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**Rhyme and Alliteration (Bryant and Bradley, 1985)** relates to phonological awareness, which is the understanding of different ways that oral language can be divided into smaller components and manipulated. Below reproduced with permission of P.E. Bryant (Feb, 2017).

### **Rhyme**

[Say],

**This is a game about rhyme or words that sound the same. Words like hump and lump rhyme or sound the same or ball and fall and call. I am going to show you 3 pictures.**

(Put them down and say the word out loud.)

[THEN SAY], **Can you tell me what the pictures are?**

[Point to each picture and ask the child to repeat the word and correct them if they repeat incorrectly]

[THEN SAY]

**Now, two of these words sound the same and one sounds different, Which word sounds different sail, nail boot**

[if child gets it wrong say, sail and nail sound the same, boot is different because it sounds different]

[THEN SAY]

**Let's try another one.**

[if child gets it wrong explain correct answer as before]

**ON ALL SUBSEQUENT ITEMS YOU SAY IT ONCE, GET THE CHILD TO REPEAT IT, YOU SAY IT AGAIN AND THEN ASK THEM TO MAKE THEIR CHOICE AND DO NOT CORRECT WRONG ANSWERS**

1 for correct response, 0 for incorrect and trials are not scored.

**STOP AFTER 5 CONSECUTIVE FAILURES.**

<b>Alliteration</b>
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[Say]:

**This is a game about rhyme or words that sound the same at the beginning. Two sound the same at the beginning and one sounds different. Let's have a practice. [Put down the pictures one at a time saying] cat car hen. Can you tell me what the pictures are [point to each in turn]. Which word sounds different at the beginning; cat, car hen?**

[If child fails, say cat and car sound the same at the beginning, hen is different because it sounds different]

**ON ALL SUBSEQUENT ASSESSMENTS YOU SAY IT ONCE, GET THE CHILD TO REPEAT IT, YOU SAY IT AGAIN AND THEN ASK THEM TO MAKE THEIR CHOICE AND DO NOT CORRECT WRONG ANSWERS**

STOP AFTER 5 CONSECUTIVE FAILURES.

### Notes

You can ask the child to think of some rhyming words or similar sounding words that they may know in an informal chat before the test

Be clear about the name assigned to the picture, do not get into a conversation about what the child thinks the picture is or some part of the picture. Repeat yourself clearly

Make sure child is not distracted by the pictures and that they understand the importance of the sound of the word, Use coaxing strategies to ensure that the child repeats the word after you, so they internalize the sound, If child does not so this, however, the test should still continue

Child may make positional choices-systematically picking first or last word uttered

If a child is consistently choosing the first or last card stop the test

If the child picks the two words that sound the same rather than the one that sounds different, then accept this answer and change the test dialogue to what two words sound the same?

### Lower case letter recognition

For the EPPE, I understand that they used lower case letter flash cards. We used the Marie Clay test template with all the letters on one card, which I attach and we just showed them one letter at a time-I would say that Brenda Taggart in the IoE would be the one to ask about accessing the cards that they used.

**[Say]I've got all the letters of the alphabet here, I'm going to show you each one and I want you to tell me if you know what it is. Do you know what one this is?**

A score of 1 was given for the naming of the letter, the sound of the letter or a word that begins with the letter. Every card had to be administered even if child consistently did not know and appropriate feedback maintained throughout.

Tester could administer the letter of the child's first name first and acknowledge this if the child got the letter right.

No correction or trails on this test and all must be administered even if child is consistently saying I don't know or giving numbers