



# Phonological Awareness



This is a child's ability to hear sounds and sound patterns. Many children cannot read because they do not have a true ability to hear the separate sounds in words. This flow chart shows the different levels of Phonological Awareness ***in the order the skills should be taught.*** Use the resources on the Phonological Awareness page, and please do them in order!

## 1. Words in a sentence

This refers to a child's ability to understand that sentences are made up of smaller pieces called words.

**Example:** Can the child recognize that there are four words in the following sentence: My dog is friendly. (My dog is friendly.)

**Important to note:** Children only have to demonstrate their understanding; they do not have to actually count the words. Please use the web site for activities on how to teach words in a sentence. This can be a fun time for parents and students.

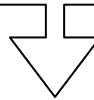


## 2. Syllables

Once a child understands that sentences are made up of words, they need to understand that words are divided into smaller parts called syllables.

**Example:** The word "happy" is broken into two syllables "hap /py ". The child should clap each syllable.

**Important to note:** When you help your child at home, always start with two and three syllable words. One syllable words like "cat" are difficult for students who are just being introduced to this concept. Please see the web site for activities on teaching syllables.

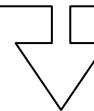


## 3. Onset and rime

After mastering syllables, children need to understand that words can be broken into even smaller parts called onset and rime (not rhyme). The onset of a word is the first full sound before the vowel. The rime is the rest of the word.

**Example** "sat" the /s/ sound is the onset and the /at/ sound is the rime. We only use single syllable words when teaching onset/rime.

**Important to note:** This is a tricky concept and parents should talk to the teacher before trying to do onset/rime at home. You do not want to confuse your child.



## 4. Initial Sounds

This is the child's ability to isolate and categorize the initial (first, beginning) sound in a word.

♦The initial sound in the word "fat" is /f/    ♦The initial sound in the word "mat" is /m/

♦The initial sound in the word "brat" is /b/

Use the web site to find materials and resources to teach initial sounds.



## 5. Final Sounds

This is the child's ability to isolate and categorize the final (last, ending) sound in a word.

- ◆ The final sound in the word "fast" is /t/
- ◆ The final sound in the word "matter" is /r/
- ◆ The final sound in the word "break" is /k/

Use the web site to find materials and resources to teach initial sounds.



## 6. Middle Sounds

This is the child's ability to isolate and categorize the medial (middle) sound in a word.

- ◆ The middle sound in the word "cat" is /ă/
- ◆ The middle sound in the word "bet" is /ĕ/
- ◆ The middle sound in the word "big" is /ĭ/

Use the web site to find materials and resources to teach middle sounds.



## 7. Blending and segmenting 2-5 phonemes

**Phoneme**- The smallest unit of speech sound.

- ◆ There are two phonemes in the word "at" /ă/ /t/
- ◆ There are three phonemes in the word "cat" /c/ /ă/ /t/
- ◆ There are four phonemes in the word "brat" /b/ /r/ /ă/ /t/

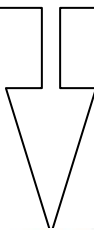
When we ask a child how many sounds they hear in a word, we are asking them to segment, or break apart, the word.

**Example:** How many sounds do you hear in the word dog? The correct answer is "3 sounds" /d/ /ŏ/ and /g/

When we give a child the sounds and have them tell us the word, we are asking them to blend.

**Example:** What word has these sounds: /d/ /ŏ/ and /g/? The correct answer is "dog"

This is an important skill, and it cannot be correctly mastered until all of the other six skills are learned to mastery. Use the web page to see examples of how to help your child with blending and segmenting phonemes. Once this skill is mastered, we will move into print and attach the sounds to letters ----- phonics.



**Arthur says:** Practice all the skills on the page, email your child's teacher, make an appointment!

Remember:

There is **no** equal opportunity if you can't read !

