



Prep Phonological Awareness Language Support Program

By Rachelle Claasz



What is phonological awareness?

“Phonological awareness is the ability to attend to, identify and manipulate the sounds in spoken words.”

(R. Neilson, Sutherland Phonological Awareness Test –R, 2003, in Communicate Speech Pathology Service, 2012)

Phonological awareness skills include:

- Segmenting sentences into words
- Segmenting words into syllables
- Identifying and producing rhyming words
- Onset and rime (first sound followed by the rest of the word – fish is f-ish)
- Identifying beginning, medial and end sounds of words
- Blending sounds
- Segmenting sounds



In Prep, the phonological awareness program focuses on:

- Letter sounds and identification
- Onset and rime
- Listening for beginning, medial and end sounds
- Blending sounds
- Segmenting words



What are Prep students expected to know by the end of Prep?

In accordance with the Australian Curriculum, phonological awareness is aiding Prep students to meet these standards by the end of the year:

- Recognise letters of the alphabet and know that there are lower and upper case letters
- Recognise rhymes, syllables and sounds in spoken words
- Know that spoken sounds and words can be written down using letters of the alphabet



Why was your child selected for the program?

At the beginning of Term 3, students were nominated for the program based on either report data or teacher recommendations.

From here, students were tested and placed on the program according to their results.



What is covered during a session?

Alphabet sounds and letter names, mouth positioning and cued articulation:

- the emphasis is on letter sounds not names and is accompanied by the hand sign and letter symbol for the letter. Cued articulation was developed by Jane Passy and is a visual cue for each sound to help those who have difficulty distinguishing sounds.

Listening for first, middle or last sounds in words:

- this helps students use listening skills to begin isolating sounds

Blending sounds in words (for reading):

- **students are told a word in segmented sounds and they must blend the sounds together to say the whole word, which is the skill needed to read words.**

Segmenting sounds in words (for writing):

- **students say the word they want to write and try to say each sound separately out loud so they can work out what letter they need to write for each sound.**

How can you continue to support your child at home?

During reading:

If your child is stuck on a word, ask them to stretch out the sounds.

For example, if they were stuck on the word sun, it could be stretched out as ssssuuuuunnnn.

This skill is blending and helps them to hear the sounds stretched out so they can work out the word by the way it sounds.

After reading a page:

Can you find a word that starts with the letter ___?

Can you find a word that has the letter ___ in the middle?

Can you find a word that has the letter ___ at the end?

Can you find a word that starts with the same letter as your name?

What letter is that? What is its sound?

What is the first/middle/last sound of the word _____?

Can you think of another word that starts with the letter ___?

What word rhymes with _____?

How many words are in that sentence?

How many syllables does that word have?

If we took the sound ___ off this word and replaced it with a ___ what

would the new word be?

When writing:

What sounds do you hear in that word? Encourage them to say the sounds in the word out loud. For example the sounds in hat are h-a-t and this skill is segmenting to help them write down sounds they hear in words. This can only be done with phonetic words.

What is the first sound you hear for that word?

What letter do we write to show that sound? A letter strip is useful so they can visually locate the letter. If students are developing letter ID, give them a choice of letters it could be, rather than overwhelming them with the whole alphabet.

What is the next sound you hear in that word? Continue this process for the word.

Learning to write is a demanding process. Depending on the readiness of your child, focus on this process with one letter or word in their writing and gradually build up as their confidence and knowledge develops.



Feedback

We'd be grateful for any feedback you care to offer.

Kindly complete the page on your table.

Thanks for your interest and participation today's workshop.

