

Phonological Awareness

Skills progress from most basic to advanced



THE DYSLEXIA
INITIATIVE

Word Awareness

Tracking the words in sentences.
Note: This semantic language skill is much less directly predictive of reading than the skills that follow and less important to teach directly (Gillon, 2004). It is not so much a phonological skill as a semantic (meaning-based) language skill.

Rhyme & Alliteration

Responsiveness to rhyme and alliteration during word play. Enjoying and reciting learned rhyming words or alliterative phrases in familiar storybooks or nursery rhymes.

Syllable Awareness

Counting, tapping, blending, or segmenting a word into syllables.

Onset & Rime Manipulation

The ability to produce a rhyming word depends on understanding that rhyming words have the same rime. Recognizing a rhyme is much easier than producing a rhyme.

Phoneme Awareness

Identify and match the initial sounds in words, then the final and middle sounds (e.g., "Which picture begins with /m/?"; "Find another picture that ends in /r/").

Segment and produce the initial sound, then the final and middle sounds (e.g., "What sound does zoo start with?"; "Say the last sound in milk"; "Say the vowel sound in rope").

Blend sounds into words (e.g., "Listen: /f/ /ē/ /t/. Say it fast").

Segment the phonemes in two- or three-sound words, moving to four- and five- sound words as the student becomes proficient (e.g., "The word is eyes. Stretch and say the sounds: /ī/ /z/").

Manipulate phonemes by removing, adding, or substituting sounds (e.g., "Say smoke without the /m/").