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Example:

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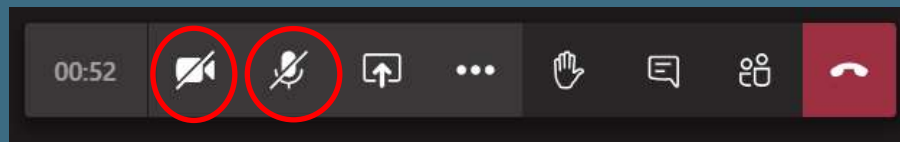
The development of phonological awareness skills

Lorna Llewellyn and Kat Barter
Speech and Language Therapists
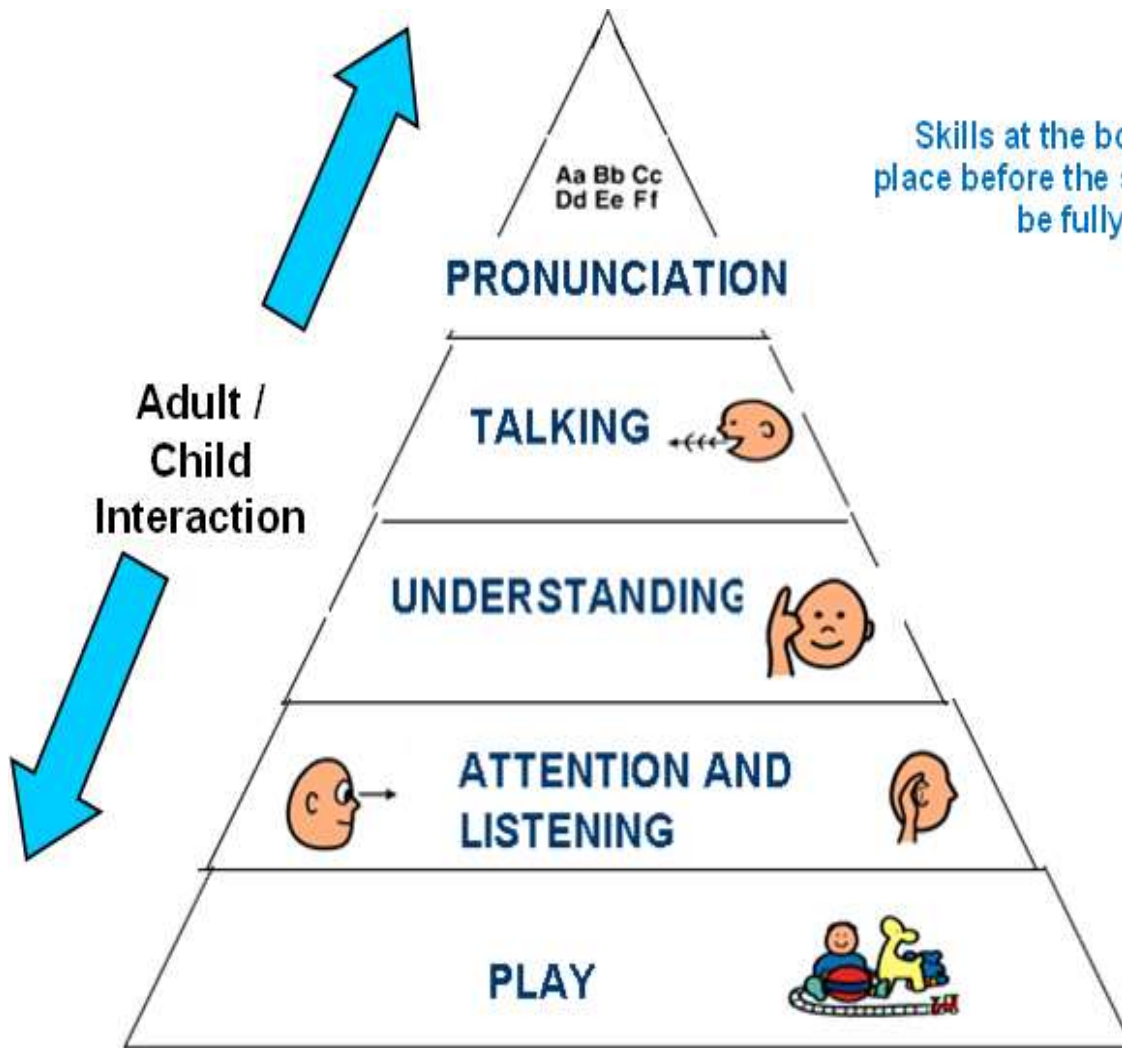**Early Years Communication and Language**
Development Service, Bolton

- What is phonological awareness and why is it important

- Children learn these skills in stages – children need to understand the concepts before they can use them

- Without a strong understanding of the earliest skills children will struggle to progress to more complex tasks
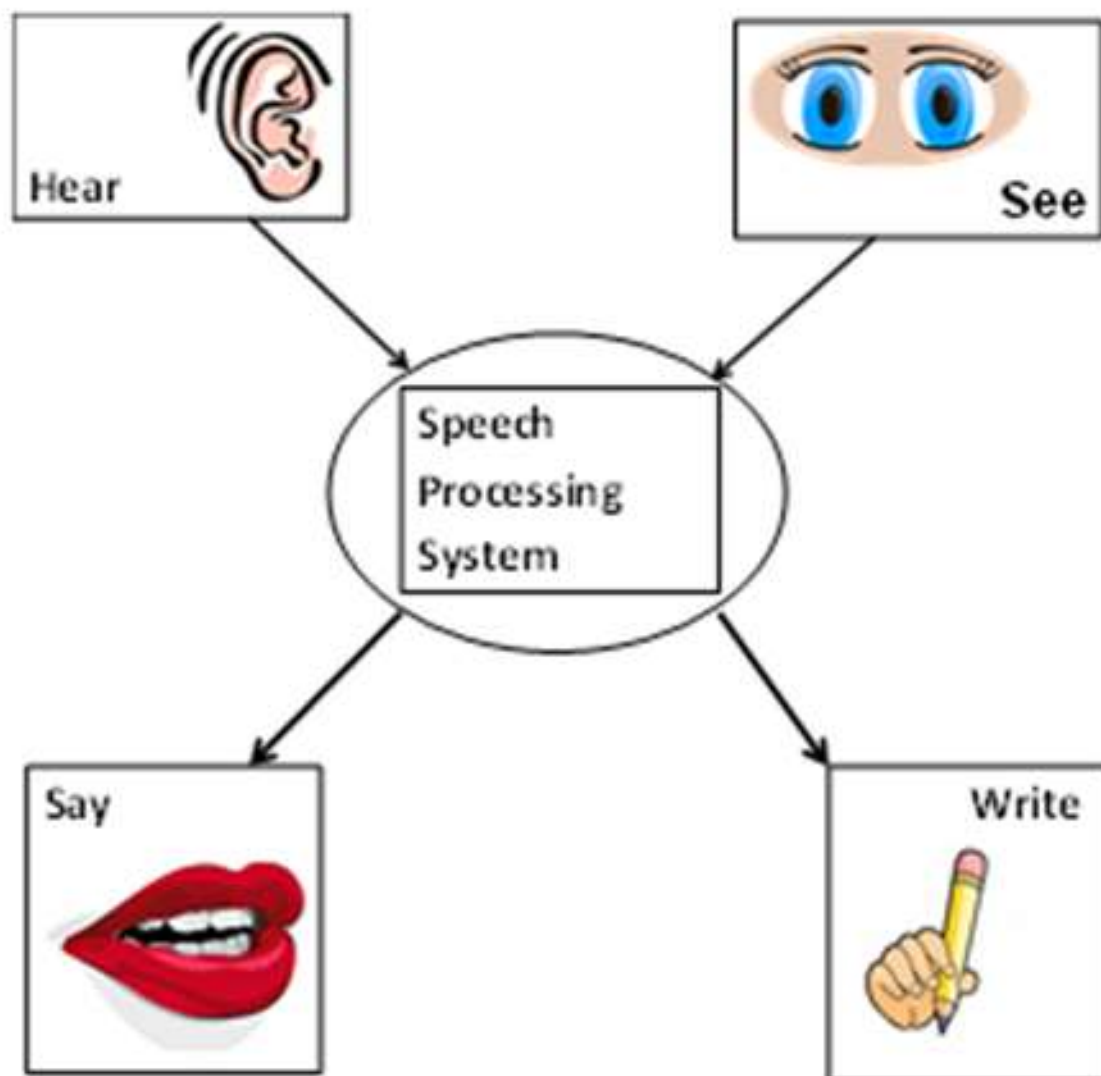
Communication pyramid

Skills at the bottom have to be in place before the skills above them can be fully developed.

Adult / Child Interaction

PRONUNCIATION
Aa Bb Cc Dd Ee Ff

TALKING

UNDERSTANDING

ATTENTION AND LISTENING

PLAY

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Phonological awareness

Psycholinguistic Framework
(Stackhouse and Wells)

Hear

See

Speech
Processing
System

Say

Write

Speech Sound Development

Age	Sounds used	Substitution processes
0 - 18 months	General babble Large repertoire of sounds	• All – few words
2 – 3 Years	m n p b t d w	• Final cons. deletion • Cluster reduction sp-p • Fronting k»t, g » d • Stopping f » p, s » t, • Voicing t » d
3 - 4 Years	m n p b t d w k g -ng f s sh h y	• Cluster reduction • Some fronting and stopping
4 -5 Years	As above plus l sh ch v z j	• Few processes still used • Clusters developing after 4 ½ yrs.
5 + Years	As above plus th r sp,sn,sl,sk,sw, bl,pl,tr,tw etc.	• Sound system almost complete

https://www.thecommunicationtrust.org.uk/media/18865/communicating_phonics_final.pdf

Key principles for helping children with SLCN access the check

The issue	The solution
Background noise can make careful listening and speech perception incredibly difficult for children with SLCN	Minimise background noise and visual distractions
Tasks focusing on an area of a child's difficulty (i.e. phonics for a child with SLCN) can be extremely tiring and challenging	Deliver the check in short sections if necessary to avoid children getting tired and losing concentration
Some children will feel very anxious and lack confidence	Make the check situation as relaxed as possible to reduce anxiety and increase confidence, give reassurance and encouragement
Many children with SLCN will need more time to process information	Give extended time for children to process what they hear and to respond to it
Some children will struggle to understand instructions for the check	Give instructions in short, simple sentences using words and ideas you know the child understands. Accompany instructions with gestures or any sign or symbol system the child uses
Some children will appear to 'fail' because they say the words incorrectly	Check whether the speech sounds the child 'fails' on during the check are sounds he or she has difficulty with in their spontaneous speech, for example, do they always say "tat" for "cat"

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Rhyming

- Understanding rhyme means that children recognize that words are made up of separate parts.

- A child that is able to recognize if words rhyme will be able to use these familiar patterns to help them with spelling and reading. Eg. cat and hat both have an 'at' sound pattern.

Activity recognize rhyming words:

- Fishing game – give the child a picture of a cat – ask the child to fish out all the other pictures that rhyme with cat eg. hat, mat, pat, sat, rat

- Activity 1
  - Generate 5 words that rhyme with your name, silly words and real words acceptable e.g. Lorna, worna, corna, sorna, forna, dorna

Ability to segment words into syllables

- Syllable segmentation is the ability to identify how many syllables or parts are in a word.

- Segmenting is a crucial skill in learning to spell because being able to split words up into their separate sounds helps children to work out longer or unfamiliar words.

- **Identifying syllable activity**:

- 3 boxes labelled 1/2/3

- Pictures of words that have one, two or three syllables.

- Say "find me the picture with 1/2/3 sound/s"

- Child needs to put the correct picture in the box.

Syllable blending

- Blending is the ability to pull individual sounds or syllables back together to make words.

- Blending syllables is easier for children once they have mastered segmenting.

- **Strategy:**

- Add a physical action. Getting active can help visual learners or children who struggle with attention skills.

- Get your child to hold up one hand in a fist for each syllable , start with words that blend to make new words e.g. cow boy. Then join their fists together when they say the whole word = cowboy.

- Activity 2
  - Think of 3 other examples of blended words e.g. cow + boy =cowboy
    - Car + park = carpark

Ability to identify words beginning with the same sounds

- Remember identification tasks are generally easier than production tasks.

- Establishing that sounds occur in different positions of words – initial, final and medial help some children with the later task of segmenting whole words into isolated sound components.

- **Activity:** What's in the bag – provide the child with a bag of 7-8 objects half of which start with the same sound. Get the child to sort the objects by the sound they start with.

Ability to identify words ending with the same sounds

- **Age 5:** Children begin to segment words into the onset (sounds before the vowel) and rime (sounds after the vowel). They begin to blend phonemes to recognise a word

- **Activity:** Sound of the day: have a list of objects/pictures ending with the same/different sounds- get the child to sort whether the final sound was the same/different to the daily target.

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Ability to segment words into individual sounds

- Children initially require verbal adult-led support through modelling and practicing

- When teaching word segmentation it is important that you start with a simple word structure before increasing its complexity e.g. CV, VC and CVC.

Activity: Robot game- get a child to sound out the target words using their robot voice e.g. m o p. You can also use visual objects like coins to signify each sound in the word (3 coins for mop)

Ability to segment words into individual sounds e.g. CCVC, CVCC, CCVCC

- This is reinforced in the same manner as the simpler word structures.

- **Activity-**: Using visual objects/images and ask children to request items by segmenting words into individual sounds using sound talk e.g. the blanket with the s-p-o-t-s spots. You can use coins to represent each sound

Sound Blending

- Recognising the letter sounds in a word, for example c-u-p, and merging or synthesising them in order to pronounce the word 'cup'

- Children will need support to be able to do this through modelling, listening and copying. As they become familiar with the letter shapes this can be done using written words.

- Activity 3
  - Please share any strategies or activities you use to support children being able to blend sounds into words
- e.g. tiger feet (clawed hands move forward alternately for each sound then jump forwards together when saying the word)

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Manipulating sounds in words

- Swapping the sounds within a word to change the word

- Swapping initial sounds e.g. cat, bat, pat

- Swapping end sounds e.g. cat, cap, car or

- Swapping medial sounds e.g. pat, pet, pit

Letter - Sound Correspondence

- Whichever teaching system you use several important points to remember:

- Multi sensory learning is best therefor having a picture, gesture, and sound to match to the letter shape will support learning.

- Lots of repetition in different environments

- Matching spoken sounds to pictures with the child just listening and pointing. Children need to be able to hear the differences between sounds. Example: use 3 pictures, you say the sound the child adds a brick to a tower on the sound they heard

How can we support children develop their phonological awareness skills

- Think about opportunities within your daily routine to listen carefully and talk extensively about what they hear, see and do.

- Use picture or symbol prompts

- Listening area

- Small group sizes

- Use gestures

- Home Languages

Activity

Rhyme 1

When the English tongue we speak.
Why is break not rhymed with freak?
Will you tell me why it's true
We say sew but likewise few?
And the maker of the verse,
Cannot rhyme his horse with worse?
Beard is not the same as heard
Cord is different from word.

Rhyme 2

Simple Simon met a pieman,
Going to the fair;
Says Simple Simon to the pieman,
Let me taste your ware.
Says the pieman to Simple Simon,
Show me first your penny;
Says Simple Simon to the pieman,
Indeed I have not any.

Any Questions