



PHONOLOGICAL AWARENESS AT BLACK FOREST

Developed August 2012 Updated May 2015

R-2 staff

Definitions

Phonological Awareness is “the ability to focus on the sounds of speech as distinct from its meaning. It provides a foundation upon which independent reading, writing and spelling can be built”. (Research into practice Phonological Awareness, Literacy Secretariat)

Phonological Awareness refers to a “broad concept that relates to the sounds of spoken language. It includes understandings about words, rhyme, syllables and onset and rime.” Australian Curriculum: English (Glossary)

“Phonological awareness refers to the ability to detect and analyse the sound structure of spoken language.

Children who have phonological awareness can:

- Blend and segment syllables
- Recognise and produce rhyme
- Recognise and isolate initial and final sounds
- Blend, segment and manipulate sounds

Phonemic Awareness is a sub set of Phonological Awareness and is the most critical phonological element for the development of reading and spelling. Phonemic awareness is the ability to focus on the separate, individual sounds in words, the phonemes, and be able to blend, segment and manipulate them. Phonemes are the smallest unit of sound that make a difference to a word’s meaning; thus if you change the first phoneme in the word man from m to p, you change the word from man to pan.

Phonics refers to the relationship between individual sounds (phonemes) and the letters that represent them (graphemes). A phoneme is often represented by a single letter, but can be represented by 2 letters (eg: th), by 3 letters (eg: igh as in high) and 4 letters (eg: ough as in cough). Phonics is also the teaching of letter-sound relationships.

Underlying concepts

- o Phonological Awareness is one of the Big 6 which we are committed to as a basis for Reading at BFPS.
- o All teachers at BFPS will provide a literacy rich environment where students are immersed in language and literature. In Reception the emphasis is on Oral language, Vocabulary, Phonological Awareness and Phonics.
- o Phonological Awareness is an auditory/listening based skill.
- o The hierarchy of Phonological Awareness skills is documented in the “Overlapping Stages, Skills and Year Levels (Talking Literacy) and sits within the Australian Curriculum: English strand – Language, sub strand – Sound and Letter Knowledge – Recognises rhymes, syllables and sounds (phonemes) in spoken words.
- o There is extensive research to suggest that phonological awareness is one of the cornerstones of reading development
- o Children’s phonological awareness skills have been measured at pre-school age and have been shown to be one of the best predictors of reading success.
- o Children must first understand that the “sounds” we pair with written letters are the same thing as speech sounds (phonemes).

Policy agreements

- o At BFPS we are committed to a strong focus on explicit teaching of Phonological Awareness skills for all Reception students and then taught as needed for all students throughout the early years.
- o All Reception students will be screened (using PA Skill Mapping Tool) to collect baseline data
 - o in their first 6 weeks at school
 - o by the class teacher
 - o with release time provided from ELLS
 - o with a class profile and Excel graphs developed
- o The class profile and Excel graphs will
 - o Inform class teachers about the needs of students and the nature of the learning program
 - o Be used to monitor and track student progress
 - o Be used for discussion in relation to individual student progress
 - o Be used to identify students requiring intervention
 - o Be used to inform programming and planning
- o Teachers will use a wide variety of strategies including explicit teaching and incidental reinforcement
- o All Reception teachers will use Jolly Phonics as the base program for the teaching of phonics
- o Take home books (readers) will be sent home with students at the start of Week 5 Term 1
- o Focussed phonological awareness resources will support both explicit and incidental teaching (eg: rhyme box, initial sounds box, blending box)
- o An exit screening at the end of Reception will be completed by Week 4 in Term 4 and data collated and represented in Excel graphs for every child. This information is passed on to the child’s Year 1 teacher at the start of the following year via the Student Record Folder

- Teachers of Year 1 children are expected to use the data to inform practise and monitor and track student progress in Year 1 (and Year 2 as necessary)
- Every Year 1 child who did not reach the end of Reception benchmark in PASM will be assessed by their Year 1 teacher by end Week 4 Term 4. This data will be presented in Excel graph form and passed on to the child's Year 2 teacher.

Parents

- Parents will be informed about the importance of Phonological awareness as part of the Orientation to School program in Term 1 Week 1
- Reception class teachers will provide consistent written information as part of Acquaintance Night (refer Literacy Framework)
- Reading workshop will be conducted in Term 1 by DP and all R-2 interested parents invited to attend
- Parents of new reception students who have limited PA skills (following assessment by end Week 6) will be specifically invited to attend a workshop with DECD Speech Pathologist (see below) or make an appointment with the class teacher to discuss the potential impact that poor phonological awareness has on reading
- Parents of Year 1 children who did not reach end of Year 1 benchmark will be personal invited by the class teacher at Term 1 Parent Teacher Interviews to a workshop with DECD Speech Pathologist in Term 1 Week 11

Timeline

Activity/Event	Time	Content / Information
OTS Program	Term 1 Week 1 Session 2	<ul style="list-style-type: none"> ▪ Importance of phonological awareness and oral language – research, PA activities, policy/handout
Acquaintance Night	Beginning of the Year	<ul style="list-style-type: none"> ▪ General Information about PA and provide handout
Reading Workshop	Term 1 Week 5	<ul style="list-style-type: none"> ▪ General information about PA, the Big 6 and supporting their child with reading
PA Screening for all Receptions	By end of Term 1 Week 6	<ul style="list-style-type: none"> ▪ PA Skill Mapping Tool, release time for class teacher from ELLS, class profile developed; data analysed and used for programming and planning. Data given to Janette for producing Excel graphs
Meeting with DP	Between Term 1 Weeks 8-10	<ul style="list-style-type: none"> ▪ Class profile provided to leadership and meeting to analyse data and inform practise; identify students at risk
Parent/Teacher interviews	End of first term of school	<ul style="list-style-type: none"> ▪ PA data shared with relevant parents (students at risk) and personal invite to PA Workshop
Parent workshop with DECD Speech Pathologist	Term 1 Week 11	<ul style="list-style-type: none"> ▪ For parents of students at risk - meeting to focus on impact of PA skills and potential impact on reading with practical strategies
Exit Screening	By end of Week 4 Term 4	<ul style="list-style-type: none"> ▪ PA Skill Mapping Tool for all students (except those who have recorded 100% in all areas at pre test) and class profile developed. Data presented in Excel graph for every child. Information provided to following year's teacher. Data to be used to identify students at risk and intervention for the following year.