Phonological Awareness refers to **sounds** not letters, it is **spoken** not written

**Be careful**: The developmental order below 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.

A school’s phonics programme should consider each child’s level of phonological awareness development, and include instruction and activities to support the development of these skills.

- **Listening and attention**
- **Auditory discrimination**
  - (Hearing differences between a range of sounds)
- **Visual and auditory memory**
- **Word boundaries**
  - (Hearing where one word ends and the next begins)
- **Rhyme awareness and detection**
- **Syllable blending**
  - (from adult production)
- **Syllable detection**
  - (Hearing ‘beats’ in a word)
- **Rhyme production**
- **Onset – rime**
  - (onset = sounds before the first vowel, rime = all the rest)
- **Phoneme discrimination**
- **Alliteration detection**
- **Phoneme blending**
- **Phoneme segmentation**