

PRE-READING PROGRAM 2021

Understanding Phonics

**MIRANDA
PRE-KINDERGARTEN**

303 Port Hacking Rd,
Miranda 2228



Our Approach

As part of our school readiness approach, we have developed this pre-reading program in collaboration with the Ant's in the Apple Phonemic Awareness Program. Our educators will also be drawing on other Phonic Programs content to support this including Jolly Phonics and Letterland Australia.

This pre-reading program has been designed to enhance each child's understanding and knowledge of phonics. Phonics instruction teaches children how to decode letters into their respective sounds, a skill that is essential for children to read unfamiliar words by themselves.

We have attached some information below which outlines the purpose and benefits of implementing this pre-reading program within our service.

Our educators will be following the suggested order for introducing sets of alphabet sounds and focusing on these weekly. The phonics program will be linked with the school readiness program linking other learning topics and focus areas together.

Phonemic Awareness

Introduction

Phonemic Awareness is concerned with the ability of the brain to process and manipulate sounds in words. The ability to isolate chunks of sound (phonemes) in a given word in the correct order is essential for spelling tasks and the ability to blend sounds together is essential for reading tasks.

These simple diagnostic assessments have been designed to test very early phonemic awareness skills.

Levels of Difficulty

Isolation of phonemes

In the early stages of spelling there are three levels of difficulty when isolating sounds in words, and these three levels are based on the position of a given sound within a word.

The following list begins with the simplest task and progresses to the most difficult task:

1. The initial position (the first sound in a word)
2. The final position (the last sound in a word)
3. The medial position (the middle sound in a word)

Blending of Phonemes

In a similar way, in the early stages of blending for reading there are three levels of difficulty:

1. vowel-consonant (v-c)
2. consonant-vowel-consonant (c-v-c)
3. digraph-vowel-consonant (d-v-c)

Note: the only digraphs used at this stage are th, sh, and ch

Important Note

These activities are concerned with the sounds that can be heard and not the spelling of the words. The main question to be posed during any activities is, "Tell me what you can hear". In this way, the first sound in the word 'onion' is short 'ŭ' not short 'ō', and the first sound in 'giraffe' is /j/ NOT /g/!

Suggested Order for Introducing the Alphabet Sounds

Young children will be more successful at these activities if the sounds are introduced in small groups (see below), rather than the whole alphabet. Once the child has mastered one set, the sounds that belong to the next set may be combined with those already known. In this way previous learning will be maintained and practised.

Sets:

1. a, m, s, t, i, f
2. d, r, o, g, h, l
3. u, c, n, k, v, b
4. e, p, j, w
5. y, x, qu, z



(This information was taken from the Ants in the Apple -Simple Diagnostic Assessments for beginning readers and spellers -Phonemic Awareness)

For Preschool Educators

1. This is a VERBAL assessment. The child does not write anything and must not be able to see the master or record sheets.
2. The assessor reads the instructions provided at the beginning of each different exercise and makes notes on the master or record sheet as the test proceeds.
3. It is useful to record everything that the child says, even if it means recording the number of attempts, comments about the difficulty level, or comments about not understanding what is required, etc.
4. If a child gives an incorrect answer, record exactly what the child says as this will help in analysing what remediation support a child might need.

Error Analysis

Error analysis is concerned with isolating specific remediation requirements. At this early level, phonemic awareness errors may be classified as follows:

1. sound reversals, or confusions, such as
*/ă/ and /ü/; /ī/ and /ē/; /j/ and /g/; /b/ and /d/;
/s/ and /z/ /c/ and /g/; /t/ and /d/ /y/ and /ü/*
2. inability to isolate separate phonemes within a word, e.g.
*'bed' /b/ /e/ /d/
'top' /t/ /o/ /p/
'shut' /sh/ /u/ /t/*
3. the omission of sounds, e.g. *'pram' /p/ /a/ /m/; 'went' /w/ /e/ /t/*
4. the addition of sounds, e.g. *'sob' /s/ /o/ /n/ /b/*
5. the incorrect sequence of sounds, e.g. *'clap' written as 'calp'*
6. the inability to blend, or chunk, for reading, e.g. */a/ + /t/; /f/ + /in/*

Reminders for Pre-reading Program:

- Teach all the 42 letter sounds
- Teach letter formation
- Introduce tricky words
- Develop blending skills for reading
- Teach segmenting skills for spelling
- Introduce alternate spelling of vowels
- Early independent reading and writing

Resources to use to Support this Reading Program:

Ants in the Apple, Jolly Phonics, Letterland, ABC Mouse, Storybots

Isolation

"I will say a word. You tell me the first sound in each word."

Set 1 a, m, s, t, i, f

at

is

fit

sat

Tim

mat

Set 2 d, r, o, g, h, l

odd

hat

gas

lit

dig

ring

Set 3 u, c, n, k, v, b

up

vet

ban

kick

nice

cough

Set 4 e, p, j, w

egg

wish

jam

pill

jot

web

Set 5 y, x, z, qu

yap

quick

zap

quest

yes

zebra

Digraphs th, sh, ch

shut

them

think

chip

shell

chase

Isolation

"I will say a word. You tell me the last sound in each word."

Set 1 a, m, s, t, i, f

am

tiff

fat

crease

Tim

mat

Set 2 d, r, o, g, h, l

pig

had

ball

sell

plug

made

Set 3 u, c, n, k, v, b

in

love

magic

stab

green

cub

Set 4 e, p, j, w

tap

wedge

jump

Set 5 y, x, z, qu

axe

fizz

bronze

Digraphs th, sh, ch

such

fish

tithe

moth

dash

rich

Isolation

I am going to say a word. I want you to tell me the sound that you hear in the *middle*. 'Cat
What is the *middle* sound in cat? /ă/

Set 1 a, m, s, t, i, f

mat

Tim

sit

Sam

fat

miss

Set 2 d, r, o, g, h, l

hid

dog

rim

gone

rag

lock

Set 3 u, c, n, k, v, b

cob

but

nick

bug

nag

love

Set 4 e, p, j, w

wig

peck

fudge

pet

jot

well

Set 5 y, x, z, qu

zip

yes

box

yam

zit

quell

Digraphs th, sh, ch

much

shop

check

with

bash

them

2-letter blends

"I am going to say two sounds. I want you to tell me which word the two sounds make together. Listen: /aaa/ and /mmm/ make 'am'. Some of the words will be nonsense words."

Note: all vowel sounds must be given as the **short** sound.

Set 1 a, m, s, t, i, f

a - t i - m i - t

Note: make sure that you say the **short** sounds of the vowels for the following row:

f - i s - a m - a

Set 2 d, r, o, g, h, l

a - d i - l o - g

Note: make sure that you say the **short** sounds of the vowels for the following row:

r - o d - a g - i

Set 3 u, c, n, k, v, b

u - m i - n u - b

Note: make sure that you say the **short** sounds of the vowels for the following row:

n - u k - o b - a

Set 4 e, p, j, w

e - g a - b e - p

Note: make sure that you say the **short** sounds of the vowels for the following row:

w - e j - i p - o

Set 5 y, x, z, qu

a - z i - x a - p

Note: make sure that you say the **short** sounds of the vowels for the following row:

qu - i y - e z - o

Digraphs th, sh, ch

sh - a

ch - i

th - u

Note: make sure that you say the **short** sounds of the vowels for the following row:

o - th

e - sh

u - ch

3-letter blends

"Now, I am going to say three sounds. I want you to tell me which word the three sounds make together."

Set 1 a, m, s, t, i, f

m - a - t	T - i - m	s - i - t
f - i - t	m - i - s	t - a - t

Set 2 d, r, o, g, h, l

d - i - g	h - a - d	g - o - t
r - a - m	d - o - ll	l - i - d

Set 3 u, c, n, k, v, b

v - i - m	c - u - p	n - a - n
m - u - g	b - a - n	k - i - n

Set 4 e, p, j, w

p - e - n	w - i - g	j - u - t
d - u - ck	j - o - b	v - e - t

Set 5 y, x, z, qu

y - e - t	z - a - g	p - e - n
qu - i - ll	w - a - x	j - a - ck

Digraphs th, sh, ch

th - e - m	sh - a - m	d - i - sh
ch - a - t	s - u - ch	w - i - th