

PHONEME SEGMENTATION FLUENCY PRACTICE

Sound Boxes, Phoneme Identification and Sound Segmentation — breaking real words into sounds. Fillable PDF.

START HERE QUICK START

One complete kit for phoneme segmentation practice: breaking real CVC and CCVC words into sounds with sound boxes, identifying first sounds, and writing all sounds with slashes — every student answer is written or circled in pencil, nothing is cut or glued on a student page.

THREE STEPS

- 1 How phoneme segmentation works**
Page 4 shows the three ways to practice breaking words into sounds. Pick one to start with.
- 2 Practice every format**
Three ways to segment: Sound Boxes (write sounds in boxes), Phoneme Identification (circle the first sound), and Sound Segmentation (write all sounds with slashes). The chart below says which page.
- 3 Track it, roll it up, send it home**
The answer keys are pages 22, 23 and 24. Date each format on the tracker (page 25), roll the class up on page 26, and send the family note home (page 27). A filled example is on page 29.

WHICH PAGE, WHEN

WHEN...	USE...
New to breaking words into sounds	Sound Boxes, pages 7, 8, 9, 10, 11
Ready to identify the first sound	Phoneme Identification, pages 12, 13, 14, 15, 16
Segmenting all the sounds in a word	Sound Segmentation, pages 17, 18, 19, 20, 21
Running a small group warm-up	Small Group Warm-Up, page 28
Writing a family update	Family note, page 27 - phrase bank, page 30
Setting up a binder for this file	Binder cover and divider tabs, pages 31-32

Everything inside (33 pages)

- 15 student pages: 5 Sound Boxes, 5 Phoneme Identification, and 5 Sound Segmentation pages, each with 4 real words
- 60 real words practiced: all common K-2 CVC and CCVC words, every word checked in code against a real-word list
- 3 answer keys generated from the same word data as the pages, 1 tracker and 1 class grid
- 1 family note, 1 small group warm-up, 1 filled

What this is not

Not a standardized or norm-referenced test, a screener, or a clinical tool. PSF stands for Phoneme Segmentation Fluency — untimed practice, never a scored note. Page 4 shows how each page works.

SOUND BOXES PHONEME SEGMENTATION: SOUND BOXES

My name: _____ Date: _____

Say the word. Write each sound you hear in a box.

1 pan

2 can

3 tub

PHONEME IDENTIFICATION PHONEME SEGMENTATION: FIRST SOUND

My name: _____ Date: _____

Say the word. Circle the first sound you hear.

1 log

2 nod

3 lid

SOUND SEGMENTATION PHONEME SEGMENTATION: ALL SOUNDS

My name: _____ Date: _____

Say the word. Write each sound on a blank. Use slashes like this: /c/ /a/ /t/.

1 top

2 pig

3 dog

TRACKER PHONEME SEGMENTATION TRACKER

STUDENT	TEACHER	MONTH
Zoe L.	Ms. Chen	September-October

FORMAT	TRY	DATE	SCORE/CORRECT
Sound Boxes	First try	9/5	3/4
Sound Boxes	Second try	9/19	4/4
Phoneme ID	First try	9/12	2/4
Phoneme ID	Second try	9/26	3/4
Segmentation	First try	-	-
Segmentation	Second try	-	-

How to fill this in

Date each cell the day the child does that format. Write the number correct (out of 4 words) or leave blank if not scored. "First try" and "Second try" are two different occasions, not two attempts at the same worksheet. A blank never means wrong, only not tried yet. Answer keys: pages 22, 23 and 24. Filled example: page 29.

THIS MONTH WE ARE FOCUSING ON

EXAMPLE ZOE'S TRACKER

Zoe L. is invented; nothing on this page describes a real student. The blank tracker is on page 25.

STUDENT Zoe L. (an invented student) **TEACHER** Ms. Chen (invented) **MONTH** September-October

FORMAT	TRY	DATE	SCORE/CORRECT
Sound Boxes	First try	9/5	3/4
Sound Boxes	Second try	9/19	4/4
Phoneme ID	First try	9/12	2/4
Phoneme ID	Second try	9/26	3/4
Segmentation	First try	-	-
Segmentation	Second try	-	-

How to read it

Zoe L. has started 2 of 3 formats and has a second try recorded for 2 of those. Still not started. Segmentation: Every number is out of 4 words (the items on each page), and comes from the table above.

The family note this tracker would produce

"So far this fall Zoe has practiced Sound Boxes (scoring the highest score 4 out of 4) and Phoneme Identification (3 out of 4 on the second try). Sound Segmentation (writing all sounds) is coming next." — every fact in it is a row of the table above.

Fillable PDF

33 Pages

60 Words

3 Formats



One complete kit for phoneme segmentation practice: breaking real CVC and CCVC words into sounds with sound boxes, identifying first sounds, and writing all sounds with slashes — every student answer is written or circled in pencil, nothing is cut or glued on a student page.

THREE STEPS

1 How phoneme segmentation works

Page 4 shows the three ways to practice breaking words into sounds. Pick one to start with.

2 Practice every format

Three ways to segment: Sound Boxes (write sounds in boxes), Phoneme Identification (circle the first sound), and Sound Segmentation (write all sounds with slashes). The chart below says which page.

3 Track it, roll it up, send it home

The answer keys are pages 22, 23 and 24. Date each format on the tracker (page 25), roll the class up on page 26, and send the family note home (page 27). A filled example is on page 29.

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- **60 real words practiced:** all common K-2 CVC and CCVC words, every word checked in code against a real-word list
- **3 answer keys** generated from the same word data as the pages, **1 tracker** and **1 class grid**
- **1 family note, 1 small group warm-up, 1 filled example, 1 phrase bank**
- **1 binder cover, 5 divider tabs** and a spine label, cut along the dashed lines

What this is not

Not a standardized or norm-referenced test, a screener, or a clinical tool. PSF stands for Phoneme Segmentation Fluency — untimed practice, never a scored rate. Page 4 shows how each page works.



Every word in this file, with its sounds written out and the count.

WORD	SOUNDS	#	WORD	SOUNDS	#	WORD	SOUNDS	#
cat	/c/ · /a/ · /t/	3	pig	/p/ · /i/ · /g/	3	bug	/b/ · /u/ · /g/	3
bat	/b/ · /a/ · /t/	3	big	/b/ · /i/ · /g/	3	hug	/h/ · /u/ · /g/	3
hat	/h/ · /a/ · /t/	3	pin	/p/ · /i/ · /n/	3	sun	/s/ · /u/ · /n/	3
man	/m/ · /a/ · /n/	3	win	/w/ · /i/ · /n/	3	run	/r/ · /u/ · /n/	3
can	/c/ · /a/ · /n/	3	sit	/s/ · /i/ · /t/	3	fun	/f/ · /u/ · /n/	3
pan	/p/ · /a/ · /n/	3	hit	/h/ · /i/ · /t/	3	cup	/c/ · /u/ · /p/	3
cap	/c/ · /a/ · /p/	3	kid	/k/ · /i/ · /d/	3	cut	/c/ · /u/ · /t/	3
map	/m/ · /a/ · /p/	3	lid	/l/ · /i/ · /d/	3	nut	/n/ · /u/ · /t/	3
bag	/b/ · /a/ · /g/	3	dip	/d/ · /i/ · /p/	3	mud	/m/ · /u/ · /d/	3
jam	/j/ · /a/ · /m/	3	hip	/h/ · /i/ · /p/	3	tub	/t/ · /u/ · /b/	3
bed	/b/ · /e/ · /d/	3	dog	/d/ · /o/ · /g/	3	flag	/f/ · /l/ · /a/ · /g/	4
red	/r/ · /e/ · /d/	3	log	/l/ · /o/ · /g/	3	clap	/c/ · /l/ · /a/ · /p/	4
pen	/p/ · /e/ · /n/	3	hot	/h/ · /o/ · /t/	3	slip	/s/ · /l/ · /i/ · /p/	4
hen	/h/ · /e/ · /n/	3	pot	/p/ · /o/ · /t/	3	plan	/p/ · /l/ · /a/ · /n/	4
ten	/t/ · /e/ · /n/	3	top	/t/ · /o/ · /p/	3	crab	/c/ · /r/ · /a/ · /b/	4
net	/n/ · /e/ · /t/	3	hop	/h/ · /o/ · /p/	3	drum	/d/ · /r/ · /u/ · /m/	4
pet	/p/ · /e/ · /t/	3	mop	/m/ · /o/ · /p/	3	frog	/f/ · /r/ · /o/ · /g/	4
wet	/w/ · /e/ · /t/	3	job	/j/ · /o/ · /b/	3	grab	/g/ · /r/ · /a/ · /b/	4
leg	/l/ · /e/ · /g/	3	nod	/n/ · /o/ · /d/	3	trap	/t/ · /r/ · /a/ · /p/	4
web	/w/ · /e/ · /b/	3	rod	/r/ · /o/ · /d/	3	skip	/s/ · /k/ · /i/ · /p/	4

Using this page

A reference showing every word and how it breaks into sounds. Use it to check student work or to understand the answer keys.

How we counted sounds

Each phoneme is one sound unit. For CVC words like cat (/c/ /a/ /t/), that is 3 sounds. For CCVC words like flag (/f/ /l/ /a/ /g/), the two consonants at the start are two separate sounds, so that is 4 sounds total. Every word is a real, common K-2 word.



PHONEME SEGMENTATION: SOUND BOXES



My name: _____ Date _____



Say the word. Write each sound you hear in a box.

1 pan

--	--	--

2 can

--	--	--

3 tub

--	--	--

4 hug

--	--	--

PHONEME SEGMENTATION: FIRST SOUND



My name: _____ Date _____



 Say the word. Circle the first sound you hear.

1 log

d

l

w

2 nod

d

f

n

3 lid

d

h

l

4 hit

g

b

h

PHONEME SEGMENTATION: ALL SOUNDS



My name: _____ Date: _____



Say the word. Write each sound on a blank. Use slashes like this:
/c/ /a/ /t/.

1 top

/ _ _ _ /

2 pig

/ _ _ _ /

3 dog

/ _ _ _ /

4 sun

/ _ _ _ /

PHONEME SEGMENTATION TRACKER



STUDENT

TEACHER

MONTH

FORMAT	TRY	DATE	SCORE/CORRECT
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Sound Boxes	Second try		
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When to move to the class grid

Once a format has a Second try recorded here, it has had two separate occasions — move it to the class grid (page 26) and free this page for a format that still needs individual tracking.





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STUDENT

TEACHER

MONTH

Zoe L. (an invented student)

Ms. Chen (invented)

September–October

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What's next for Zoe

Both Sound Boxes and Phoneme Identification have two tries recorded and are ready for the class grid (page 26) instead of the individual tracker. Start or continue Sound Segmentation (page 17).





THANK YOU FOR USING THIS RESOURCE

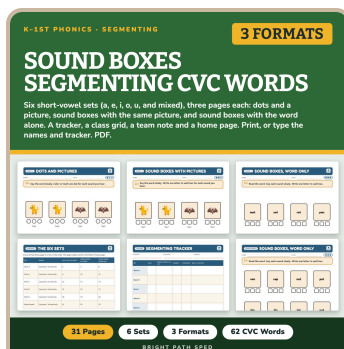
Everything here was built for the teacher who has children learning to segment words into sounds and needs three ways to practice it. If this helped, leaving feedback on TPT helps other teachers find it.

Something missing or wrong?

Please use the **Ask a Question** tab on the product page first — every question is read, and a fix to the file is a free update you re-download from **My Purchases**.

WHAT'S NEXT FROM THIS STORE

Sound boxes for a visual learner, long/short vowel sorting, real-word building, and other phonics and decoding skills.



Sound Boxes Segmenting CVC Words Worksheets, K-1st

Segmenting real CVC words into sounds, one sound box at a time.



Real or Nonsense Words Worksheets | CVC Sort, Cut and Glue, Color, Write K-1

The same real-vs-made-up skill as a cut-and-glue sorting activity.



Long and Short Vowel Sound Sort Worksheets, K-2

Sorting real words by long and short vowel sound, cut and paste.



I Spy CVC Words Phonics Worksheets: Find, Build, Write Short Vowel Words, K-1st

Finding, building and writing real short-vowel CVC words.

Part of the K-2 Phonics and Decoding Skills collection — new products in this collection are added regularly. Click **Follow** on the store page and TPT will email you when they go up.

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