

## Brady Handout, November 15, 2022

### Summary and Implications

- There is not a continuum for phonological awareness development that goes from larger segments (e.g., syllables, onset-rimes) to the level of the phoneme.
- Instead, phoneme awareness develops in terms of the positions of phonemes in spoken words.
- Kindergarten and first-grade Instruction: Focus on the phoneme level and incorporate letter knowledge and handwriting, systematically coordinating the phonemes students become aware of with the letters that represent those phonemes. Follow the developmental sequence, differentiating as appropriate for individual students or groups of students at different points of development. Reinforce phoneme awareness of particular speech sounds as students encounter them in different word positions (e.g., having the student identify the phoneme /m/ in final position after having become aware of it in initial position, and subsequently as part of a consonant cluster (e.g., in the word, smell), also linking with the letter for each position.

#### Additional Points:

- Older struggling readers: Assess to determine how far along the student is in phoneme awareness development in terms of the positions of phonemes in words; target instruction in phoneme awareness according to the student's level of progress.
- Manipulation tasks (addition, deletion, substitution) should be done **with letters** to reinforce the links between phonemes and letters/graphemes and to reduce the memory demands. This helps all students, and especially struggling readers who often have a weakness in phonological memory.  
The students who can do manipulation tasks without letters do so in part as a *consequence* of having stronger reading skills – when skilled readers hear a word, the spelling of the word is automatically activated in their brains. Thus, ability to perform such tasks orally without letters is an outcome of word-level reading skills.

### Action Steps

- Alter standards, legislative requirements, curricular materials, and teacher preparation content pertaining to phoneme awareness to align the teaching of phoneme awareness with research knowledge.