

Phonological Awareness

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ECHD 440 & 640
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Image by [Lupinoduck](#)



Goals for this session

Participants will be able to:

- Explain the importance of phonological awareness in learning to read an alphabetic language
- Describe development of phonological awareness skills birth to eight
- Plan intentional activities to support children's phonological awareness



Image by [jessica49](#)

Alphabetic Languages

- Phonological awareness, at the phoneme level, is the best single predictor of reading success
- Foundation of learning an alphabetic writing system



Phonological awareness

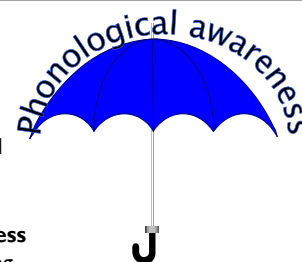
- Ability to attend to and manipulate units of sounds in speech
- The focus is on sounds in words rather than meaning (or letters)
- The smaller the sound unit the more difficult
- There are different types of manipulation
 - Recognition, substitution, blending

Phonological Units

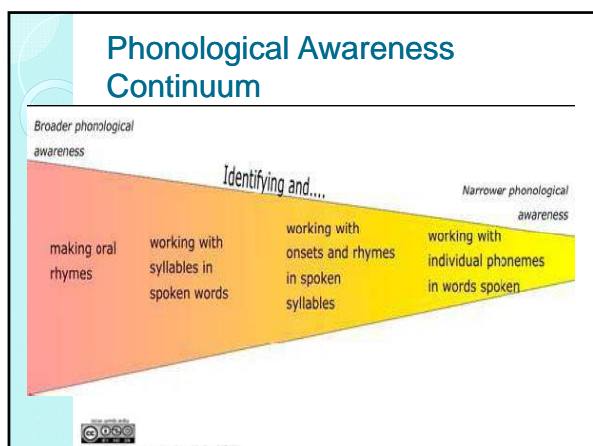
Word	spoken					
Syllables	spo			ken		
Onset and Rimes	sp			k	en	
Phonemes	s	p	o	k	e	n

Terms

- **Phonological awareness** - a broad term that includes phonemic awareness
- **Phonemic awareness** - hearing, manipulating the smallest sounds within words



Words
Syllables
Onset & Rimes
Phonemes & Phonemic Awareness



Teach Rhyming

- Rhyming chants, songs, and finger plays, nursery rhymes and other poems
- Stories with rhyming text
- Use of word deletions during repeated readings
- Jump-rope rhymes

Alliteration

- Recite poems, chants, nursery rhymes, and songs with repeating initial sounds
- Read alliterative texts
- Group objects by beginning sounds
- Play with beginning sounds, i.e. name games
- Call attention to words with similar beginning sounds.

Syllable segmenting

- Have children clap or tap out the syllables of their name and other familiar word
- Use markers to show syllables
 - El-e-phant = 3 syllables & 3 chips

Syllable fun

Matching	Do these start the same? <i>sandwich</i> <i>sandbag</i>
Isolation	What do you hear at the beginning of <i>under</i> ? (/un/)
Substitution	What word would you have if you changed the /b/ in <i>baby</i> to /m/? (<i>maybe</i>)
Blending	What word would you have if you put these sounds together? /pup/-/py/? (<i>puppy</i>)
Segmentation	Tell the parts you hear in this word: <i>table</i> (/ta/-/ble/)
Deletion	Say <i>napkin</i> without the /kin/. (<i>nap</i>)

Onsets and rimes

One syllable words starting with consonant, divides into:

- Onset –/b/ of *box*
/thr/ of *three*
- Rime – /ing/ of *king*
/end/ of *blend*
- Sort words into families by rimes:
c-at, h-at, b-at, etc.

Onset-Rime Fun

Matching	Do these start the same? <i>start stand</i>
Isolation	What do you hear at the beginning of <i>blank</i> ? (/b/)
Substitution	What word would you have if you changed the /b/ in <i>black</i> to /cr/? (<i>crack</i>)
Blending	What word would you have if you put these sounds together: /pl/-/ane/ (<i>plane</i>)
Segmentation	Tell the sounds you hear in this word: <i>spoon</i> (/sp/-/oon/)
Deletion	Say <i>grin</i> without the /gr/. (<i>in</i>)

Phonemes

- Smallest units of sound in the language
- English has about 44 phonemes
- Skills at the phoneme level are most linked with reading/spelling success



Image by [kevindooley](#)

Phonemic Awareness

- An understanding that speech is composed of a series of individual sounds /c/ - /a/ - /t/
- An awareness of sounds in spoken words
- The ability to examine language independently of meaning and to manipulate its component sounds

Phoneme Fun

Matching	Do these start the same? <i>cat kite</i>
Isolation	What do you hear at the beginning of <i>bug</i> ? (/b/)
Substitution	What word would you have if you changed the /ch/ in <i>chain</i> to /r/? (<i>rain</i>)
Blending	What word would you have if you put these sounds together: /p/-/l/-/ā/-/n/ (<i>plane</i>)
Segmentation	Tell the sounds you hear in this word: <i>dog</i> (/d/-/o/-/g/)
Deletion	Say <i>meat</i> without the /m/. (<i>eat</i>)

Phoneme Matching

Children recognize the same sounds in different words

How To:

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

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

Phoneme Matching

Let's Do: What is the initial sound in?

- | | | |
|--------|--------|-------|
| ◦ sat | sister | sorry |
| ◦ run | rice | river |
| ◦ bike | bake | birth |

Phoneme Isolation



'chocolate' starts with the _____ sound

'photograph' starts with the _____ sound

'third' starts with the _____ sound

'cot' starts with the _____ sound



Image by [escherben](#)

What sound do you hear at the end of these words?



The word 'plate' ends with the _____ sound.

The word 'rose' ends with the _____ sound.

The word 'comb' ends with the _____ sound.

The word 'ledge' ends with the _____ sound.



Image by [Doug Caldwell](#)

How many /s/ sounds do you hear in this sentence?

**Sam gave Susie a box of pencils
for her sixth birthday.**



How many letters and sounds in these words?



'box' contains _____ sounds and _____

'wheat' contains _____ sounds and _____ letters

'splash' contains _____ sounds and _____ letters

'cheat' contains _____ sounds and _____ letters.

Phoneme Categorization



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

How To:

Teacher: Which word doesn't belong?

bus, bun, rig, boat


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

Phoneme Categorization




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

Phoneme Isolation




Children recognize individual sounds within a word.

How To:
 Teacher: **What is the first sound in van?**
 Children: **The first sound in van is /v/.**




Phoneme Isolation



Let's Do:
 What is the first sound in:

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



What is the last sound in:




Phoneme Isolation

You Do:
I spy something in the room that starts like:

- Purple
- Water
- Teacher
- Cat





Phoneme Substitution




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

How To:
 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/




Phoneme Blending



Children listen to a sequence of separately spoken phonemes, and then combine the phonemes to form a word. When able, then they write and read the word.

How To:
 Teacher: What word is /b/ /l/ /g/?
 Children: /b/ /l/ /g/ is **big**.



Phoneme Blending

Let's Do:

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.

When able, they write and read the sounds.

How To:

Teacher: What are the sounds in the word **grab**?

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



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.

How To:

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

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



Phoneme Deletion

Let's Do:

What is ____ without the /_ /?

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



Phoneme Addition

Children make a new word by adding a phoneme to an existing word.

How To:

Teacher: What word do you have if you add /s/ to the beginning of **park**?

Children: **Spark**.



Phoneme Addition



Let's Do: What word do you have if you add /_/ to the beginning of ____?

- /s/ to the beginning of **mile**
- /c/ to the beginning of **law**
- /g/ to the beginning of **lad**
- /t/ to the end of **pass**



Principles of Phonological Awareness



Five characteristics make a word easier or more difficult (Kameenui, 1995):

1. The size of the phonological unit (e.g., it is easier to break sentences into words and words into syllables than to break syllables into phonemes).
2. The number of phonemes in the word (e.g., it is easier to break phonemically short words such as no, see and cap than snort, sleep or scrap).



Principles, con't



3. Phoneme position in words (e.g., initial consonants are easier than final consonants and middle consonants are most difficult).

4. Phonological properties of words (e.g., continuant such as /s/ and /m/ are easier than very brief sounds such as /t/).

5. Phonological awareness challenges. (e.g., rhyming and initial phoneme identification are easier than blending and segmenting.)



Breaking the code - Phonics

- To break the code of reading and writing, a child must be able to link phonemes with letter or letter combinations – this is phonics.



Image by [Dolphins2005](#)



Phonological awareness can be taught, but ..

- It is not best to teach it through "skill and drill"
- It's more effective (and more fun!) to teach it through shared enjoyment of the sounds of the language:
 - poetry
 - rhymes
 - songs
 - finger plays
 - word games




Strategies to Promote PA

- Choose books to read aloud that focus on sounds, rhyming and alliteration
- Invite children to make up new verses of familiar words or songs by changing the beginning sounds of words
- Play games where children isolate the beginning sound in familiar words and generate rhyming words



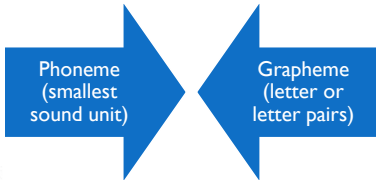
English Language Learners - PA

- Encourage parents to teach phonological awareness in the **home language**
- Phonological awareness skills will transfer to English
- Create opportunities for children to hear the sounds of their **native language**
- Be aware of phonemes that are difficult to hear (don't exist in the home language)
- Build on words the child knows and their interest
- Work in small groups, use repetition



Phonics

- **Phonics** – the phoneme level of sounds and the links between these sounds and **graphemes** (signal letters or letter pairs used or represent them)



Phoneme (smallest sound unit) ↔ Grapheme (letter or letter pairs)

Phonological Awareness ≠ Phonics

Phonological Awareness	Phonics
• Is an auditory skill that does NOT involve print.	• Involves print
• Activities are auditory	• Requires looking at print
• Focuses on understanding how the sound of spoken language can be segmented, combined, and manipulated	• Focuses on the representation of spoken language
• Can begin before child has learned a set of letter-sound correspondences	• Helps students identify words in print by "sounding out" the phonemes, blending them together and saying the word.


Why PA Matters

- Early phonological awareness has been shown to predict later reading success (Cupples & Iacono, 2000).
- Phonemic awareness is the most potent predictor of success in learning to read. It is more highly related to reading than tests of general intelligence, reading readiness, and listening comprehension. (Stanovich, 1986, 1994)
- The lack of phonemic awareness is the most powerful determinant of the likelihood of failure to read. (Adams, 1990)

Why teach PA?

- 35% of the children who enter kindergarten have not naturally acquired phonological awareness and need to be taught these skills

<http://www.childrenslearninginstitute.org/>

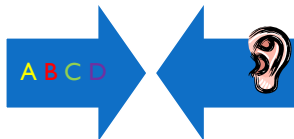


The diagram is a pyramid titled 'PHONOLOGICAL AWARENESS CONTINUUM'. It is divided into four horizontal layers, each with a label: 'Listening' at the top, 'Blending' in the second layer, 'Segmenting' in the third layer, and 'Listening' at the bottom. Arrows indicate a flow from the top layer down to the bottom layer.

Cracking the Code

Children with poor phonological processing skills:

- have difficulty "cracking" the alphabetic code
- tend to rely on contextual cues to guess the unfamiliar word rather than knowledge of phonics to decode it.





The diagram shows a blue arrow pointing right with the letters 'A B C D' inside it. To the right of the arrow is a large ear icon, representing the process of listening to the sounds of the letters.

Teachers plan curriculum to

Help younger children to begin to develop **phonological awareness** from birth through songs, finger plays, and games.

Help children to develop **phonemic awareness** through games and activities that encourage them to focus on the smaller units of sound.

Help older children to develop **phonic** skills through games and activities that encourage matching letters and sounds

Phonetic knowledge preschool

Guidelines for Preschool Learning Experiences English Language Arts:

8. Listen to, identify, and manipulate language sounds to develop auditory discrimination and phonemic awareness.

9. Link letter with sound in play activities.

14. Recognize and supply rhythm and rhyme in poetry.

Watch video:

<http://dww.ed.gov/media/ECE/PreSchoolLit/PA/Leaarn/flashoverview/index.htm>

Massachusetts Curriculum Frameworks for ELA

Pre-kindergartners Older 4's to young 5 year olds	Kindergartners
<p>With guidance and support, demonstrate understanding of spoken words, syllables and sounds (phonemes)</p> <ol style="list-style-type: none"> Recognize and produce rhyming words Segment words in a simple sentence Identify the initial sound of a spoken word & generate other words with same initial sound. 	<p>Demonstrate understanding of spoken words, syllables and sounds (phonemes)</p> <ol style="list-style-type: none"> Recognize and produce rhyming words Count, pronounce, blend, and segment syllables in spoken word Blend and segment onsets and rimes of single syllable spoken words Isolate and pronounce the initial, medial vowel, and final sounds in three phoneme (CVC) words Add or substitute individual sounds in simple one-syllable words to make a new word

Massachusetts Curriculum Frameworks for ELA

Pre-kindergartners Older 4's to young 5 year olds	Kindergartners
<p>Demonstrate beginning understanding of phonics and word analysis skills.</p> <ol style="list-style-type: none"> Link an initial sound to a picture of an object that begins with that sound and with support to corresponding printed letter - Recognize one's own name and familiar common signs and labels 	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Demonstrate basic knowledge of one-to-one sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant Associate the long and short sounds with common spellings for the five major vowels Read common high-frequency words by sight Distinguish between similarly spelled words by identifying the words of the letters that differ.

Massachusetts Frameworks ELA

Grade 1 students	Grade 2 students
<p>Know and apply grade-level phonics and word analysis skills in decoding words</p> <ol style="list-style-type: none"> Know the spelling sound correspondences for common consonants digraphs. Decode regularly spelled one syllable words Know final -e and common vowel team conventions for representing long vowel sounds. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word Decode two-syllable words following basic patterns by breaking the words into syllables Read words with inflectional endings Recognize and read grade-appropriate irregularly spelled words 	<p>Know and apply grade-level phonics and word analysis skills in decoding words</p> <ol style="list-style-type: none"> Distinguish long and short vowels when reading regularly spelled one-syllable words Know spelling-sound correspondences for additional common vowel teams Decode regularly spelled two-syllable words with long vowels Decode words with common prefixes and suffixes Identify words with inconsistent but common spelling-sound correspondences Recognize and read grade-appropriate irregularly spelled words

Reflect, assess and moving forward






Image by [Covell](#)

For additional information

Watch video *Reading Rockets*

- <http://www.readingrockets.org/article/3403>

Explore *Doing What Works*

- http://dwww.ed.gov/practice/?T_ID=15&P_ID=30



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