Phonological Awareness Developmental Continuum

The Highland Council
Comhairle na Gàidhealtachd

PA refers to sounds not letters, it is spoken not written

Be careful: developmental order is **not completely** linear as children continue to refine earlier skills whilst learning later skills, remember to take a holistic view of each child and be flexible to skip or review stages as required

Listening and attention	- Good listening rules -Verbal turn taking - Can maintain attention on adult led task -active listening skills
Auditory discrimination (Hearing differences between a range of sounds)	- Going on a sound walk. What can you hear? – listening lotto games – matching musical instruments / noise makers – using concepts of same/different, long/short, noisy/quiet –musical statues/chairs –do these two words sound the same? Yes/no
Visual and auditory memory	- Using auditory discrimination games and then recalling unseen information – following routines and verbal directions – copy my leader –simple Kim's game – who's missing? – I went shopping and I bought…
Word boundaries (Hearing where one word ends and the next begins)	- Hop/jump for each word in a spoken sentence – get a jigsaw piece/building block for each word, see who's got the tallest tower
Rhyme awareness and detection	- Use rhyming objects in a bag – develop concept of words sounding the same/different (at the end) – rhyme singing (bouncing, moving, clapping to the beat) – nonsense rhymes – can you find something that sounds like wellyfant? (elephant) –easier to hear if words rhyme if they are longer as more of the rime is preserved
Syllable blending (from adult production)	- Not a silent or child production task –needs adult to say the word and split the syllables, can the child blend the syllables back together? – talk like a robot. Have a variety of objects out. Can the child find the ap – ple? – syllable completion. Adult says first part, child completes the word
Syllable detection (Hearing 'beats' in a word)	- How many beats in a word? – clapping for beats – use a visual representation for each syllable (counters etc.) – need a knowledge of numbers 1-3 (at least) – easier to start with recognising 2-3 syllable boundaries then only 1 syllable words – adult needs to model

Designed by: Care & Learning Service – Speech and Language Therapy, Occupational Therapy, Educational Psychology
DRAFT: August 2015

Rhyme production

- Make up silly rhyming names e.g. Ellen Melon – rhyme strings (dog, log, frog) – rhyming couplets, pausing on the last word to encourage children to experience rhyme – rhyming rockets, provide child with rime and use symbols (such as Jolly Phonics) to generate other rhyming words – can be non-words

Onset – rime

(onset = sounds before the first vowel, rime = all the rest)

- Adult to model splitting the word and/or blending the word together – can children split words (verbally spoken not written), try keeping onset or rime the same and generating a list of words (spoken and/or with visuals to support) –remind children about the concepts of beginning and ends of words – e.g. c-at, ch-icken, fr-og,

Phoneme discrimination

- Can child identify a long/short, loud/quiet sound – adult model and stress sounds – can child identify the beginning, middle, end sounds in a *spoken* word – I spy using phonemes not letter names

Alliteration detection

- Can the child identify which words begin with the same sound?-can the child find an object that begins with the sound? – find things around the class/school that start with a sound – alliteration table of objects – identify the odd one out (objects or pictures)

Phoneme blending

- Use objects to help children learn the concept of 'joining together' e.g. cubes, jigsaw, magnetic trains (with/without pictures, e.g. Jolly Phonics, attached) –adult to model and demonstrate – lengthen and exaggerate the sounds – increase the gaps if too easy – use Jolly Phonics gestures to support blending from one sound to another

Phoneme segmentation

- Use the same objects to help children learn the concept of 'splitting' words into sounds (e.g. cubes, jigsaw, magnetic trains) – make sure its sounds, not letters – keep away from written text

Ready for a phonics programme

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