



# Mary Hopkins Home Literacy Connection First Edition February 2023

## Right to Read Report

The Right to Read Report highlights the importance of building phonemic awareness through explicit instruction.

"the best way to teach all students to read words is through direct, explicit, systematic instruction in foundational word-reading skills. Beginning in Kindergarten, this includes explicit instruction in phonemic awareness [the ability to identify and manipulate individual sounds (or phonemes) in spoken words], phonics (which teaches letter-sound associations, also known as grapheme-phoneme correspondences and using these to "sound-out" words and to spell words)." Right to Read Report. Executive Summary

## Phonemic Awareness – What is it?

**Phonemic Awareness** falls under the umbrella of Phonological Awareness and is comprised of what can be referred to as 'POWER SKILLS' in terms of their importance to successful reading. These skills include **segmenting, blending, and manipulating (isolating, deleting, substituting)** the phonemes or individual sounds in words.

**Blending:** Blending is combining the individual sounds in words together to create a whole word. E.g. ("/m/, /a/, /p/ - map."). We use blending when reading words.

**Segmenting:** segmenting is breaking a word into its separate sounds ("up - /u/, /p/.".) We segment words when trying to sound them out to write. When we segment, we are stretching the sounds in the word and isolating them so we can hear each sound.

**Manipulating:** Manipulating is the changing or substituting of individual phonemes (sounds) in a word. Students can substitute individual sounds in words to create new words.

**Isolating/ Omitting:** Isolating and omitting is the ability to determine the beginning, middle or ending sound in a word. ("The beginning sound of dog is /d/." "The ending sound of sit is /t/.")

Diagram showing the word 'cat' being broken down into its individual sounds: c-a-t. The word 'cat' is shown in a large font, with 'c-a-t' written below it. To the right, the word 'cat' is shown again, but with the individual sounds 'c', 'a', and 't' separated and highlighted in a box.

**Example: (orally)**

"Say bike"  
(bike)

"Change the /b/ to /l/"  
(like)

"Change /i/ to /a/"  
(lake)

"Change the /k/ to /m/"  
(lime)

"Change the /l/ to /t/"  
(time)

**Top to Him Word Ladder**

Fill in the missing letter in each word to help him become him.

T	O	P
	O	P
	O	P
C		P
	A	P
L		P
	I	P
H	I	

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## Phonological Awareness – Manipulating Sounds



### Take Away a Part

Build on earlier skills by inviting the child to hear how words change when dropping beginning or final sounds.

For example:

Caregiver: Say 'monkey'

Child: monkey

Caregiver: Say 'monkey' but don't say 'mmm'

Child: 'onkey'

### Add a Part

#### At the end:

Caregiver: Say 'bay'

Child: bay

Caregiver: Say 'bay' and add 'k' on the end

Child: bay-k (bake!)

#### At the beginning:

Caregiver: Say 'ee'

Child: ee

Caregiver: Say 'ee' but add "happ" on the front

Child: happ-ee (happy!)

## PHONEME MANIPULATION



### Adding Phonemes

make a new word by adding a phoneme to an existing word or phoneme sounds



### Deleting Phonemes

make a new word by deleting a phoneme to an existing word or phoneme sounds



### Substituting Phonemes

make a new word by substituting a phoneme to an existing word or phoneme sounds



## Practice these reading skills at home!

## Phonological Awareness - Segmenting

### Step and Say

Say a word and invite the child to take a step for each sound in the word. Children can step on objects such as carpet squares or squares drawn with chalk. Be creative!

### Possible Word List:

s-t-o-p

s-t-i-ck

t-r-a-p

p-l-a-n-t

c-r-a-b

s-l-i-p

c-l-a-p

b-r-oo-m

r-o-pe-s

s-n-a-ke-s

t-a-c-o

p-a-n-c-a-ke



Segmenting is the ability to break a word apart into each individual sound (e.g., cat is c-a-t, shop is sh-o-p). The caregiver says the word and the child breaks it apart, saying each sound they hear. Early readers are working on hearing and segmenting up to 4 and 5 sounds.



**\*Activities above are from the Early Literacy Activity Guide for Families developed by educators in HWDSB. Please click on the links below to access this document if you would like to use it to support your child with phonological and phonemic awareness skills at home.**

[Early-Literacy-An-Activity-Guide-for-Families \(1\).pdf](#)