

How Does Phoneme Awareness Develop

*****The location of a phoneme influences the ease of becoming aware of that phoneme.**

Beginning Phoneme Awareness: External Phonemes and Medial Vowel

1. Initial phonemes in spoken words
(e.g., /b/ in *bed*; /d/ in *dancer*)
2. Final phonemes in spoken one-syllable words
(e.g., /s/ in *bus*; /ch/ in *teach*)
3. Medial vowel phonemes in spoken CVC words
(e.g., /a/ in *sat*; /ee/ in *meat*)

Advanced Phoneme Awareness: Internal Consonants

4. Internal consonants in consonant clusters (blends) in spoken one-syllable words with a single blend
e.g., /t/ in *stop* (CCVC), /m/ in *pump* (CVCC)
5. Internal consonants in spoken words with two blends or a blend with 3 consonants
e.g., /r/ and /s/ in *brisk* (CCVCC)
or /t/ and /r/ in *stripe* (CCCVC)

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Phoneme Awareness Development

LEVELS ⁺	EXAMPLES OF TYPES OF WORDS TO USE FOR ACTIVITIES
Levels 1-3: Beginning Phoneme Awareness	
Level 1: Awareness of the Initial Phoneme	Words that do not start with a consonant blend: <i><u>s</u>ee, <u>m</u>y, <u>a</u>im, <u>i</u>tch, <u>f</u>ee<u>t</u>, <u>z</u>oom, <u>d</u>inosaur, <u>ch</u>ocolate, <u>b</u>ird</i>
Level 2: Awareness of the Final Phoneme	One Syllable Words that do not end in a consonant blend: <i>in, me, tub<u>e</u>, dish, gum<u>s</u>, plat<u>e</u></i>
Level 3: Awareness of the Medial Vowel CVC	3-Phoneme Words with a medial vowel: <i>me<u>a</u>t, wi<u>sh</u>, bo<u>a</u>t, he<u>a</u>d, so<u>i</u>l, ro<u>o</u>m, wa<u>i</u>t,</i>
Levels 4-5: Advanced Phoneme Awareness	
Level 4: Awareness of all of the Individual Phonemes in a 1-Syllable Word with a Single Consonant Blend CCV CCVC CVCC	Words with One Consonant Blend: <i><u>s</u>py, <u>s</u>kip, <u>sn</u>ack, <u>sc</u>oop, desk, was<u>p</u>, shi<u>ft</u>, pon<u>d</u>, to<u>ld</u>, clea<u>n</u>, cr<u>y</u>, tha<u>nk</u>, <u>bl</u>ue, <u>fr</u>ee</i>
Level 5: Awareness of each of the Individual Phonemes in a 1-Syllable Word with Two Consonant Blends or a Triple Blend CCVCC CCCVC	Words with Two Consonant Blends: <i><u>st</u>amp, <u>br</u>isk, <u>pl</u>ant, <u>bl</u>ast</i> Or One Triple Consonant Blend: <i><u>str</u>ipe, <u>spl</u>ash, <u>squ</u>ash, <u>spr</u>ay</i>

⁺ Note: The layers are not rigid stages; students often bridge layers, increasing awareness of phonemes in one word position (e.g., initial) while making inroads on a different position (e.g., final). This sometimes occurs because it is easier to become aware of particular phonemes because of their acoustic and/or articulatory properties.

From Brady, Russo & Kurto
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