**03 - PIL – Emergent literacy - Phonological awareness**

TRANSCRIPT

- Phonemic awareness is an ability to hear, identify and manipulate separate individual phonemes in words. A phoneme is the smallest unit of sound within a word. Phonemic awareness is crucial in learning to read and for developing further literacy skills. Phonemic awareness is developed through speaking and listening. Onset and rime segmentation occurs in single syllable words. The initial sound, the onset, is segmented from the rest of the word, the rime. You'll notice that in this context, the word rime is spelled r-i-m-e, and is different from r-h-y-m-e.

- Alright, so we have a picture of an animal here. Can you tell me what this animal is called?

- A kitten, or cat.

- Oh, good boy. Let's say it's called, let's use cat for this one. So, what sound do you hear at the start of cat?

- /C/.

- It's a /C/ sound, well done. So, we have /C/-/at/. /C/-/at/. Can you do that with me now?

- /C/-/at/.

- Well done, so it has the /C/ sound at the start and then finishes with the /at/. Let's choose the word fish. So, what sound do you hear at the start of the word fish?

- /F/.

- /F/. It's a /F/ sound, well done. So then, it finishes with the /ish/.

- /ish/.

- Well done, so I have /F/-/ish/. Let's say that one together.

- /F/-/ish/.

- Well done, /F/-/ish/ makes fish. How about bow? So, can you tell me what sound you hear at the start of bow?

- /B/.

- /B/. Well done. So we have /B/-/ow/.

- Well done, you did that one all on your own, your turn.

- /B/-/ow/.

- Well done. /B/-/ow/.

- The position of phonemes within words. Phonemes can be beginning sounds, final sounds or medial sounds. Medial sounds are the sounds in the middle of a word.

- So, if we think of the word bell what sound can you hear at the beginning?

- /B/.

- The /B/ sound, well done. Would you like to put the counter into the cup? That's for the, what sound's that for?

- /B/.

- The /B/ sound, well done. Let's talk about the final sound in the word bell. What is the final sound that you hear in the word bell?

- /ll/.

- /ll/. The /ll/ sound, great job. Pop him in. And lucky last, we have the middle sound, don't we? And so, what is the middle sound that you hear in bell?

- 'e'.

- That's the letter, well done. What sound do you hear? The ...

- /e/.

- /e/ sound, well done. Do you want to put the /e/ sound in? So let's sound it out again. We have the beginning sound, the --

- /B/.

- /e/

- /ll/. Well done for the beginning sound, the middle sound and the

- Final sound.

- Great job.

- Blending and segmenting sounds in words. When children become more confident identifying individual sounds within words, they may begin to both blend and segment the sounds independently.

- So, this time, I'm going to say some sounds to you and I want you to blend those sounds together to make a word, alright? Because I got something hiding behind here and I want you to tell me what it is. But I'm only going to give you clues by telling you the sounds, alright? So, remember, listen carefully, and I want you to blend the sounds together to make a word. Okay, you ready? Okay. /Sh/-/ee/-/p/.

- Sheep!

- Sheep, well done, you got it. Was it a sheep, are you right? You are, well done.

- Manipulating sounds involves deleting and substituting sounds in a word.

- So, if I think of the sounds that are in the word cup, what do I have if we sound it out first?

- /C/-/u/-/p/.

- Well done, /C/-/u/-/p/, well done. Now, this time I want you to say the word cup without saying the /C/ sound. What am I left with?

- /u/-/p/.

- Well done, so we're left with?

- /up/.

- /up/. Well done. This time, I want you to change the /up/ sound to an

- /a/ sound. What do I get?

- Cap?

- Good boy, great job.

- Phonemic awareness can be developed in the early years through speaking and listening activities with children. A solid foundation in phonemic awareness places children in an excellent position for developing reading and further literacy skills in the future.