

PAT Teaching Resources Centre

Support student progress by connecting assessment with practice

PAT Reading: Skill Illustration

Select your specific Reading skill

Switch to PAT Maths domain

Select Achievement band

All your favourites in one location

Add items to your favourites

The screenshot shows the PAT Teaching Resources Centre website on a MacBook. The page is titled "PAT Teaching Resources Centre" and features a search bar and navigation options. A callout box points to the "PAT Reading" menu item, another to the "Select your specific Reading skill" dropdown, and a third to the "Select Achievement band" dropdown. A fourth callout points to the "Add items to your favourites" button (star icon). A fifth callout points to the "PAT Maths" option in the left-hand navigation menu. The main content area displays a skill illustration for "Substitute phonemes to make new words" with a question involving a cat and a car. The interface includes a breadcrumb trail: Home > Resources > PAT Reading > Skill illustrations > Substitute phonemes to make new words.

Skill illustration: Substitute phonemes to make new words

Linked from: Decoding and concepts of print 60-69

Identifies PAT Scale Score range

PAT Reading descriptor: Replaces the last letter of a CVC word to change its meaning.

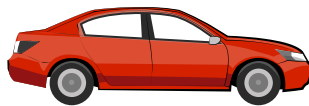
Key concepts and skills: Decoding and concepts of print

Identifies reading skill being targeted

QUESTION



Cat



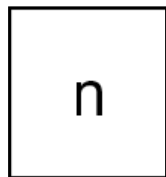
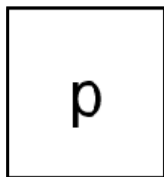
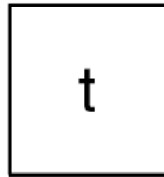
Car

Illustrates the same skill that individual PAT assessment questions measure

This word is cat. Drag the letter to change the word to ...

Audio transcript: This word is cat. Drag the letter to change the word to car.

c a t



ANSWER

Substitutes 't' for 'r'

EXPLANATION

Outlines the key concepts and skills required to answer a question correctly

Students substitute the last letter on a simple CVC word to make a new word. The words are provided on audio, so students are required to distinguish the final sound of the new word, and match it to the letters provided in the options. This question therefore relies on their ability to decipher sounds in the context of a word, and a knowledge of the sounds made by the letters in the options. This question type can be made more difficult by asking students to decipher more complex sounds, such as consonant blends, using longer words, or asking for middle sounds. Students would be likely to find this question easier if they were seeing someone say the key words while also hearing them.

LINKED TEACHING ACTIVITIES

Phonemic awareness, the ability to hear the phonemes in words, is an essential part of learning to read. As their phonemic awareness skill develop, students learn to orally segment, blend and substitute phonemes in words. There are a variety of products available to promote students' phonic and phonemic awareness skills, which take a variety of approaches. *A Sound Way: Phonological Awareness Activities for Early Literacy* by Elizabeth Love and Sue Reilly provides a detailed teaching guide with accompanying activities, each of which focusses on a particular phonological awareness skill. *Teacher Activity Resource: A Little Learners Love Literacy* resource by Maureen Pollard provides activities promoting students' ability to read, write and spell, with a focus on engaging the students through games, activities and the use of characters. *Milo's Birthday Surprise Activity Book* by Maureen Pollard uses character-based phonological awareness activities to engage students. *Sound Check: Sequencing Sounds for Spelling Success* by Maureen Pollard is arranged into units that take students through the different components of phonological awareness. *Making Sense of Phonics: The Hows and Whys* by Isabel L. Beck provides a personal, detailed and research-based discussion of each component of phonics, as well as lesson plans focused on a particular learning intention.

Find out more
www.acer.org/pat-trc

