

PHONEMIC AWARENESS



Phonological Awareness

...the ability to identify and manipulate speech sounds regardless of size. Phonological awareness encompasses awareness of rhyme, syllables, onset-rime, and phonemes.

rhyme dog & log

syllables fan / tas / tic

onset-rime d / og

phonemes d / o / g

Phonemic Awareness

...the ability to identify and manipulate individual sounds in spoken words. Phonemic awareness is a subset of Phonological Awareness.

phonemes d / o / g

ch / a / t

c / oa / t

Phonemic Awareness Development

Students identify initial and final consonant sounds

Example: Students would be able to identify the /s/ and /p/ sounds in the word *slump*

Students identify the middle vowel sound in words

Example: Students would be able to identify the /u/ sound in the word *slump*

Students identify the individual sounds represented by consonant blends at the beginning or end of words

Example: Students would be able to identify the /l/ and /m/ sounds in the word *slump*

Original figure, information adapted from Brady, 2020

FOCUS ON LETTER-SOUND CONNECTIONS!



To be able to read and spell, students need to connect the phonemes (sounds) in words to the letter(s) that represent them. It is important to teach phonemic awareness skills starting mid-kindergarten and to explicitly show students how letters represent sounds. Using letters to practice identifying sounds in words is more effective than thinking or talking about sounds alone.

Guidance for Phonemic Awareness Instruction



Be explicit. Model what kids should do.



Provide practice opportunities and feedback.



Draw attention to how the mouth moves when making sounds

Start with continuous sounds (/s/) then move to stop sounds (/t/)



Teach oral blending and segmenting from the beginning of kindergarten



Incorporate letters ASAP



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