

Phonemic Awareness

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PHONEME

The smallest part of spoken language that makes a difference in the meaning of words



PHONEMIC AWARENESS

The ability to hear, identify,
and manipulate the individual
sounds – phonemes – in
spoken words



Why is Phonemic awareness is important?

- Phonemic awareness instruction helps children learn to read.
- Phonemic awareness instruction helps children learn to spell.



The Research Says...

“Children who fall behind in first grade reading have a one in eight chance of ever catching up to grade level.”

(Juel, 1994)

“Phoneme awareness is the single best predictor of reading success between kindergarten and second grade.”

(Adams, Stanovich, 1995)

“Phonemic awareness is more highly related to learning to read than are tests of general intelligence, reading readiness, and listening comprehension.”

(Stanovich, 1993)



COMMON TYPES OF PHONEMIC AWARENESS

Isolating

Hear and isolate sounds in initial, medial or final positions in word (e.g. hear bat, ball and say bell)

Segmenting

Pronounce each phoneme in order as it occurs in word (hear bat and say b-a-t)

Blending

Combine phonemes to make a word (hear sh-ip and say ship)

Manipulating

Add or delete sounds in word to make new word (hear add a “t” to an” and say ant; replace the sound “d” in sad with a “t” and say sat)

PHONICS

- It involves letters
- Text
- When the specific sound letters go together learning alphabetic principles to read and learn.
- Called different things:
 - ✓ Grapho-phonetic cues
 - ✓ Letter-sound associations
 - ✓ Sound-symbol correspondences

All refer to students knowing the relationship between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language.



THREE APPROACHES IN PHONICS INSTRUCTION

- Embedded Phonics
- Analytic Phonics
- Synthetic Phonics



PHONEMIC AWARENESS AND PHONICS

- Are VITAL in early education to teach students the foundation of reading and writing.
- Understanding that speech is composed of individual sounds, noticing and manipulating the sounds in ORAL language.
- Provides the foundation for PHONICS and SPELLING.



Phonological Awareness

- Broad term that includes phonemic awareness
- In addition to phonemes, phonological awareness activities can involve work with rhymes, words, syllables, and onsets and rimes.



Phonological Awareness

- The term phonological awareness refers to a general appreciation of the sounds of speech as distinct from their meaning. When that insight includes an understanding that words can be divided into a sequence of phonemes, this finer-grained sensitivity is termed phonemic awareness. (Snow, Burns, & Griffin, 1998, p. 51)



Skills mastered by ...

Age	Skills Acquired
Age 3	<ul style="list-style-type: none">▪ Recitation of rhymes▪ Rhyming by pattern▪ Alliteration
Age 4	<ul style="list-style-type: none">▪ Syllable counting (50% of children by age 4)
Age 5	<ul style="list-style-type: none">▪ Syllable counting (90% of children by age 5)
Age 6	<ul style="list-style-type: none">▪ Initial consonant matching▪ Blending 2-3 phonemes▪ Counting phonemes (70% of children by age 6)▪ Rhyme identification▪ Onset-rime division
Age 7	<ul style="list-style-type: none">▪ Blending 3 phonemes▪ Segmentation of 3-4 phonemes (blends)▪ Phonetic spelling▪ Phoneme deletion
Age 8	<ul style="list-style-type: none">▪ Consonant cluster segmentation▪ Deletion within clusters

Which methods have the greatest impact?

- **Blending and Segmenting**

Phoneme Awareness instruction is most effective when it focuses on only one or two types of phoneme manipulation, rather than several types.



National Reading Panel reports:

“Phoneme Awareness measured at the beginning of kindergarten is one of the two best predictors of how well children will learn to read.”



How Much Instructional Time?

**“No more than 20
hours over the
school year.”**

Stanovich, 1993



How do I assess it?

- Usually 1:1
- Recommended to assess by **mid kindergarten year**
- Focus on assessing **blending** and **segmenting**
- Use **information** to make data driven **decisions** for **instruction**



What does assessment and instruction look like?

REPORTS\Phonemic awareness\Elkonin_Boxes_Download.pdf
REPORTS\Phonemic awareness\LAC-3.pdf
REPORTS\Phonemic awareness\Phonemic Awareness Assessment.pdf
REPORTS\Phonemic awareness\yopp_singer_phoneme_segmentation_test.pdf



What does assessment and instruction look like?

- [REPORTS\Phonemic awareness\SeptemberQPAS.pdf](#)



Additional
Areas of assessment
& Instruction



Phoneme Isolation

Children recognize individual sounds in a word.

Teacher: ***What is the first sound in van?***

Children: ***The first sound in van is /v/.***



Phoneme Isolation

What is the first sound in:

- Tire
- Pail
- Goat
- Clock
- Star
- Fish

Then later.....What is the last sound in:



Phoneme Identity

Children recognize the same sounds in different words

Teacher: *What sound is the same in fix, fall, and fun?*

Children: *The first sound /f/ is the same.*



Phoneme Categorization

Children recognize the word in a set of three or four words that has the “odd” sound.

Teacher: ***Which word doesn't belong?***

bus, bun, rig

Children: ***Rig does not belong. It doesn't begin with /b/.***



Phoneme Categorization

- Shake ice shave
- Milk butter bug
- Candle cookie gutter



Phoneme Blending

Children listen to a sequence of separately spoken phonemes, and then combine the phonemes to form a word.

Teacher: *What word is /b/ /i/ /g/?*

Children: */b/ /i/ /g/ is big*



Types of Blending

What word is */_//_//_/?*

- */h/ /ou/ /s/*
- */p/ /i/ /t/*
- */f/ /o/ /k/ /s/*



Phoneme Segmentation

Children break a word into its separate sounds, saying each sound as they tap out or count it.

Teacher: *How many sounds are in grab?*

Children: */g/ /r/ /a/ /b/. Four sounds*



Segmentation Levels

- Counting words in a sentence
- Counting syllables in words
- Compound words
- Counting phonemes in words



Segmentation Levels

Let's Do: *How many sounds are in ___?*

- Cake

--	--	--	--

- Lock

- Hen

- Flag



Phoneme Deletion

Children recognize the word that remains when a phoneme is removed from another word.

Teacher: *What is smile without the /s/?*

Children: *Smile without the /s/ is mile.*



Phoneme Deletion

What is ____ without the /_/?

- Ball without /b/
- Fly without /f/
- Rent without /r/
- Eight without /t/



Phoneme Substitution

Children substitute one phoneme for another to make a new word.

Teacher: *The word is bug. Change /g/ to /n/. What's the new word?*

Children: *Bun.*



Phoneme Substitution

Let's Do: The word is _____. Change /_/ to /_/.
What's the new word?

- Tight /t/ to /m/
- Bag /b/ to /w/
- Lid /d/ to /p/
- Cot /o/ go /a/



Summary

- Phoneme awareness should be assessed in kindergarten.
- Focus majority of instruction on blending and segmenting sounds.
- Phoneme awareness can be directly taught.
- Phoneme awareness does not require extensive teaching time.



THANK YOU 😊

