

Hierarchy of learning within each phonological awareness subskill

Early Phonological awareness skills – Include 1, 2, 3 and 4

1. Word awareness

The subskill has a hierarchy of learning as follows:

- Knowing what a spoken word is
- Saying and repeating spoken word/s
- Segmenting words in short spoken sentences using one syllable words e.g. “Come here.”
- Segmenting sentences of increasing length into words eg “I can run to school.
- Segmenting sentences that include multisyllabic words eg “Today is Monday.” “Emma is jumping.”

2. Responsiveness to rhyme and alliteration

This subskill does not have a hierarchy. The main focus is tuning into the sound structure of spoken words and hearing and recognising that there are units of sound that are similar.

Do this by:

- Reading books aloud - engaging with the text by reciting learnt rhyming words or alliterative phrases
e.g. cat mat fat hat, six silly seals
- Reciting nursery rhymes, chants and singing songs where students are asked to complete phrases e.g. Hickory, dickory, dock. The mouse ran up the _____.

3. Syllable awareness

The subskill has a hierarchy of learning as follows:

- Blending syllables e.g. star...fish – starfish, ti...ger – tiger
- Segmenting one and two syllable words e.g. lion – li...on, chicken – chick...en.
- Segmenting multisyllabic words e.g. elephant – el...e...phant
- Introducing manipulation skills of deleting using a syllable as a unit of sound
e.g. delete a syllable e.g. outside - delete “out” – says “side”

4. Onset and rime awareness

The subskill has a hierarchy of learning as follows:

- Blending onset/rime e.g. m...at - mat
- Segmenting onset/rime e.g. tap – t...ap
- Isolating the rime in words e.g. fat has at, does ban have at?
- Identifying rhyme e.g. Do these words rhyme? Which of these words rhyme with ...?
Which words do not rhyme?
- Generating a word that rhymes with a target rhyme. This includes both real and nonsense words. Generating a rhyme is predictive of later achievement in reading and writing and has greater importance when phonics is introduced. It is not essential for early decoding skills.

Phonemic awareness skills – Basic awareness skills (a, b and c) and advanced awareness skills (d)

5a. Phoneme isolation

The subskill has a hierarchy of learning as follows:

- Isolating and identifying the first phoneme e.g. What is the first phoneme in man? /m/
- Isolating and identifying the final phoneme – e.g. What is the last phoneme in duck? /k/
- Isolating and identifying the medial phoneme – e.g. What is the middle phoneme in feet? /ee/
- Beginning with one syllable words of 2-3 phonemes then increase to 4-5 phonemes
e.g. cv or vc words- go, at, cvc words- mat, like, shop, ccvc words- sleep, cvcc words- chest
v – vowel phoneme c – consonant phoneme

b. Phoneme Blending

The subskill has a hierarchy of learning as follows:

- Blending phonemes using ‘continuous’ sounds and do not stop between phonemes
e.g. /mmmaaannn/... man, then /m/ /a/ /n/... man
- Introducing ‘stop’ consonants /p/ /b/ /g/ /d/ /t/ e.g. /paaat/... pat
- Using one syllable words to practise the learnt skill beginning with
e.g. *vc, cv and cvc words – it, see, chip (2-3 phonemes), ccvc and cvcc words- slip, must
words with a long vowel phoneme – go, seat, bike
If a student is orally blending and segmenting 2/3 phonemes fluently – they are ready for phonics.

c. Phoneme segmentation

The subskill has a hierarchy of learning as follows:

- Segmenting using Elkonin boxes
Starting with one syllable words that have 2 phonemes and then increasing the number of phonemes e.g. 2 phonemes (vc)- a...t,
3 phonemes (cvc)- l...ea...f, 4 phonemes (ccvc)- f...l...o...p, 4 phonemes (cvcc)-
b...a...n...d, 5 phonemes (ccvcc)- f...l...a...s...k
v – vowel phoneme c – consonant phoneme
If a student is orally blending and segmenting 2/3 phonemes fluently – they are ready for phonics.

d. Phoneme manipulation – Advanced awareness skills (d)

The subskill has a hierarchy of learning as follows:

- **Deletion** – initial phoneme, final phoneme, second phoneme
e.g. say mat without the /m/ – at, heat without the /t/ - he, stand without the /t/ - sand
- **Substitution** – initial, final, middle phoneme
eg: say bed but instead of /b/ say /h/ - head
say big but instead of /g/ say /t/ - bit
say stop but instead of /o/ say /e/ - step
- **Addition** – add a phoneme to beginning, end, other position
eg: add /f/ at the beginning of all – fall
add /t/ at the end of bee – beat

Remember, phoneme manipulation develops phonemic proficiency.

It involves combining many skills such as segmenting to isolate a phoneme, deleting/substituting or adding a phoneme, then finally blending to say new word.

It is a skill that continues to develop alongside the teaching of phonics in Early Stage 1 and Stage 1.