
 Rope [] Polish []
 Crab [] Trap []
 []]/6

Shark [] Rice []
 World [] Witch []
 Weather [] Flower []
 []]/6

Carrot [] Shop []
 Hop [] Paper []
 Shed [] Soup []
 []]/6

Wally [] Swims []
 Teapot [] Leaf []
 Window [] Wings []
 []]/6

Gold [] Custard []
 Bird [] Party []
 Down [] Rob []
 []]/6

Key [] Goal []
 Krypton [] Court []
 Cabbage [] Park []
 []]/6

Field [] Danger []
 Fish [] Card []
 Sound [] Knob []
 []]/6

Coffee [] Kettle []
 Club [] Rocker []
 Paper [] Ghost []
 []]/6

Rug [] Cross []
 Garden [] Log []
 Sag [] Lake []
 []]/6

Gun	[]	Dark	[]
Boy	[]	Jog	[]
Dig	[]	Stag	[]
			]6

Crash	[]	Wash	[]
Tart	[]	Sheep	[]
Splash	[]	Much	[]
			]6

March	[]	Chin	[]
Yellow	[]	Rich	[]
Catch	[]	Rush	[]
			]6

Brush	[]	Vest	[]
Slush	[]	Rich	[]
Fresh	[]	Shave	[]
			]6

Fence	[]	Lurch	[]
Cherry	[]	Robin	[]
Arch	[]	Much	[]
			]6

Say	[]	Holiday	[]
Acorn	[]	Kite	[]
Clay	[]	Throw	[]
			]6

Bat	[]	Ridge	[]
Wedge	[]	Lodge	[]
Fridge	[]	Jam	[]
			]6

Angel	[]	Coke	[]
Go	[]	Hay	[]
Wednesday	[]	Stay	[]
			]6

Madge	[]	Camp	[]
Jug	[]	Sledge	[]
Sludge	[]	Wish	[]
			]6

Bend	[]	Dough	[]
Owner	[]	Stray	[]
Toe	[]	No	[]
			]6

Ran	[]	Pillow	[]
Noise	[]	Home	[]
Man	[]	Clown	[]
			]6

Sing	[]	Cow	[]
Own	[]	Throw	[]
Blow	[]	Also	[]
			]6

Horn	[]	Part	[]
New	[]	Ham	[]
Turn	[]	Thorn	[]
			]6

Item	[]	Reply	[]
Fry	[]	Mummy	[]
Brown	[]	Cry	[]
			]6

Live	[]	Save	[]
Van	[]	Path	[]
Dove	[]	Cross	[]
			]6

Happy	[]	Fly	[]
Try	[]	Island	[]
Bull	[]	Sty	[]
			]6

Love	[]	Wave	[]
Cow	[]	Vest	[]
Hive	[]	Leaf	[]
			]6

Sets of screening items	[ ]	]11
Additional sets	[ ]	]11

ACTIVITY 6: IDENTIFICATION OF MEDIAL SOUNDS

Wish [] [] **Crisp** [] []
Over [] [] **Stink** [] []
Pink [] [] Mine [] []
 [] []]/6

Wig [] [] **Pickle** [] []
 Time [] [] Out [] []
 Pram [] [] **Give** [] []
 [] []]/6

Wet [] [] **Spell** [] []
 Bow [] [] Table [] []
 Dish [] [] **Fetch** [] []
 [] []]/6

Tin [] [] **Smell** [] []
Mend [] [] **Pen** [] []
Heavy [] [] Box [] []
 [] []]/6

Cart [] [] Dirt [] []
 Town [] [] **Farm** [] []
Barn [] [] Sleep [] []
 [] []]/6

Dart [] [] Navy [] []
 Shirt [] [] **Large** [] []
Party [] [] Window [] []
 [] []]/6

Drip [] [] **Hum** [] []
Sunday [] [] Hop [] []
 Over [] [] **Drum** [] []
 [] []]/6

Pouch [] [] **Rubbish** [] []
 Pixie [] [] **Shut** [] []
Nut [] [] Cot [] []
 [] []]/6

Meal [] [] **Bees** [] []
 Rubber [] [] **Keep** [] []
 Robin [] [] Web [] []
 [] []]/6

Lake [] [] Grow [] []
Sweep [] [] Get [] []
Read [] [] **Feed** [] []
 [] []]/6

Dot [] [] **Goose** [] []
Room [] [] Sink [] []
Soon [] [] Found [] []
 [] []]/6

Cup [] [] **Cool** [] []
Loose [] [] **Hoop** [] []
 Lost [] [] Loud [] []
 [] []]/6

Shirt [] [] **Turn** [] []
 Cannon [] [] Cart [] []
Purse [] [] Umbrella [] []
 [] []]/6

Leaf [] [] **Learn** [] []
Skirt [] [] Start [] []
Dirt [] [] Fort [] []
 [] []]/6

Sort [] [] **Fort** [] []
Thought [] [] Help [] []
 Cart [] [] Game [] []
 [] []]/6

Full [] [] **Caught** [] []
 Tart [] [] Pretty [] []
Short [] [] **Brought** [] []
 [] []]/6

Prowl [] [] Thrown [] []
 Cat [] [] **Flower** [] []
Crowd [] [] Run [] []
 [] []]/6

Hope [] [] **Loud** [] []
Spout [] [] Jug [] []
 Choose [] [] **Found** [] []
 [] []]/6

Team [] [] **Boil** [] []
 Came [] [] Jam [] []
Coin [] [] **Moist** [] []
 [] []]/6

Joint	[]	Destruct	[]
Noise	[]	Chest	[]
Voyage	[]	Rain	[]
			[]/6

Fairly	[]	Blaring	[]
Grave	[]	Float	[]
Spared	[]	Torn	[]
			[]/6

Tower	[]	Snared	[]
Pairing	[]	Fairground	[]
Corn	[]	Force	[]
			[]/6

Sets of screening items	[]/11
Additional sets	[]

ACTIVITY 7: DISCRIMINATION OF SAME INITIAL SOUNDS

Man	Milk	[]
Cat	Car	[]
Sock	Sun	[]
Fork	Foot	[]
Door	Duck	[]
Pipe	Pen	[]
		[]/6

ACTIVITY 8: INTRODUCTION TO SAME END SOUNDS

Eez	and	Ooz	[]
Meef	and	Barf	[]
Boz	and	Leek	[]
Dopey	and	Shakey	[]
Moos	and	Weet	[]
Kop	and	Mip	[]
			[]/6

ACTIVITY 9: DISCRIMINATION OF FINAL SOUNDS

Pig	Dog	[]
Bed	Card	[]
Gun	Bin	[]
Knife	Leaf	[]
Fork	Sock	[]
Cot	Hat	[]
		[]/6

ACTIVITY 10: DISCRIMINATION OF MEDIAL SOUNDS

Bead	Feet	[]
Fork	Horse	[]
Man	Hat	[]
]11	Cup	Bus []
Dog	Fox	[]
Men	Peg	[]
		[]/6

ACTIVITY 11: DISCRIMINATION OF WORD PAIRS

Barrel	Bridge	[]
Top	Bus	[]
Food	Flower	[]
Alligator	Apple	[]
Axe	Elephant	[]
Money	Man	[]
		[]/6

Leg	Yacht	[]
Table	Slipper	[]
Witch	Water	[]
Sausage	Stick	[]
Chair	Ship	[]
Bird	Brown	[]
Brick	Drain	[]
Lash	Large	[]
Girl	Ghost	[]
Nut	Bed	[]
Seal	Swim	[]
Robin	Reindeer	[]
		[]/12

ACTIVITY 12: DISCRIMINATION OF WORD PAIRS

Leap	Soup	[]
Bowl	Chalk	[]
Truck	Neck	[]
Scissors	Basket	[]
Horse	Lace	[]
Nib	Rub	[]
		[]/6

Pin	Hen	[]
Drink	Boat	[]
Net	Pit	[]
Girl	Wall	[]
Jerry	Baby	[]
Door	Coat	[]
Book	Cheese	[]
Hooray	Tuesday	[]
Wish	Buzz	[]
Inside	Mad	[]
Letter	Plumber	[]
Farm	Run	[]
		[]/12

ACTIVITY 13: DISCRIMINATION OF WORD PAIRS

Hat	Pad	[]
Sock	Hat	[]
Dark	Lard	[]
Pen	Head	[]
House	Bike	[]
Keep	Peel	[]
		[]/6

Pill	Kiss	[]
Tile	Pine	[]
Bird	Worm	[]
Bag	Lip	[]
Soon	Flute	[]
Clock	Light	[]
Box	Mug	[]
Caught	Thorn	[]
Song	Pan	[]
Pot	Rob	[]
Played	Game	[]
Spoon	Boot	[]
		[]/12

ACTIVITY 14: DISCRIMINATION OF SAME INITIAL SOUNDS

Game	[]
Fire	[]
Chalk	[]
Jeep	[]
Key	[]
Hut	[]
	[]/6

Dark	[]
Yacht	[]
Thumb	[]
Salt	[]
Mole	[]
Rain	[]
Light	[]
Shoot	[]
Wolf	[]
Video	[]
Zip	[]
Nine	[]
	[]/12

ACTIVITY 15: DISCRIMINATION OF DIFFERENT INITIAL SOUNDS

Fox	[]
Chair	[]
Sun	[]
Jug	[]
Thorn	[]
Sat	[]
	[]/6

Mug	[]
Man	[]
Zoo	[]
Tea	[]
Weed	[]
Daisy	[]
Letter	[]
Tap	[]
Fair	[]
Dove	[]
King	[]
Wool	[]
	[]/12

ACTIVITY 16: DISCRIMINATION OF SAME FINAL SOUNDS

Loaf []
 Hen []
 Warm []
 Pit []
 Jar []
 Beak []
 []/6

Penny []
 Top []
 Bell []
 Brush []
 Catch []
 Wrist []
 Lid []
 Horse []
 Pig []
 Man []
 Hand []
 Ant []
 []/12

ACTIVITY 17: DISCRIMINATION OF DIFFERENT FINAL SOUNDS

Shoe []
 Knife []
 Sang []
 Pump []
 Life []
 Rabbit []
 []/6

Sack []
 House []
 Card []
 Car []
 Cup []
 Brush []
 Bus []
 Sock []
 Wheel []
 Mouse []
 Pig []
 Fork []
 []/12

Percentage of correct responses for each activity in Section 5 (the percentage of correct responses for each activity can be determined by reference to Appendix 2 of the Sound Linkage Manual).

	/6	/11	/12	/15
Activity 3				[]%
Activity 4		[]%		
Activity 5		[]%		
Activity 6		[]%		
Activity 7	[]%			
Activity 8	[]%			
Activity 9	[]%			
Activity 10	[]%			
Activity 11	[]%		[]%	
Activity 12	[]%		[]%	
Activity 13	[]%		[]%	
Activity 14	[]%		[]%	
Activity 15	[]%		[]%	
Activity 16	[]%		[]%	
Activity 17	[]%		[]%	

Record the number of activities that were completed with at least 75% success []. Include the sets of screening items (in italic brackets) in the calculation only if they were passed with 100% success. If the number recorded above is 11 or less, it may be inadvisable to progress to Section 6. More work may be needed to help the child learn to identify and discriminate phonemes within words. Additional phoneme identification and discrimination activities can be found in Appendix 1 of the Sound Linkage Manual.

Comments (date)

SOUND LINKAGE TRAINING PROGRAMME: RECORD SHEETS

SECTION 6: PHONEME SEGMENTATION

Name

ACTIVITY 1: PRODUCTION OF INITIAL SOUNDS

Bed	[]
Sun	[]
Fish	[]
Apple	[]
Top	[]
Zip	[]
	[]/6

Cart	[]
Doctor	[]
House	[]
Going	[]
Live	[]
Arm	[]
Window	[]
Jerry	[]
Mend	[]
No	[]
Play	[]
Ronnie	[]
	[]/12

ACTIVITY 3: PRODUCTION OF MEDIAL SOUNDS

Pan	[]
Pig	[]
Bun	[]
Men	[]
Cod	[]
Bird	[]
	[]/6

Boon	[]
Face	[]
Sight	[]
Reach	[]
Dark	[]
Moat	[]
Voice	[]
Room	[]
Meet	[]
Talk	[]
Work	[]
Brown	[]
	[]/12

ACTIVITY 2: PRODUCTION OF FINAL SOUNDS

Back	[]
Hop	[]
Wall	[]
Moon	[]
Pit	[]
Yes	[]
	[]/6

Freeze	[]
Flesh	[]
Barney	[]
Miller	[]
Guy	[]
Badge	[]
Game	[]
Crab	[]
And	[]
Match	[]
Soap	[]
Frog	[]
	[]/12

ACTIVITY 4: CONCEPT OF BREAKING UP A WORD

K-ey	(Separate)	[]
K-ey	(Leave)	[]
Key	(Join)	[]
Mouse	(Leave)	[]
M-ou-se	(Separate)	[]
Mouse	(Join)	[]
C-l-o-ck	(Separate)	[]
Clock	(Join)	[]
C-l-o-ck	(Separate)	[]
		[]/9

Stuck	[]
Love	[]
Of	[]
Eight	[]
Hit	[]
Crane	[]
Cow	[]
Sell	[]
Terry	[]
For	[]
Band	[]
Luke	[]
	[]/12

ACTIVITY 6: PHONEME COUNTING

Car	[]	Up	[]
Card	[]	Cup	[]
Rain	[]	Four	[]
Drain	[]	Fork	[]
Arm	[]	Ark	[]
Farm	[]	Shark	[]
			[]/12

Sew	[]	Ice	[]
Soap	[]	Dice	[]
Bow	[]	Add	[]
Boat	[]	Sad	[]
Lane	[]	Toe	[]
Plane	[]	Toad	[]
Ten	[]	Go	[]
Tent	[]	Goat	[]
Egg	[]	Win	[]
Peg	[]	Wind	[]
Lip	[]	Cup	[]
Clip	[]	Cups	[]
			[]/24

ACTIVITY 8: PHONEME SEGMENTATION

Seat	[]
Chop	[]
Mick	[]
Pie	[]
Cow	[]
But	[]
	[]/6

Farm	[]
Paw	[]
Blow	[]
Badge	[]
Chip	[]
Wait	[]
Shoe	[]
Beef	[]
Ski	[]
Yet	[]
Jug	[]
Fly	[]
	[]/12

ACTIVITY 7: PHONEME COUNTING

Two	[]
Puppy	[]
Bee	[]
Jam	[]
Sail	[]
Gift	[]
	[]/6

**ACTIVITY 9: WORDS WITH
SAME INITIAL SOUND**

win	yap	yes	[]
vet	wag	win	[]
mop	bat	bed	[]
fun	did	dot	[]
job	ham	hit	[]
fat	bin	bug	[]
			[]/6

den	fib	fun	[]
jam	hen	hug	[]
dig	jet	job	[]
fog	mad	men	[]
nip	pub	pot	[]
jug	nag	not	[]
hop	pin	peg	[]
mop	rat	rip	[]
get	sob	sum	[]
red	tag	tub	[]
tip	van	vet	[]
got	wag	web	[]
			[]/12

**ACTIVITY 10: WORDS WITH
SAME FINAL SOUND**

mad	rug	pig	[]
yes	dam	rim	[]
log	cap	sup	[]
nut	web	rob	[]
nip	vet	pot	[]
hit	pad	mud	[]
			[]/6

yap	win	hen	[]
nip	peg	tog	[]
lot	jam	dim	[]
bed	tip	mop	[]
hop	cab	rub	[]
hug	rat	let	[]
top	had	red	[]
lot	sun	map	[]
cat	dog	pig	[]
yes	hum	rim	[]
wag	sip	tap	[]
fan	job	rib	[]
			[]/12

**ACTIVITY 11: WORDS WITH
SAME MEDIAL SOUND**

win	mop	tog	[]
jet	fun	hug	[]
yum	tag	van	[]
log	pin	sid	[]
mug	peg	set	[]
mad	dot	rob	[]
			[]/6

let	bug	cup	[]
pin	wag	sad	[]
dug	jet	hen	[]
pot	him	zip	[]
rum	fog	mop	[]
bag	tug	nut	[]
sit	rag	pad	[]
mud	pen	get	[]
wag	fib	nip	[]
sag	dot	not	[]
fin	yum	tub	[]
wet	jab	van	[]
			[]/12

Percentage of correct responses for each activity in Section 6 (the percentage of correct responses for each activity can be determined by reference to Appendix 2 of the Sound Linkage Manual).

	/6	/9	/12	/24
Activity 1	[]%		[]%	
Activity 2	[]%		[]%	
Activity 3	[]%		[]%	
Activity 4		[]%		
Activity 6			[]%	[]%
Activity 7	[]%		[]%	
Activity 8	[]%		[]%	
Activity 9	[]%		[]%	
Activity 10	[]%		[]%	
Activity 11	[]%		[]%	

Record the number of activities that were completed with at least 75% success []. Include the sets of screening items (in italic brackets) in the calculation only if they were passed with 100% success. If the number recorded above is 5 or less, it may be inadvisable to progress to Section 7. More work may be needed to help the child learn to segment words into sounds. Additional phoneme segmentation activities can be found in Appendix 1 of the Sound Linkage Manual.

Comments (date)

SOUND LINKAGE TRAINING PROGRAMME: RECORD SHEETS

SECTION 7: PHONEME DELETION

Name

ACTIVITY 1: INTRODUCTION TO 'MISSING FROM' AND 'WITHOUT'

Fi-	(sh)	[]
Ta-le	(b)	[]
Cup		[]
Teapo-	(t)	[]
House		[]
S-ider	(p)	[]
Te-t	(n)	[]
Snake		[]
		[]/8

Strip	Trip	[]
Table	Able	[]
Hear	Ear	[]
Spool	Pool	[]
Web	Ebb	[]
Drain	Rain	[]
Fox	Ox	[]
Plate	Late	[]
Slit	Lit	[]
Hair	Air	[]
Stile	Tile	[]
Bring	Ring	[]
		[]/12

ACTIVITY 2: CONCEPTS OF 'TAKEN AWAY' AND 'LEFT'

Spoon	Spoon	[]
Gate	Ate	[]
Black	Back	[]
Candle	Candle	[]
Boat	Bow	[]
Clock	Lock	[]
Hand	Had	[]
Cup	Cup	[]
		[]/8

ACTIVITY 4: SPECIFICATION OF FINAL SOUND

Badger	Badge	[]
Bark	Bar	[]
Felt	Fell	[]
Hump	Hum	[]
Page	Pay	[]
Freeze	Free	[]
		[]/6

ACTIVITY 3: SPECIFICATION OF INITIAL SOUND

Ball	All	[]
Cart	Art	[]
Clock	Lock	[]
Hat	At	[]
Blow	Low	[]
Peach	Each	[]
		[]/6

Fern	Fir	[]
Short	Shore	[]
Forty	Fort	[]
Treat	Tree	[]
Pipe	Pie	[]
Jumper	Jump	[]
Bark	Bar	[]
Funny	Fun	[]
Loaf	Low	[]
Past	Pass	[]
Wind	Win	[]
Toad	Toe	[]
		[]/12

ACTIVITY 5: SPECIFICATION OF MEDIAL SOUND

Cloak	Coke ('l')	[]
Lapse	Lass ('p')	[]
Stand	Sand ('t')	[]
Desk	Deck ('s')	[]
Drive	Dive ('r')	[]
Bent	Bet ('n')	[]
		[]/6

Scale	Sail ('c')	[]
Pomp	Pop ('m')	[]
Rust	Rut ('s')	[]
Clap	Cap ('l')	[]
Shunt	Shut ('n')	[]
Smell	Sell ('m')	[]
Belt	Bet ('l')	[]
Snack	Sack ('n')	[]
Trick	Tick ('r')	[]
Speed	Seed ('p')	[]
Fist	Fit ('s')	[]
Fright	Fight ('r')	[]
		[]/12

ACTIVITY 6: DELETION OF INITIAL SOUND

Old	[]
Us	[]
At	[]
An	[]
Am	[]
In	[]
	[]/6

Ark	[]
In	[]
Up	[]
Kate	[]
Lock	[]
Rain	[]
Tar	[]
Itch	[]
Eat	[]
Nail	[]
Love	[]
Late	[]
	[]/12

ACTIVITY 7: DELETION OF INITIAL SOUND

It	[]
Ark	[]
Ill	[]
Old	[]
Ate	[]
Lace	[]
	[]/6

Arm	[]
All	[]
Pot	[]
Lane	[]
Lock	[]
Ice	[]
Rain	[]
Top	[]
Love	[]
It	[]
Ace	[]
In	[]
	[]/12

ACTIVITY 8: DELETION OF FINAL SOUND

For	[]
Bee	[]
Toe	[]
Miss	[]
Tea	[]
Me	[]
	[]/6

Car	[]
Ray	[]
Pay	[]
Bow	[]
Car	[]
Pie	[]
Pass	[]
Pain	[]
Sew	[]
Play	[]
Bee	[]
Hay	[]
	[]/12

ACTIVITY 9: DELETION OF A MEDIAL SOUND

Cap []
Soak []
Bed []
Sit []
Bad []
Dive []
[]/6

Sand []
Sin []
Dip []
Lot []
Sip []
Sell []
Sid []
Sigh []
Sill []
Bees []
Fit []
Sit []
[]/12

ACTIVITY 10: DISCRIMINATION OF A WORD PRODUCED BY DELETING THE INITIAL SOUND

in []
us []
it []
up []
lip []
rub []
[]/6

pot []
tub []
cat []
top []
lap []
nap []
log []
and []
end []
rod []
old []
lot []
[]/12

ACTIVITY 11: DISCRIMINATION OF A WORD PRODUCED BY DELETING THE FINAL SOUND

how []
tar []
sea []
tea []
bee []
for []
[]/6

moo []
pea []
far []
ben []
bar []
hum []
win []
ban []
ram []
men []
pan []
shoo []
[]/12

Percentage of correct responses for each activity in Section 7 (the percentage of correct responses for each activity can be determined by reference to Appendix 2 of the Sound Linkage Manual).

	/6	/8	/12
Activity 1		[]%	
Activity 2		[]%	
Activity 3	[]%		[]%
Activity 4	[]%		[]%
Activity 5	[]%		[]%
Activity 6	[]%		[]%
Activity 7	[]%		[]%
Activity 8	[]%		[]%
Activity 9	[]%		[]%
Activity 10	[]%		[]%
Activity 11	[]%		[]%

Record the number of activities that were completed with at least 75% success []. Include the sets of screening items (in italic brackets) in the calculation only if they were passed with 100% success. If the number recorded above is 6 or less, it may be inadvisable to progress to Section 8. More work may be needed to help the child learn to delete sounds from words. Additional phoneme deletion activities can be found in Appendix 1 of the Sound Linkage Manual.

Comments (date)

SOUND LINKAGE TRAINING PROGRAMME: RECORD SHEETS

SECTION 8: PHONEME SUBSTITUTION

Name

ACTIVITY 2: REVISION OF 'FIRST SOUND'

'Fff' []
 'Mmmm' []
 'Nnnn' []
 'T' []
 'Ssss' []
 'L' []
 'C' []
 'B' []
 []/8

Boat []
 House []
 Pen []
 Sandal []
 Castle []
 Jacket []
 Coffee []
 Shop []
 Red []
 Green []
 Frock []
 Cheers []
 []/12

ACTIVITY 3: CHANGING THE INITIAL SOUND

Hairy Fairy []
 Lazy Lazy []
 Silly Billy []
 Whizzing Fizzing []
 Looking Looking []
 Tiger Tiger []
 Jumping Bumping []
 Fat Cat []
 []/8

ACTIVITY 5: PHONEME SUBSTITUTION (FINAL SOUND)

Bob []
 Chirp []
 Punch []
 Mug []
 Swim []
 Badge []
 []/6

ACTIVITY 4: PHONEME SUBSTITUTION (INITIAL SOUND)

Top []
 Matches []
 Car []
 Bending []
 Parrot []
 Dish []
 []/6

Reel []
 Stiff []
 Burp []
 Sad []
 Scratch []
 Soup []
 Stiff []
 Stroat []
 Tail []
 Leak []
 Pop []
 Tom []
 []/12

**ACTIVITY 6: PHONEME SUBSTITUTION
(MEDIAL SOUND)**

Bend	[]
Build	[]
Punch	[]
Stab	[]
Bleed	[]
Trouble	[]
	[	]/6

Beetle	[]
Chat	[]
Chilled	[]
Clock	[]
Switch	[]
Herd	[]
Chain	[]
Mole	[]
Mad	[]
Hiking	[]
Trap	[]
Slop	[]
	[	]/12

**ACTIVITY 7: SUBSTITUTION OF
INITIAL LETTERS**

win	[]
rag	[]
set	[]
slap	[]
plum	[]
grip	[]
	[	]/6

drag	[]
slop	[]
sink	[]
band	[]
sent	[]
dust	[]
told	[]
toy	[]
sail	[]
boat	[]
soon	[]
park	[]
	[	]/12

**ACTIVITY 8: SUBSTITUTION OF
FINAL LETTERS**

cot	[]
rat	[]
beg	[]
skim	[]
step	[]
grit	[]
	[	]/6

blot	[]
flag	[]
band	[]
help	[]
pink	[]
pong	[]
dust	[]
cart	[]
leak	[]
feet	[]
bead	[]
fort	[]
	[	]/12

**ACTIVITY 9: SUBSTITUTION OF
MEDIAL LETTERS**

hat	[]
pet	[]
top	[]
swim	[]
spot	[]
spun	[]
	[	]/6

crash	[]
slop	[]
best	[]
fond	[]
pump	[]
help	[]

bend	[]
but	[]
shot	[]
bin	[]
bet	[]
fat	[]
	[	]/12

Percentage of correct responses for each activity in Section 8 (the percentage of correct responses for each activity can be determined by reference to Appendix 2 of the Sound Linkage Manual).

	/6	/8	/12
Activity 2		[]%	
Activity 3		[]%	
Activity 4	[]%		[]%
Activity 5	[]%		[]%
Activity 6	[]%		[]%
Activity 7	[]%		[]%
Activity 8	[]%		[]%
Activity 9	[]%		[]%

Record the number of activities that were completed with at least 75% success []. Include the sets of screening items (in italic brackets) in the calculation only if they were passed with 100% success. If the number recorded above is 3 or less, it may be inadvisable to progress to Section 9. More work may be needed to help the child learn to substitute sounds within words. Additional phoneme substitution activities can be found in Appendix 1 of the Sound Linkage Manual.

Comments (date)

SOUND LINKAGE TRAINING PROGRAMME: RECORD SHEETS

SECTION 9: PHONEME TRANSPOSITION

Name

ACTIVITY 2: DEFINING 'BACKWARDS' ACTIVITY 5: INTRODUCTION TO SPOONERISMS

Hat, Boots, Coat	[]
Ice-cream, Sausages, Soup	[]
1, 3, 6	[]
Hospital, Pub, Church	[]
Chemist, Library, Post-office	[]
	[]/5

Tair	Chable	[]
Couse	Mat	[]
Palt	Sepper	[]
Fife	Knork	[]
Sou	Teven	[]
Bar	Cuss	[]
		[]/12

ACTIVITY 3: DEFINING 'BACKWARDS'

T-e-n	[]
N-e-t	[]
L-ea-f	[]
P-o-t-s	[]
F-ee-l	[]
S-t-o-p	[]
	[]/6

ACTIVITY 6: SPOONERISMS

Mad bonster	[]
Mittle louse	[]
Fig box	[]
Damn joughnut	[]
Botor Mike	[]
Munny funkey	[]
	[]/6

ACTIVITY 4: REVERSING SOUND SEQUENCES

Nip	[]
Net	[]
Pat	[]
Feel	[]
Sick	[]
Tile	[]
	[]/6

Boast gusters	[]
Coss bat	[]
Boisy noy	[]
Slue bocks	[]
Shuddy moes	[]
Nifty fine	[]
Lowing give	[]
Pary moppins	[]
Luddle pane	[]
Raggle frock	[]
Mepper pill	[]
Cat fat	[]
	[]/12

Tip	[]
Let	[]
Tim	[]
Kill	[]
Sob	[]
Cap	[]
Peek	[]
Talk	[]
Pan	[]
Lace	[]
Life	[]
Kate	[]
	[]/12

ACTIVITY 7: REVERSING SEQUENCES OF SOUNDS

net	[]
pat	[]
tip	[]
pan	[]
but	[]
nit	[]
	[]/6
bun	[]
got	[]
mad	[]
nib	[]
bud	[]
bus	[]
pots	[]
spot	[]
nips	[]
step	[]
bats	[]
pans	[]
	[]/12

ACTIVITY 8: SPOONERISMS

jed ram	[]
tap mop	[]
bop ted	[]
den big	[]
hop ten	[]
mad ben	[]
	[]/6
big fin	[]
pen tin	[]
pig bin	[]
fig bog	[]
big fug	[]
bed rug	[]
pet wig	[]
bad pig	[]
fig pan	[]
pop ten	[]
	[]/10

Percentage of correct responses for each activity in Section 9 (the percentage of correct responses for each activity can be determined by reference to Appendix 2 of the Sound Linkage Manual).

	/5	/6	/10	/12
Activity 2	[]%			
Activity 3		[]%		
Activity 4		[]%		[]%
Activity 5				[]%
Activity 6		[]%		[]%
Activity 7		[]%		[]%
Activity 8		[]%	[]%	

Record the number of activities that were completed with at least 75% success []. Include the sets of screening items in the calculation (in italic brackets) only if they were passed with 100% success. If the number recorded above is 3 or less, more work may be needed to help the child learn to transpose phonemes within words. Additional phoneme transposition activities can be found in Appendix 1 of the Sound Linkage Manual.

Comments (date)