

## Module Nine:

# Phonological awareness, stages of development, phonics skills and resources for effective learning

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## Module Nine: Part 1

### a) Phonological awareness and stages of development in learning to read

To understand the meaning of *phonological awareness* and that this is not a pre-requisite, nor necessarily a determiner, of learning to read and spell – contrary to the belief of many

## Module Nine: Part 1 continued

### a) Phonological awareness and stages of development in learning to read

To appreciate that recognised *stages of development in learning to read* reflect children's typical varied spread of language and literature experiences in the early years – but the stages are not entirely inevitable when taking into consideration explicit synthetic phonics teaching

## Letters and Sounds: Phase One

### 'Aspects 1 to 7'

1. Environmental sounds
2. Instrumental sounds
3. Body percussion
4. Rhythm and rhyme
5. Alliteration
6. Voice sounds
7. Oral blending and segmenting

Aspects 1 to 6 have always been good early years practice.

Aspect 7 activities are *sub*-skills of reading and spelling.

## Phonological awareness

\*Awareness of **various units** of sound (**syllable chunks, consonant clusters, onset and rime, phonemes**) is evidenced through a variety of tasks (**no letters**):

identifying comparing separating  
combining generating deleting }

various units of sound – all spoken

\*Phonological awareness is regarded as an important **determiner** of learning to read and spell – **BUT** leading-edge **explicit synthetic phonics teaching** from the outset shows the **correlation is not inevitable**

## Stages of development in learning to read

### Growth of word recognition – Dr Linnea Ehri (1995)

Stage	Word identification index	Attributes
		Beginners:
1	Pre-alphabetic	Form connections with visual attributes and pronunciation or meaning such as a 'STOP' sign -no real alphabetic links
2	Partial alphabetic	Form partial alphabetic connections between some letters in words and sounds: d and g is 'dog' (tall letter, letter with tail)
3	Full alphabetic	Form complete connections between letters in printed word with sounds in speech
4	Consolidated alphabetic	Able to retain complete information about spellings in memory and build up a word bank

These stages of development are **not inevitable** when **synthetic phonics is taught explicitly to beginners**.

## Systematic Synthetic Phonics

for **teaching** children to read and spell ...

### 'cuts to the chase'

... without the need for lots of **pre-activities**  
or waiting for children to develop **alphabetic**  
**awareness**, or training children to have reached  
a certain level of **phonological awareness**