#### **Phonemic Awareness**

## **Stages of Phonemic Awareness**

**Phonemic Awareness**: A subset of phonological awareness, in which listeners are able to hear, identify and manipulate individual phonemes, the smallest units of sound

Becoming aware of individual sounds in words is the most difficult level of phonological awareness. It is also the area of phonological awareness that research indicates is the most predictive of success in using sound knowledge in reading.

# Identification & Isolation

- •The ability to identify where a sound appears in a word or to identify what sound appears in a given position in a word. Progression of skills within identification and isolation: listening for alliteration through teacher read alouds and alliteration learning activities, identify/isolate initial sound, identify/isolate final sound, identify/isolate middle sound.
- Sample teacher talk: What is the first sound you hear in the word 'cat'?

### Blending

- Phoneme blending refers to the ability to identify a word when hearing the individual sounds of the word in isolation. Essentially, it's the ability to put the word back together. Progression of skills within blending: blending onset and rime (e.g., |k| /at/ = cat, |s| /eep/ = sleep), blending individual phonemes (e.g., |k| /a/ /t/ , |s| /I/ /ee/ /p/).
- •Sample teacher talk: What word is made up of the sounds /b/ /e/ /n/ /d/?

- Phoneme segmentation refers to the ability to break down words into their individual phonemes. Progression of skills within segmenting: breaking down into onset and rime (e.g, spill = /sp/ /ill/), breaking down into individual sounds (e.g., spill = /s/ /p/ /i/ /l/).
- •Sample teacher talk: Tell me all the sounds you hear in the word 'soap'.

#### Segmenting

- Manipulation
- Phoneme manipulation is the most challenging of the phonemic awareness skills. This requires students to **delete** phonemes from words and identify the new word and **substitue** one phoneme for another to make and identify a new word. Progression of skills within manipulation: delete initial sound, delete final sound, delete middle sound, substitute initial sound, substitute final sound, substitute middle sound
- Sample teacher talk: What word do you get if you take /r/ of 'rat'?