# Phonological Awareness

# Intervention Strategies

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**A Friendly Reminder**

# Table of Contents

# Phonological Awareness - Introduction

Children need good phonological awareness skills when first learning to read. Successful early reading requires the child to efficiently and accurately make the crucial sound/letter link. Research compiled over the last three decades has clearly linked phonological awareness with early reading skills. In fact phonological awareness is considered the leading predictor of a child's reading success or failure.

Phonological awareness is the ability of an individual to *consciously* break down words to individual sounds *(phonemes),* to understand that phonemes can be represented as symbols *(letters),* and to synthesize speech sounds embodied as letters into words, and later written phrases, sentences and stories.

It's worth repeating that there is a *significant link* between good phonological awareness and reading skill. Children with proficient phonological awareness skills are well placed to read and decode relatively easily. Children who don't have good phonological awareness skills are at risk of *not* making the sound/letter link, which can later result in decoding difficulty and ultimately reading failure.

# Differences between Phonological Awareness, Phonemic Awareness and Phonics

## Phonological Awareness

Phonological awareness enables children to be aware of and mentally sort through the sound structure of oral language. Phonological awareness is an important metalinguistic skill. The term *awareness* is a factor in this skill. The dictionary defines awareness as *'having knowledge of, being cognizant and conscious of*...' This is certainly true of phonological awareness. When a child becomes *conscious* of speech sounds they can better devote mental energy to analysing the sound structure of dif-

ficult words or concepts. Children who are naturally blessed with this skill have an advantage over children that struggle with sound awareness.

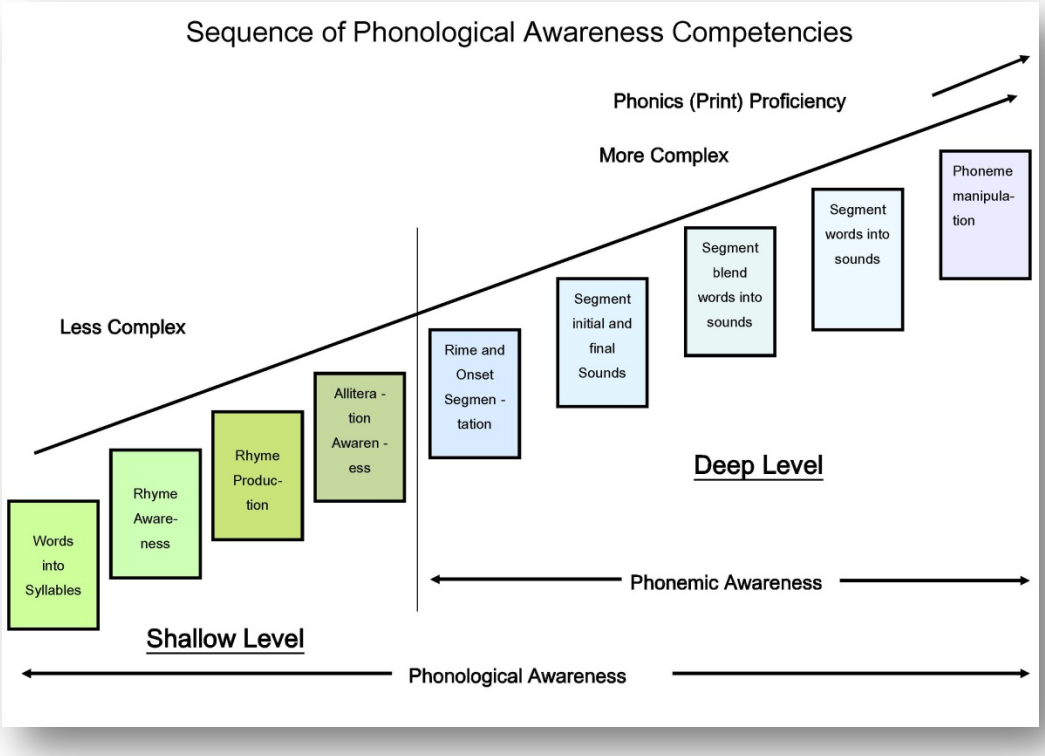
When watching pre-school children with typically developing language skills *play* with language, you may notice that their minds busily sort through and experiment with new sounds and words. Children become increasingly aware of the different sounds individual phonemes make and become more conscious of the rhythms and complexities of speech. Unfortunately, a percentage of children have difficulty with sound awareness, particularly children with language impairment. They tend to not develop adequate phonological awareness and often need to be explicitly taught these skills.

Some specific phonological awareness tasks are to be aware of the sound structure of language, be able to break down words into syllables, identify and produce rhymes and be able to identify the *first* phoneme in words.

## Phonemic Awareness

Phonemic awareness is a sub-set of skills that resides under the phonological awareness umbrella. Phonemic awareness requires a *deeper understanding* of the sound structure of language. As the title suggests, understanding is at the level of the *phoneme* – single sound awareness. A child with good phonemic awareness skills is able to manipulate and isolate individual sounds, or phonemes. This skill becomes vital when a child later moves from analysing *sounds* to analysing *print.* Phonemic awareness skill is crucial for decoding print. The child that has difficulty breaking down or *segmenting* a word into individual sounds is at risk for reading disorder. Specific phonemic awareness tasks include identifying *rime and onset*, segmenting *initial* and *final* sounds, *blending* sounds into words, *segmenting* words into individual sounds and *manipulating* sounds.

A key feature of both phonological and phonemic awareness is that a child is only required to analyse or manipulate sounds in *spoken words*. Neither skill requires the child to engage with *print*. In its *purest form*, only spoken stimuli are needed to successfully engage a child in phonological or phonemic awareness tasks.




# Phonics

In phonics, children need to match speech sounds to printed symbols - i.e. the alphabet, which makes phonics considerably different from phonological awareness. As stated previously, in phonological and phonemic awareness tasks the focus is on *spoken* language. Phonics tasks focus on linking speech sounds to letter symbols. But, for children to successfully decode printed letters and words, they require good phonological and phonemic awareness skills. Which is perhaps why phonological awareness is considered by many researchers and reading experts as the leading predictor of reading success or failure.

Though phonological and phonemic awareness skills are important in early reading, they do not guarantee success with decoding and spelling. If a child has good phonological and phonemic awareness skills then he/she has a good *foundation* for successfully learning the alphabetic script. But, the child still needs to learn *orthographic knowledge* and understand the myriad and often tricky ways that speech sounds can be represented in print.

# Principles of Intervention

The ultimate aim of phonemic awareness training is to enable children to acquire proficient reading and writing skills. Without the ability to decode words skillfully, children will have difficulty comprehending an author's message and fail to make sense of a written text, whether in storybook form or in expository text.

Classroom-based phonemic awareness instruction should be made available to all early-years children. Phonemic awareness instruction in early-years provides a sound base or foundation for the building of reading and spelling skills. A percentage of all elementary school children, possibly as high as 20%, will need *explicit instruction* in phonemic awareness training. *(2008, Schuele & Boudreau).*

# When to Deliver Phonemic Awareness Therapy

Children should be exposed to simple shallow level phonological activities in pre-school, such as syllable counting, rhyme awareness and rhyme production. In prep or kindergarten children should begin school with at least some phonological skills. Deep level phonemic awareness tasks such as *rime-onset, blending* and *segmenting* of phonemes should generally begin mid-way through the first year of schooling. As a general rule, more difficult, deep level phonemic awareness tasks such as identifying blend sounds in segmentation tasks should be introduced in first grade. More complex phonemic awareness tasks such as phoneme manipulation where phonemes are introduced into a word or deleted can be attempted toward the end of grade one and the beginning of grade two.

It is essential that children with decoding difficulties be given a solid foundation of explicit and detailed instruction of blending and segmenting skills, both in singular phonemes *(c-a-n)* and blend phonemes *(s-c-a-n).* Children who do not have good segmentation skills will struggle to decode unfamiliar words. Blending and segmentation skills are considered critically important to decoding and also to reading fluency.

# Order of Phonemic Awareness Intervention

In terms of early prep (kindergarten) level school-based phonological and phonemic awareness instruction, teachers and clinicians should initially focus on rhyme awareness, rhyme production and the breaking up of words into syllables. This can be presented as a whole class activity with explicit instruction provided to children who may struggle with these shallow level phonological tasks. It's important to note that some children with overall good phonemic awareness skills such as blending and segmenting can still struggle with rhyme production tasks.

Early phonological skills such as syllable awareness, rhyme awareness and rhyme production are important shallow level skills. They provide a blueprint of instruction for the later acquisition of critically important phonemic awareness tasks such as *blending* and *segmenting*.

# Description of Phonological and Phonemic Awareness Tasks and Stages

## Phonological Awareness Tasks – Shallow Level

**Syllable Awareness:** Syllables are the building blocks of words and language. They influence the structure and rhythm of the English language. Syllables can be individual vowels, or vowels combined with consonant sounds. For instance, if we were to break down the word *elephant* into separate syllables we would have *el – e – phant,* three syllables. A useful means of demonstrating syllable separation is to clap out the individual syllables with your hands.

**Rhyme Awareness:** Identify words that rhyme. Rhyming word are words that have the *same sound* at the end of the word. For instance, sink – pink, fun – sun, sing – ring, etc.

**Rhyme Production:** Produce simple rhyming words. Not always as easy as it sounds. Rhyme production does require good oral language ability. A useful method is to think of letters of the alphabet that begin a word with a different phoneme. For ins

tance, for the simple word *bell* we could produce a number of words with different initial sounds just by working up through the alphabet – *dell, fell, gell, hell, jell, kell, mell, nell, pell, quell, rell, sell, tell, vell, well, yell.*

**Alliteration:** Identify the first sound in a word or a sequence of words. Alliteration refers to the ability to be aware of the first sound in words. For instance, *park, pull, pea, pasta, pocket, pain, and peel* all start with the /p/ phoneme.

## Phonemic Awareness Tasks – Deep Level

**Onset and Rime:** Onset and rime are phonological units that make up a syllable. A syllable can be separated into two distinct parts, the initial consonant and then the vowel, and sometimes a final consonant. For instance, the word *catch* is composed of the *onset* /c/ and the *rime* /atch/.

*Rime* has similarities to *rhyme* - the difference being that with *rime*, the spelling is constant, whereas in *rhyme,* the spelling can change, though the sound at the end of the word sounds alike. For instance, rime-onset words for *kite* would include, *bite, rite, spite*, etc. The rhyme words for kite would also include, *bite, rite* and *spite*, but can also feature words with different spelling, such as *sight*, *light, might,* etc.

**Blending:** Blending is a deep level phonemic awareness skill that involves combining sounds together to form a word. Blending tasks usually begin with two phoneme words and progress through to four phoneme words. For instance, *'put these sounds to make a word,'* two phonemes /k/ - /ey/, three phonemes, /d/ - /o/ - /g/, four phonemes (blend) /d/ - /e/ - /s/ - /k/.

**Segmentation:** Segmentation is a deep level phonemic awareness task that requires a child to identify each sound that makes up a word. As with blending tasks, children should begin with two phoneme words and progress through to segmenting four phoneme words. For instance, *'tell me each sound you hear in* ***cat****.'* The answer is three sounds or three phonemes, /c/ - /a/ - /t/.

**Deletion of Phonemes:** Deletion is a deep level phonemic awareness skill that requires a child to delete or take a way a phoneme and say the word that is left. The deletion can be a singular phoneme or a consonant cluster. For instance, (singular

phoneme) *'say **mat.**'* Child says *'**mat**.' 'Now say **mat** without the /m/.'* (Cluster phoneme) *'Say **slow**.'* Child says *'**slow.**' 'Now say **slow** without the /s/.'*

**Phoneme Manipulation:** The manipulation of phonemes is a difficult deep level phonemic awareness skill that requires a solid understanding of segmentation and blending skills. Manipulating phonemes helps children to learn to change phonemes in words to create new words. For instance*, 'change the **/t/** sound in boot to **/k/.** What is the new word?'*

# Planning Effective Intervention

Some thought needs to be devoted to the planning of phonological intervention to at risk students. Careful selection of goals and techniques for phonological intervention could well be the key factor as to whether children with poor phonemic awareness skills learn to ultimately decode successfully. Clinicians and classroom teachers need to *teach clearly,* have a *strategic direction* of intervention in mind, and *scaffold children's understanding* of phonological awareness activities.

**Successful Teaching:** Phonemic awareness instruction needs to be explicitly taught. Teaching of phonemic awareness skills involves helping children to understand what may previously have been an arcane mystery. Teachers and clinicians need to not just ask questions of their students but provide effective models of instruction, scaffold responses to shape students understanding of phonemic skills and highlight important concepts. The goal is to move the child from maximal amount of prompts and scaffolded support to the child being able to perform a phonemic task with little to no support. The clinician or teacher needs to provide the necessary level of support for a child to successfully analyse the sound structure of a word using a *think-aloud* method of intervention, demonstrating to the child how to break the word down.

**Strategic Direction:** The clinician needs to provide a stream-lined, predictable and logical structure involving modelling and imitation to a child when teaching phonemic awareness. Clinicians and teachers need to think strategically in terms of the types of tasks the child is expected to perform. This includes whether the target is (i) *rhyme, rime-onset, blending, segmentation* or *manipulation* task, (ii) whether the task

is *judgment*, *imitation,* or *spontaneous production*, (iii) and is the target at *phrase, word* or *phoneme* level.

*a. Modelling Sequence: (Model – the teacher demonstrates the target behaviour to the student/s)*

| Model Type | Example |
|---|---|
| Model the target | *'Listen to the word, **sun**. The first sound in sun is /s/, sssssun.'* |
| Model and imitation | *'Listen to the word, **sun**. The first sound in sun is /s/, Say the first sound with me, /s/.* |
| Model, imitation, and assess | *Listen to the word, **sun**. The first sound in sun is /s/, Say the first sound with me, /s/. What's the first sound in **sun**?'* |
| Model and assess | *Listen to the word, **sun**. What's the first sound in **sun**?'* |

*b. General Teaching Strategies for Phonological Awareness*

| Task | Intervention Steps |
|---|---|
| Rhyme | (i) *Say the words **sun** and **fun**.* |
| | (ii) *Do your mouth and tongue do the same at the end of each word?* |
| | (iii) *Do the words sound the same at the end?* |

| | | |
|---|---|---|
| Initial and final phonemes | (i) | *Say the words **sun** and **sad**.* |
| | (ii) | *Do your mouth and tongue do the same at the end/beginning of each word?* |
| | (iii) | *Isolate the initial or ending sound and emphasize whether it is a long sound for instance /s/ or a stop, e.g. /d/.* |
| Blend words into sounds | (i) | *Repeat the sounds, elongating slightly the long sounds s - u – n.* |
| | (ii) | *Blend sounds together stretching the long sounds, sssss – u - nnnnn.* |
| | (iii) | *Say the word with normal prosody, sun.* |
| Segment words into sounds | (i) | *Repeat the word, sun.* |
| | (ii) | *Stretch the sounds, same as with blending, s – u –n.* |
| | (iii) | *Segment the sounds, s – u – n emphasizing each individual sound. Model the sounds with handclaps to provide an initial tactile cue.* |

*c. General Instructional Sequence*

## Phonological Awareness – *Shallow* Level Instruction

| Steps | Sequence Instruction | Example |
|---|---|---|
| Segment words into syllables | Segment sentences | *Peter ate cake.* |
| | Segment compound words | *dishcloth* |
| | Segment two syllable words | *picnic reading* |
| | Segment multisyllabic words | *potato helicopter* |
| Rhyme | Rhyme judgement | *Do **key** and **sea** rhyme?* |
| | Odd one out | *Which word does not rhyme with the others? **lamb run jam.*** |
| | Match rhymes | *Show me a word that rhymes with cat.* |
| | Rhyme production | *Tell me a word that rhymes with **cat** and **bat**..* |
| Initial and final sounds | Judge initial sounds | *Do **pig** and **pie** start with the same sound?* |
| | Odd one out – initial | *Which word does not start with /s/? **soup, cat, sun, sail.*** |

| | | |
|---|---|---|
| | Match initial sounds | *Which word begins with the same sound as pie?* |
| | Judge final sounds | *Do **dig** and **log** end with the same sound?* |
| | Odd one out – final | *Which word does not end with /m/? **room, cat, sum, gum.*** |
| | Match final sounds | *Which word ends with the same sound as run? **sun, log, dog.*** |

## Phonemic Awareness – *Deep* Level Instruction

| Steps | Sequence Instruction | Example |
|---|---|---|
| Onset-Rime Segmentation | Segment initial continuing sound | *What's the first sound in **sun**?* |
| | Segment initial stop sounds | *What's the first sound in **bike**?* |
| | Segment final continuing sound | *What's the last sound in **leaf**?* |
| | Segment final stop sounds | *What's the last sound in **bike**?* |

| | | |
|---|---|---|
| Blend & Segment sounds | consonant/vowel – continuing | *we, no, say* |
| | vowel/consonant – continuing | *us, oar, ace* |
| | consonant/vowel – stops | *cow, two, pea* |
| | vowel/consonant – stops | *up, eat, ark* |
| | cons/vowel/cons – continuing | *moose, fish* |
| | cons/vowel/cons – stops | *cat, dog, loop* |
| | cons/cons/vowel | *ski, sky, spa* |
| | cons/cons/vowel/cons | *skip, grin, plate* |
| | cons/vowel/cons/cons | *desk, first, most* |

**Scaffold Children's Responses:** Scaffolding to a child's responses means to prompt and shape a child's response until the child is able to grasp and understand a target concept. The level of a child's response to a clinician's instructions determines the type of scaffolding that needs to be provided. Below are some general scaffolding principles. As the title suggests, scaffolding is the support and reinforcement needed to lay a foundation of understanding for a child as he/she learns a complex new concept.

## Scaffolding Principles

1. Monitor the child's response to a specific question. If the child has no concept of how to answer correctly rephrase the question or present a simpler task that the child has demonstrated some success with.
2. On complex tasks break the instructions into smaller and more manageable chunks. The clinician or teacher then guides the child through the simplified steps.
3. The clinician or teacher can use a think-out-loud strategy where the details of the concept are presented verbally by the clinician to aid understanding.
4. Provide cues and prompts to guide the child's understanding of the target concept.
5. Shift focus to a similar type of task, then shift back to the original task.
6. Repeat the task several times and prompt the child to think of the task from several perspectives.
7. Always provide emotional support and use phrase such as *'great effort, good try, well done, I like the way you did that, you nearly got it, that was so great,'* etc.
8. Once the child has accomplished a task reinforce to him/her what an achievement it is to learn that skill.
9. At all times be aware of a child's level of understanding and shape and mould responses based on the child's capacity. For instance, if the child is early in the learning phase, subtle hints may not be enough. When learning a new concept, maximal scaffolding is required. Once the child has learnt several concepts, subtle hints may be the next step for that child.

# Phonemic Intervention - Prompts and Cues

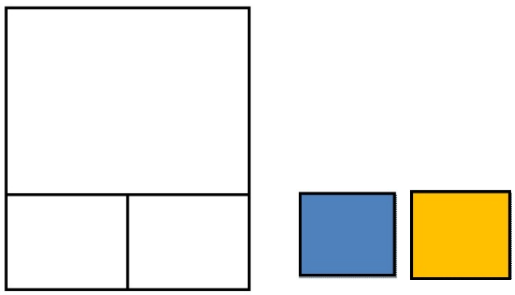
Prompts to use with *segmenting* and *blending* tasks

| Prompt | Example |
|---|---|
| 1. Begin by modelling with a slow pronunciation the target word. | *'Listen while I say the word. The word is **sun**. Can you tell me each sound in sun? What's the first sound in sun?'* |
| 2. If the first sound is correct then probe for the child's knowledge of other sounds in the word.<br>(If incorrect or the child doesn't respond to the prompt…)<br>If the child still cannot identify the sounds in the word ***go to prompt 5*** | *'Good job. Can you tell me the other sounds in the word **sun**?*<br><br>*'Try the sound at the end of the word **sun.'*** |
| 3. If the student can identify the first sound but *not* other sounds in the word then prompt the child. | *'The first sound in sun is /s/. Great, now what is the second sound, the vowel? Let's clap it out, **s–u-n**. How many sounds?* |
| 4. Prompt the child to identify the middle and final sounds. | *What's the middle sound? What's the final or last sound?* |
| 5. Model segmentation of the word | *'Watch this. I have three squares for three sounds. I'll place the squares in each box. Blue for consonants and yellow for vowel.* |
| 6. Model segmentation of the word then hand chart and squares to student and guide the child through the activity. | *'Let's do the word together. Now try it yourself. The word is **cat**. It has three sounds. It has /c/ /a/ /t/ Let's clap it out.'* |

# Segmenting Phonemes – CV & VC Example

## Instruction dialogue between clinician and child using a two phoneme segmentation box

**Clinician:** *'The focus of today's lesson is going to be about breaking words apart into separate sounds.'* The clinician places a two phoneme box, a single blue square and a single yellow square in front of the child.



**Clinician:** '*We are going to say all the sounds in a word. To help do this we are going to use this box with two little boxes attached below it. Let's begin with a word that has a long stretchy sound at the end of it. The word is* ***key.****' Can you say that word with me? Stretch the last sound, which is the vowel, eeeeee. So we go keeeeee.' The first sound is k.*

**Child:** *'Keeeee.'*

**Clinician:** *'Fantastic. Now let's break the word* ***key*** *into its separate sounds. Are you ready? I'll break the word down first and then we'll do it together.'* The clinician separates the phonemes verbally. **k…ee** while hand clapping each phoneme to emphasize the sound separation.

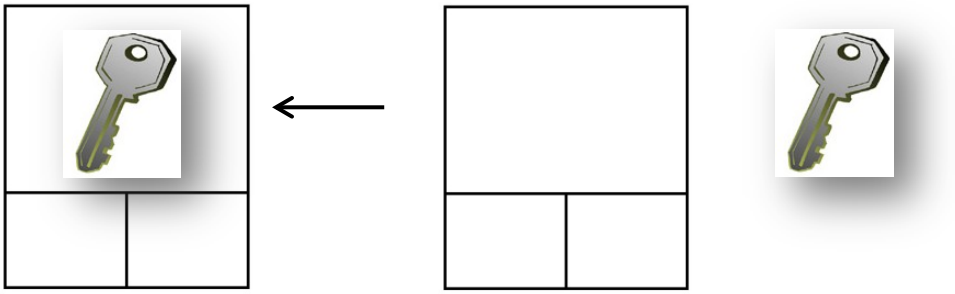
**Clinician:** *'How many hand-claps did you count?'*

**Child:** *'Two?'*

**Clinician:** *'That's right. There are two hand-claps. Each hand-clap is for each sound. So we can probably guess how many sounds are in the word* ***key****. How many sounds do you think are in the word* ***key****?'*

**Child:** *'Two.'*

**Clinician:** *'Excellent. Well done. There are two sounds in the word* ***key****. Ok, let's now break the word down into its separate parts using the coloured squares and the box.'* The clinician places a picture of a key in the centre of the box. He then reinforces that the word **key** has two sounds by clapping the two sounds **k…ee.** The child copies by hand-clapping and verbally separating **k…ee** into two sounds.



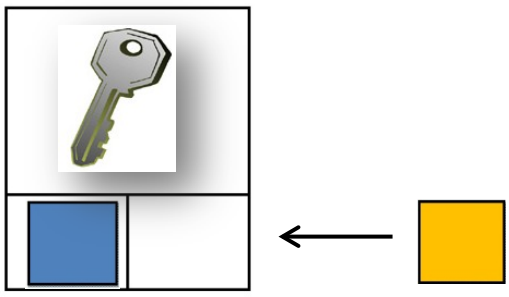
**Clinician:** *'If you look at the bottom of the box you will see small squares. How many squares can you count?*

**Child:** *'Two squares.'*

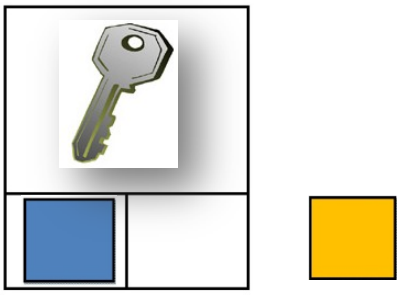
**Clinician:** *'That's right. The box has two squares. If you remember we stretched the last sound before. Can you remember what the first sound in key was? What was the sound at the beginning of the word?'*

**Child:** *'It was k.'*

**Clinician:** *'Fantastic. The sound was /k/. Let's place one of the blue squares down the bottom in the first little box.'* A blue square is placed in the box. *(Blue squares are consonants, yellow squares are vowels)*



**Clinician:** *'Ok, we know that the first sound is /k/ in the word **key**. We have placed a blue marker in the first little box. How many **squares** do we have left and how many **coloured boxes** remain?'*



**Child:** *'One coloured box left.'*

**Clinician:** *'Note that the there are two different colours. The first sound in key, the /k/ sound, is blue. It's blue and is called a consonant. The second sound in **key** is not a consonant. It is a vowel. Vowel sounds are a little different from consonant sounds and in this activity will be the colour yellow.'*

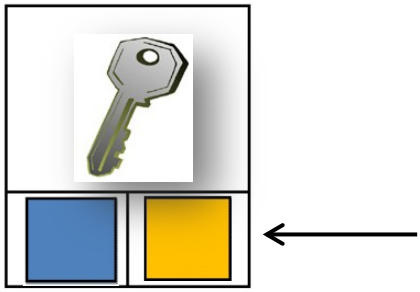
**Clinician:** The clinician claps out **k…ee** again while the child copies the model. The clinician then prompts, *'There are two sounds in key. /k/ /ee/. What's the vowel? It's the sound that comes after /k/?'*

**Child:** *Is it /ee/?*

**Clinician:** *'Yes. Excellent. The vowel at the end of the word key is /ee/. What did we say about vowels in this activity? Something about their colour…'*

**Child:** *'Vowels are yellow.'*

**Clinician:** *'That's right. Vowels are yellow. Our vowel /ee/ goes at the end of the word key.'* The vowel is placed in the second box.



**Clinician:** *'So now we have the two sounds in the right boxes. We have a single consonant sound at the start of the word* (Clinician points to the blue box) *and a single vowel sound at the end of the word key.* (Clini cian points to the yellow box)

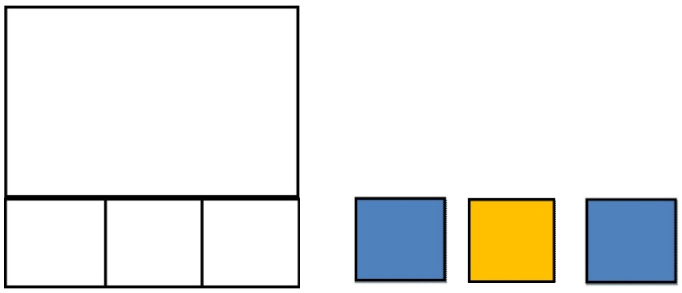
Note that during this session the clinician has done most of the talking. At this early stage of intervention, the child's understanding of the concepts and segmentation sequence is going to be quite low. The clinician needs to shape and direct the child's response to maximise his/her understanding and ability to retain the information. Over time, as the child's phonemic awareness skills increase, the amount of scaffolding can be reduced and the child will take a more active role in intervention.

*A rating progress chart is included to monitor students' progress. The chart is a simple but efficient way of charting progress and planning for future intervention.*

# Segmenting Phonemes - CVC Example

## Instruction dialogue between clinician and child using three Phoneme segmentation box

**Clinician:** *'The focus of today's lesson is going to be about breaking words apart into separate sounds.'* The clinician places a three phoneme box, two blue squares and a single yellow square front of the child.



**Clinician:** '*We are going to say all the sounds in a word. To help do this we are going to use this box with three little boxes attached below it. We're go ing to begin with a word that has a long stretchy sound at the start of it. The word is* ***sun.****' Can you say that word with me? Make sure you stretch the first sound.*

**Child:** *'Sssssssun.'*

**Clinician:** *'Fantastic. Now let's break the word* ***sun*** *into its separate sounds. Are you ready? I'll break the word down first and then we'll do it together.'* The clinician separates the phonemes verbally. **s – u – n** while hand clapping each phoneme to emphasize the sound separation.

**Clinician:** *'How many hand-claps did you count?'*

**Child:** *'Three?'*

**Clinician:** *'That's right. There are three hand-claps. Each hand-clap is for each sound. So we can probably guess how many sounds are in the word* ***sun****. How many sounds do you think are in the word* ***sun****?'*

**Child:** *'Three.'*

**Clinician:** *'Excellent. Well done. There are three sounds in the word **sun**. Ok, let's now break the word down into its separate parts using the coloured squares and the box.'* The clinician places a picture of the sun in the centre of the box. He then reinforces that the word **sun** has three sounds by clapping the three sounds **s-u-n** while the child copies by hand-clapping and verbally separating **s-u-n** into three sounds.

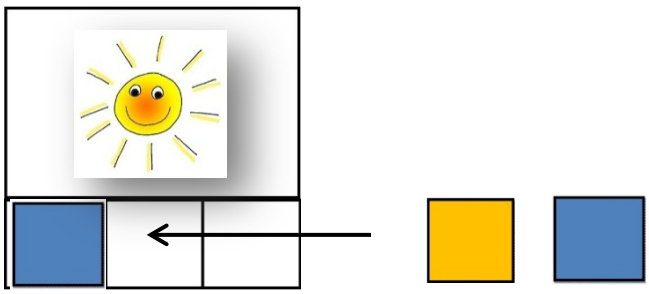
**Clinician:** *'If you look at the bottom of the box you will see small squares. How many squares can you count?*

**Child:** *'There are three squares.'*

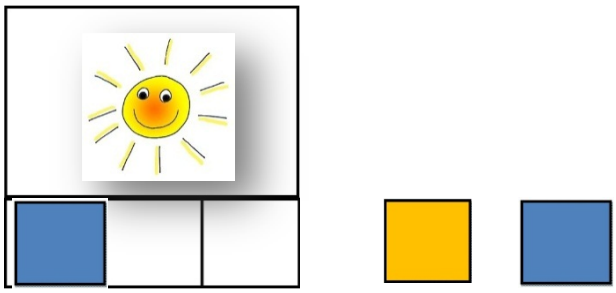
**Clinician:** *'That's right. The box has three squares. If you remember we stretched the first sound before. Can you remember what the first sound in sun was? What was the sound at the beginning of the word?'*

**Child:** *'It was sssssss.'*

**Clinician:** *'Fantastic. The sound was /s/. Let's place one of the blue squares down the bottom in the first little box.'* The clinician places a blue square in the first box.



**Clinician:** *'Ok, we know that the first sound is /s/ in the word **sun**. We have placed a blue marker in the first little box. How many **squares** do we have left and how many **coloured boxes** remain?'*



**Child:** *'Two coloured boxes left.'*

**Clinician:** *'Note that the there are two different colours. The first sound in **sun**, the /s/ sound, is blue. It's blue and is called a consonant. The middle sound in **sun** is not a consonant. It is a vowel. Vowel sounds are a little different from consonant sounds and in this activity will be the colour yellow.'*

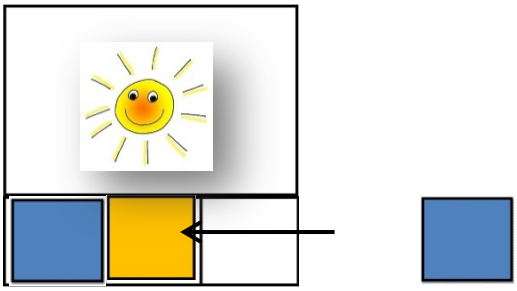
**Clinician:** The clinician claps out **s-u-n** again while the child copies the model. The clinician then prompts, *'There are three sounds in sun. /s/ /u/ and /n/. What's the middle vowel? It's the sound that comes after /s/?'*

**Child:** *Is it /u/?*

**Clinician:** *'Yes. Excellent. The vowel in the middle of **sun** is /u/. What did we say about vowels in this activity? Something about their colour…'*

**Child:** *'Vowels are yellow.'*

**Clinician:** *'That's right. Vowels are yellow. Our vowel /u/ goes in the middle of the word sun, and comes after /s/.'* The vowel is placed in the middle box.



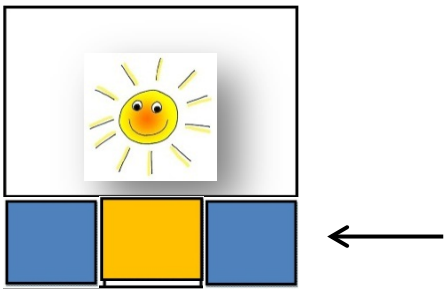
**Clinician:** *'So now we have two of the three sounds in the right boxes. We have a single consonant sound at the end of the word to complete for our word **sun.** The first two sounds are /s/ and /u/. What's the final sound? The sound at the end of the word sun.'*

**Child:** *'I'm not sure.'*

**Clinician:** *'Ok, so we have **s – u – n.**'* The clinician claps out the three sounds in the word **sun**. The child is encouraged to copy the clinician's model. The clinician places emphasis on the final sound /n/ and stretches the sound s – u - nnnnnnnnn. *'The final sound in **sun** is ….?'*

**Child:** */n/*

**Clinician:** *'That's right. The sound is /n/. Well done. You have successfully identified all three sound in the word **sun**. The sounds are **s – u – n**.'* The clinician prompts the child to place the final blue square in the box to complete the exercise.



Note that during this session the clinician has done most of the talking. At this early stage of intervention the child's understanding of the concepts and segmentation sequence is going to be quite low. The clinician needs to shape and direct the child's response to maximise his/her understanding and ability to retain the information. Over time, as the child's phonemic awareness skills increase, the amount of scaffolding will be reduced and the child will take a more active role in intervention.

*A rating progress chart is included to monitor students' progress. The chart is a simple but efficient way of charting progress and planning for future intervention.*

# Rating Progress Chart – Deep Level

| Score | Description |
|---|---|
| Score the student's response/s, as best can be determined, in the appropriate column | 0. The student has no real understanding of the target concept.<br>1. The student has some understanding of the target concept but requires maximal scaffolding.<br>2. The student has good knowledge of the target concept and requires only minimal scaffolding.<br>3. The student has very good understanding of the target concept and requires no scaffolding. |

| Date | Rime/onset | Blending | Segmentation |
|---|---|---|---|
| Date _____ | Score _____ | Score _____ | Score _____ |
| Date _____ | Score _____ | Score _____ | Score _____ |
| Date _____ | Score _____ | Score _____ | Score _____ |
| Date _____ | Score _____ | Score _____ | Score _____ |
| Date _____ | Score _____ | Score _____ | Score _____ |
| Date _____ | Score _____ | Score _____ | Score _____ |
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| Date _____ | Score _____ | Score _____ | Score _____ |
| Date _____ | Score _____ | Score _____ | Score _____ |
| Date _____ | Score _____ | Score _____ | Score _____ |
| Date _____ | Score _____ | Score _____ | Score _____ |

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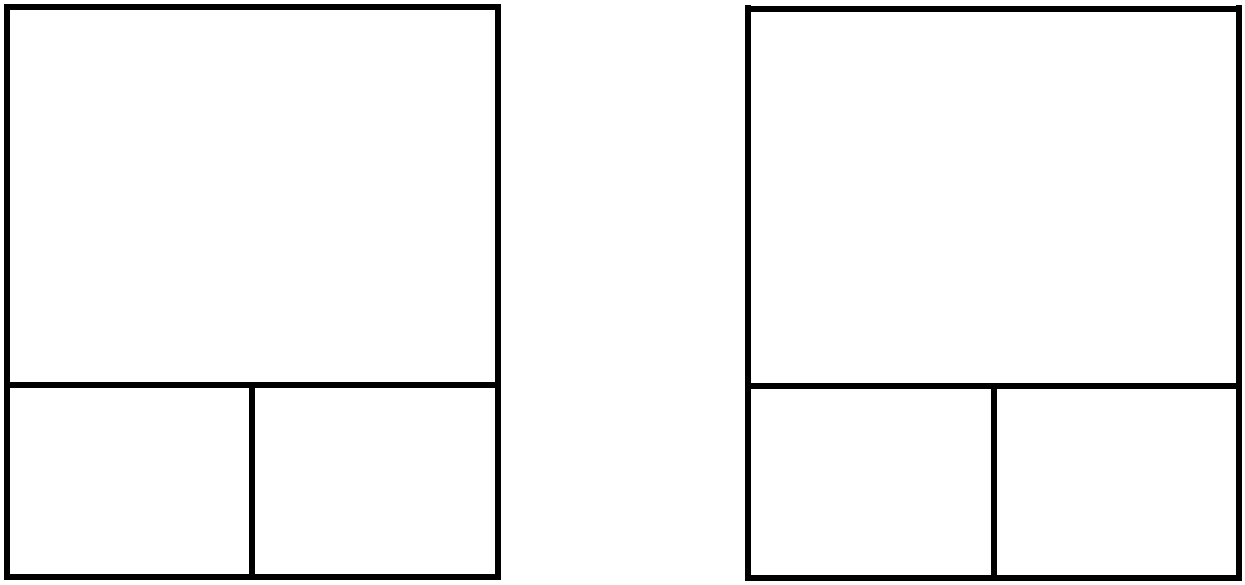
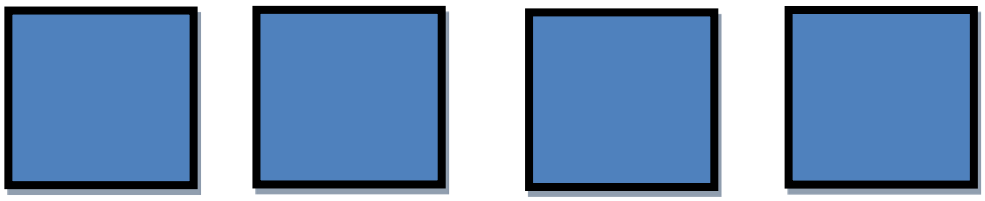
# Appendix

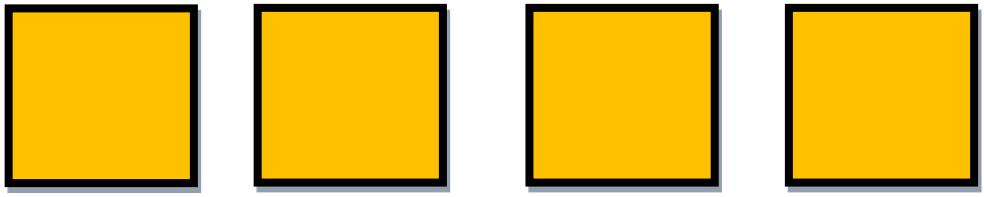
# Two Phoneme Boxes



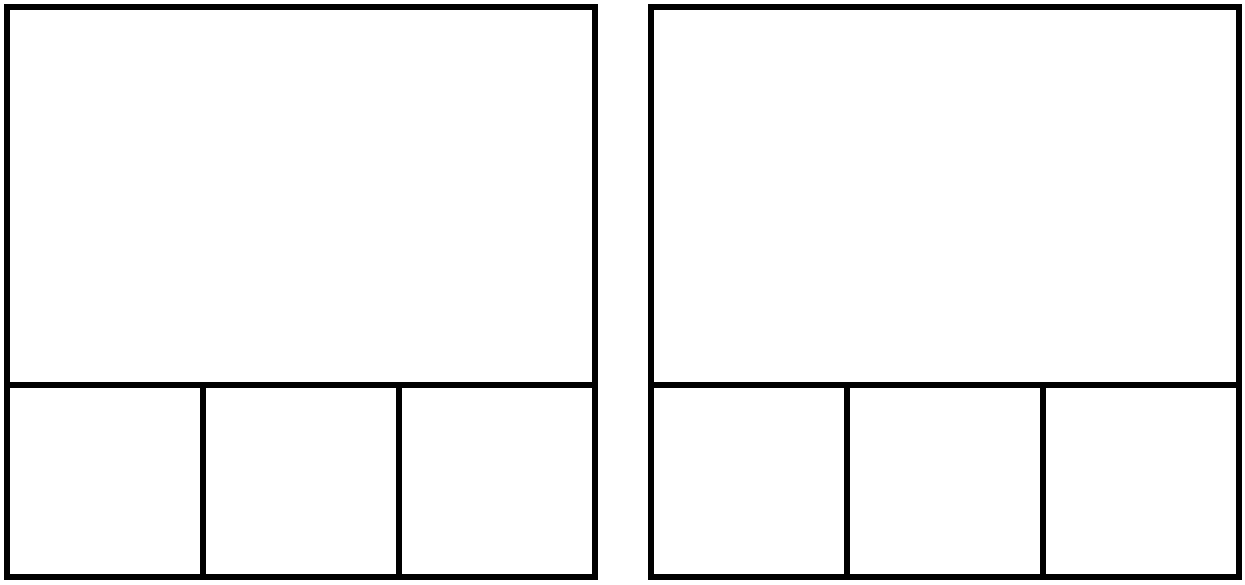
## Consonant Coloured Squares



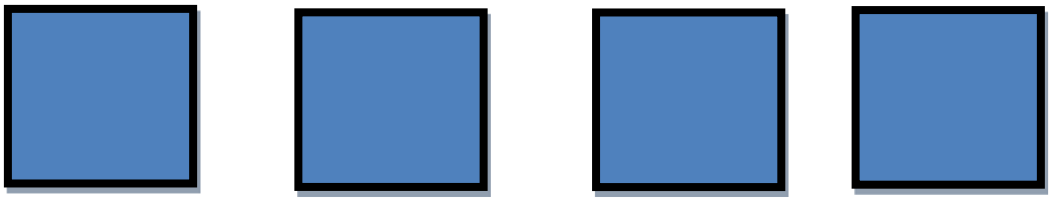
## Vowel Coloured Squares



# Three Phoneme Boxes



## Consonant Coloured Squares



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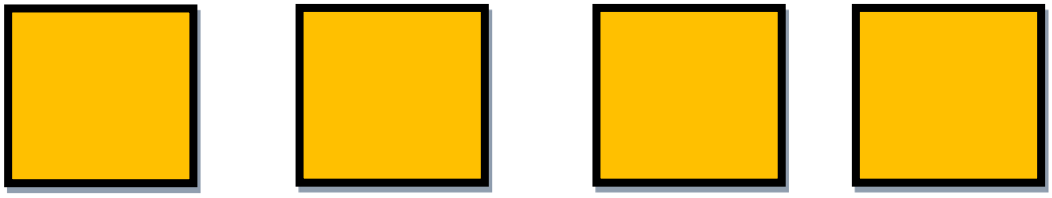
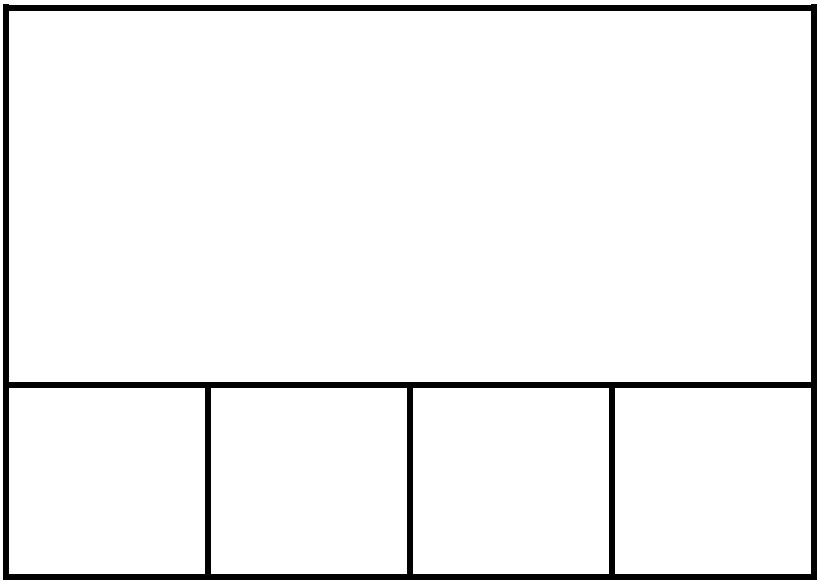
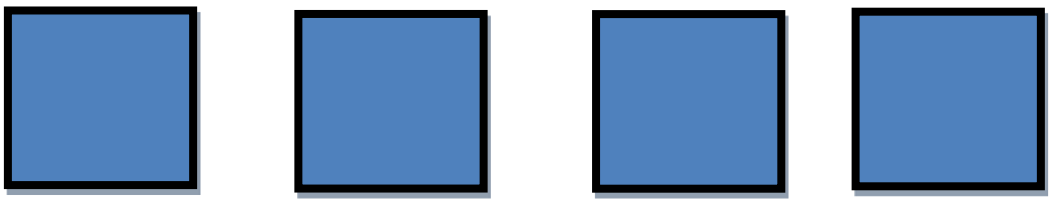


# Four Phoneme Box



## Consonant Coloured Squares



## Vowel Coloured Squares