



Let's Talk: Early Literacy Development



Excerpt: Phonological Awareness

+ Early Literacy Development

“Young children who are engaged in meaningful, knowledge-building experiences with print gain the foundational skills for becoming skilled readers and writers.”



-Tanya S. Wright & Susan B. Neuman. (2009). *American Educator*, p. 35.

+ Early Literacy Development: Overview

Key Concepts

- Print and Book Awareness
- Alphabetic Principle:
 - ☑ **Phonological Awareness**
- Letter Knowledge and Early Word Recognition
- Written Expression

You Will Learn

- Ways to build book and print awareness
- How to enhance children's phonological awareness skills
- Activities that build letter recognition and letter-sound knowledge
- Ideas to promote children's writing development

+ Early Literacy Development

-a definition

- Children begin to develop skills related to early literacy beginning at birth.
- In these early years, they are not just getting ready to learn to read: they are **LEARNING TO READ**



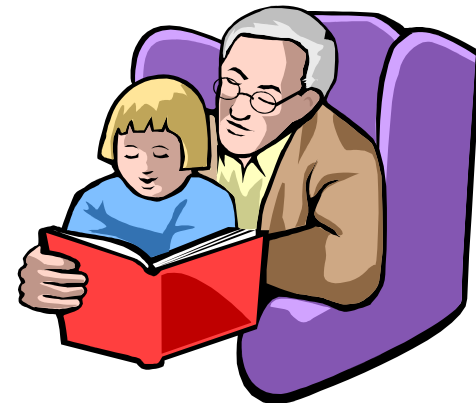
+ Early Literacy Development

Children enter preschool with a great diversity of literacy-related experiences and abilities



+ Fostering Early Literacy Development

- Children need meaningful knowledge-building experiences and instruction to support early literacy development. These include:
 - Activities that engage children in rich investigations which use language to make meaning
 - Positive relationships with adults who model reading and writing behaviors
 - Print-rich environments



+ Fostering Early Literacy Development

- Opportunities to talk about what is reading
- Experiences that develop phonological awareness
- Opportunities to engage in play that incorporates written language and writing tools
- First-hand experiences that expand children's vocabulary and concepts and builds background knowledge

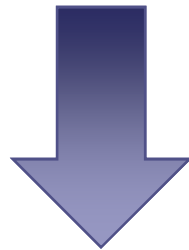


+ Phonological Awareness

- Involves understanding how the sounds of spoken language can be segmented, combined, and manipulated
- Phonological awareness is an auditory skill that need not involve print
- It is a strong predictor of children's later reading success

+ Phonological Awareness

Phonological awareness is a crucial step towards understanding the alphabetic principle



The understanding that the sequence of letters in written words represents the sequence of sounds in spoken words



Phonological Awareness Continuum

Phoneme Segmenting,
Blending and Manipulation

Onset-Rime
Blending and Segmenting

Syllable
Blending and Segmenting

Sentence Segmenting

Alliteration

Rhyming

+ Phonemic Awareness

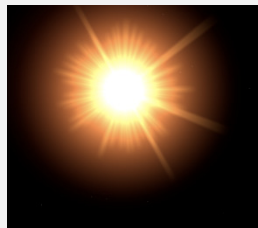
- Focuses on the individual sounds (or phonemes) in spoken words

Phonemes are the smallest units of sounds in spoken words.

■ /d/ /o/ /g/ Dog



■ /s/ /o/ /l/ Sun (in Spanish)





Remember!

Phonological awareness is NOT phonics



+ ★ Activity.....

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+ Developing Phonological Awareness Skills

■ Goals for the preschool years

■ The child:

- Becomes sensitive to the sounds of spoken words
- Begins to identify rhymes and rhyming sounds in familiar words
- Participates in rhyming games, rhyming songs, and poems
- Begins to break words into syllables
- Creates and invents words, substituting one sound for another

+ Phonological Skills in Pre-K

- Preschool children begin to develop phonological awareness through language play and exposure to:
 - Poems, songs, and nursery rhymes
 - Language awareness games
 - Rhythmic activities
 - Phonological games and activities
 - Patterned and predictable texts

+ Phonological Awareness Activity

- What kind of phonological awareness activity is this?
 - Goldilocks glues globs of glitter?



+ Phonological Awareness Continuum

■ Rhyming

- Rhyming chants, songs, and fingerplays
- Nursery rhymes and other poems
- Stories with rhyming text
- Use of word deletions during repeated readings

+ Phonological Awareness Continuum

■ Alliteration

- Recite poems, chants nursery rhymes and songs with repeating initial sounds
- Read alliterative texts
- Group objects by beginning sounds
- Play beginning sound name games
- Call attention to words with similar beginning sounds

+ Phonological Awareness Continuum

■ Sentence Segmenting

- Select meaningful sentences from children's speech or favorite books
- Have children clap/count each word in a sentence
- Shuffle and reorder words in familiar sentences
- Make silly phrases by deleting words from sentences

+ Phonological Awareness Continuum

- Syllable Segmenting
 - Have children clap or tap out the syllables of their names and other favorite words



+ Phonological Awareness Continuum

■ Onsets and Rimes

➤ Sort words into families by rimes:

➤ C...at, b...at, m...at, etc..

➤ (Spanish) c...asa, p...asa, m...asa



+ Phonological Awareness Continuum

- Phoneme Segmenting, Blending and Manipulation
 - Sing songs that involve phoneme replacement e.g. “Apples and Bananas,” “The Name Game,” “Mappy Mirthday Moo, moo!”

