

Implementing a Structured Literacy Approach In Kindergarten - Phonological Awareness

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Phonological Awareness is the ability

- to attend to,
- to discriminate,
- to remember, and
- to manipulate the sounds in spoken language.

The end goal is phonemic awareness which refers to a person's ability to attend to, discriminate, remember, and manipulate *phonemes* (the smallest units of sound in oral language.)

PA Continuum:

speech discrimination ⇨ word awareness ⇨ syllable awareness ⇨ phoneme awareness

 *BIG chunks* ⇨ ⇨ ⇨ ⇨ ⇨ *tiny bits*

***Rhyming develops alongside syllable and phoneme awareness.**

***Crucial to practice reciprocal skills: blending and segmenting.**

***Helpful to know how to make a task a little bit easier:**

smaller bits, more bits are harder than bigger, fewer.

***At the phoneme level, beginning sounds are easiest to discriminate, then ending sounds, then medial (middle) sounds.**

***Build a “word bank” to use (Google!) - plan words for lessons**

***Keep it short, playful and fun!**

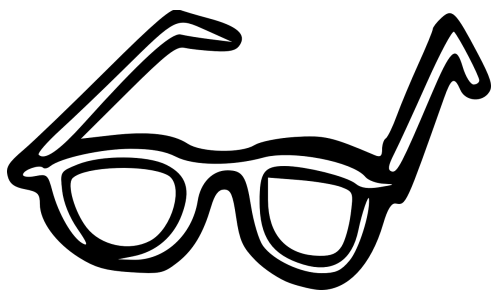
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Connecting Phonemic Awareness to Print

When introducing a new “piece of code” include these points:

- ☐ **Can they hear the sound?** (do they hear it within spoken words? are they able to discriminate the sound?)
- ☐ **Can they pronounce the sound?** (draw their attention to what the mouth is doing to produce the sound)
- ☐ **Can they recognize the letter?** (show them a nice clear example, point out features. Can they discriminate this “symbol” among all others?)
- ☐ **Can they print the letter?** (guide letter formation with modelling and verbal prompt. Encourage correct top-down print formation.)
- ☐ **Can they apply new learning?** (Begin to practice combining sounds to blend and segment - this will lead to reading and spelling little words.)

A rule of thumb is to introduce new sounds as quickly as you can, and as slowly as you must. By reviewing daily, it is quite easy to be aware of how children are managing to keep up.



Keep a close watch on children who are not keeping up with their peers. Provide more opportunities to review daily with a smaller group or one-on-one. Catch them early to keep the gap manageable.

These are your struggling readers.♥