



Analysing Spoken Words

An activity that helps learners develop their awareness of the sound patterns within familiar words (a.k.a. phonological awareness) ... and which uses this awareness as one of the foundations for understanding the logic of the alphabetic principle.



Focusing on ... key skills



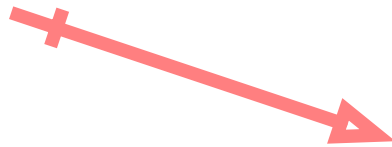
core: vocabulary recognition, phonological awareness, phonemic awareness, and auditory processing (including working memory);

further: developing and applying phonemic knowledge, sound-letter correspondences, invented spelling and problem solving skills; and

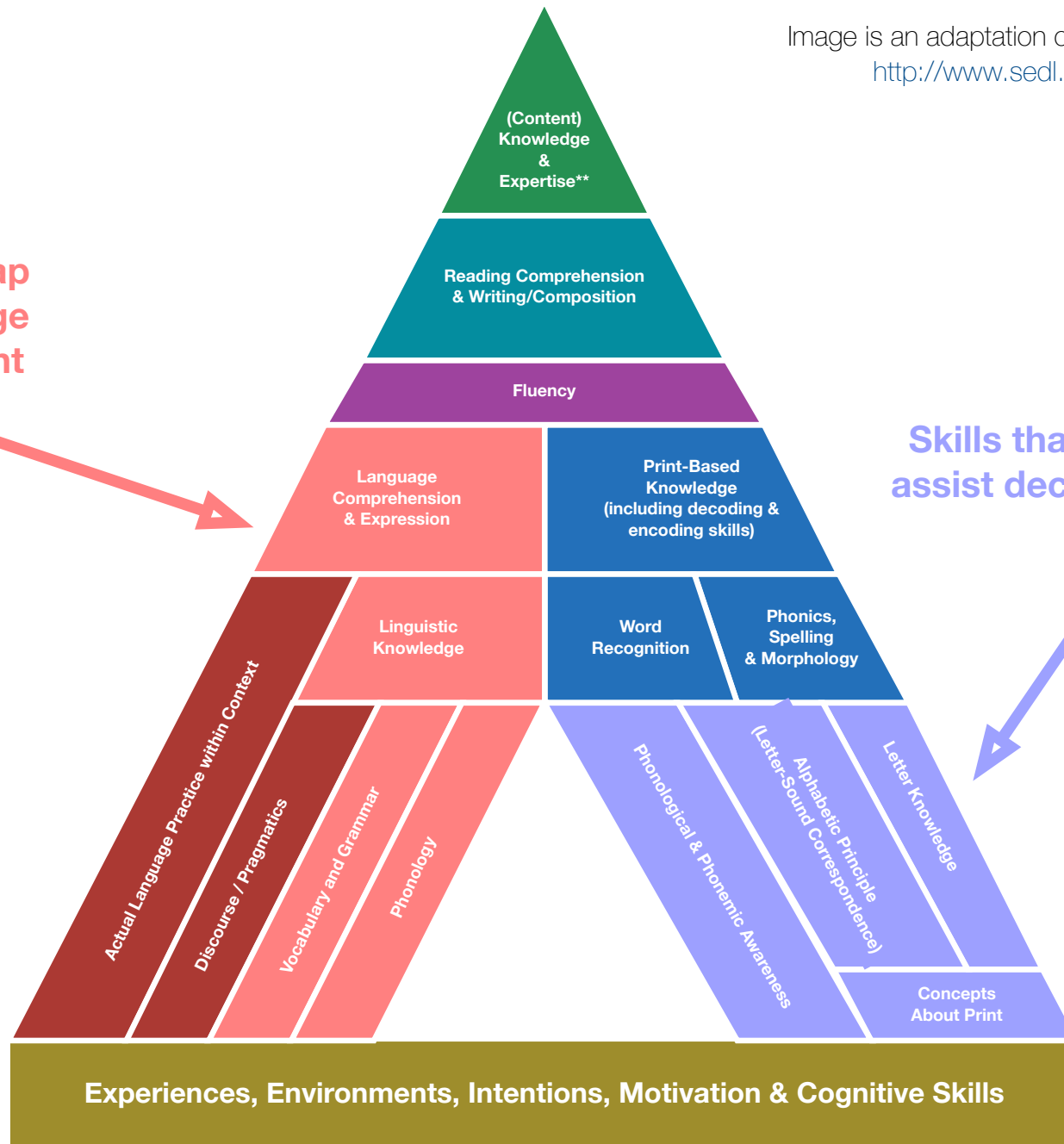
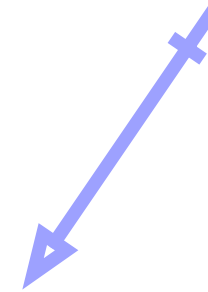
extended: semantic analysis, expressive language, grammatical competence, conventional spelling and (print) word recognition.



Skills that tap into language development



Skills that will assist decoding



How might instruction shift over time?

	Pre-K	Kindergarten	Grade 1	Grade 2
* Print Awareness	[Tapered wedge from left to right]			
* Phonological Awareness	[Tapered wedge from left to right]			
* Phonemic Awareness		[Tapered wedge from left to right]		
* Phonics		[Tapered wedge from left to right]		
Word Analysis				[Tapered wedge from left to right]
* Vocabulary	[Solid bar]			
* Sight Words		[Tapered wedge from left to right]		[Solid bar]
Fluency / Connected Texts				[Tapered wedge from left to right]
* Listening Comprehension / Oral Language	[Tapered wedge from left to right]			
Reading Comprehension				[Tapered wedge from left to right]
* Writing / Composition	[Drawing / Modelled]	[Co-Constructed / Emergent]	[Apprenticed]	[Toward Independence]



Before we begin ... a related presentation

THE
LITERACY BUG



The Alphabetic Code

the interface between oral and print language



The Literacy Bug | info@theliteracybug.com | www.theliteracybug.com

<https://youtu.be/dA4nt3rxTYM>



The Literacy Bug | info@theliteracybug.com | www.theliteracybug.com



LET'S GET STARTED



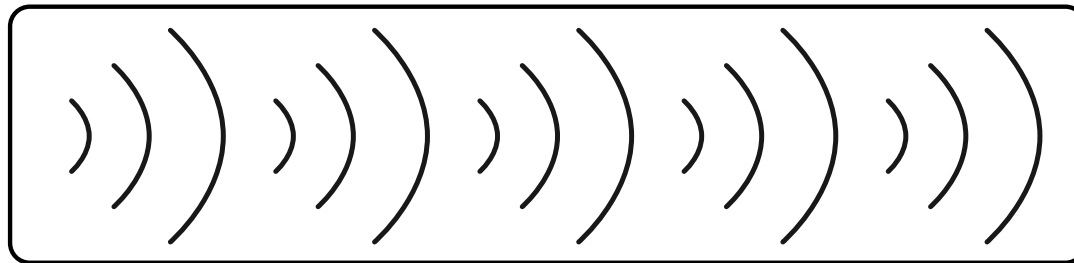


“The beginning reader’s initial task is to learn how the **spoken language** they know relates to the **written code** they are learning.” (Seidenberg, 2017, p 22)

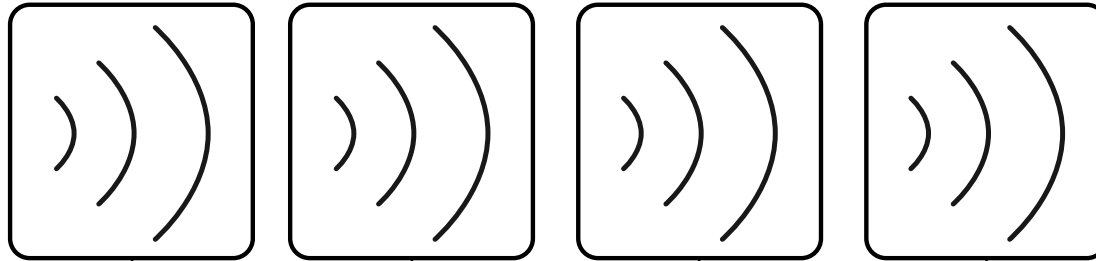
Spoken words [need] to be treated as consisting of component parts ... we now consider [this] an ordinary, teachable aspect of learning to read: **phonological awareness**. (Seidenberg, 2017, p. 63)

THE LITERACY BUG

encoding



LANGUAGE



PHONEMIC AWARENESS

100% 100% 100% 100%

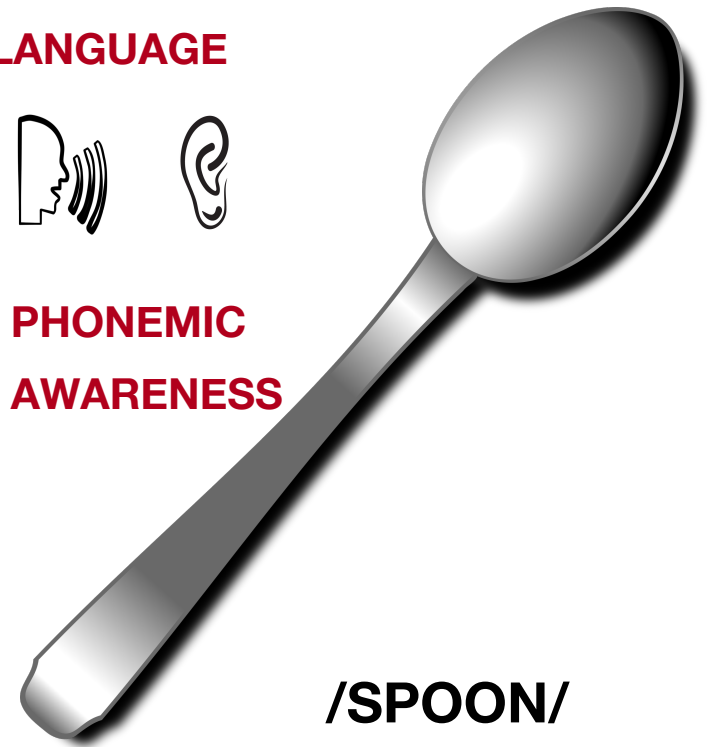


PHONEMIC & PHONIC KNOWLEDGE

73% 96% 38% 97%



AUTOMATIC WORD RECOGNITION & CONSTRUCTION

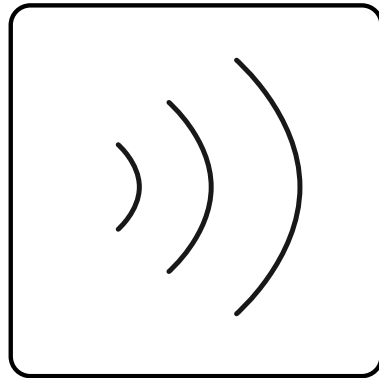


/SPOON/

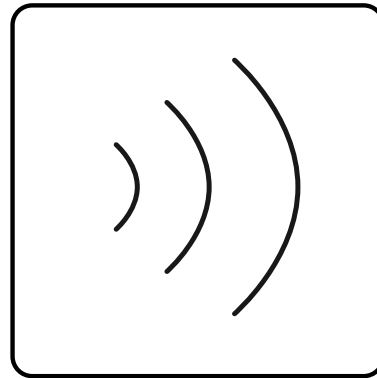


The Crux of Phonemic Awareness

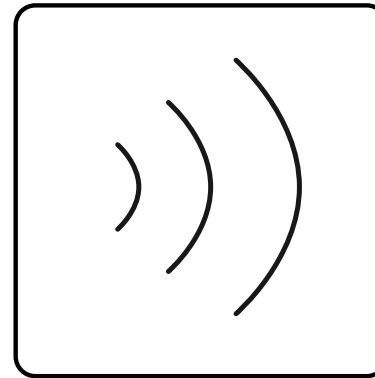
To be able to detect the sounds within words, and hold this in working memory long enough as to begin matching sounds to graphemes.



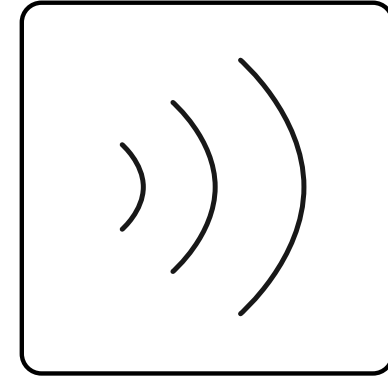
CAT



/K/



/A/



/T/

The Seven Steps to Phonemic Awareness Are

Listening

Detecting rhyme

Isolating words in sentences

Awareness of syllables

Detecting initial and final sounds

Isolating individual phonemes

Introducing letters and spelling

Please note: phonemic knowledge is the exact knowledge of the 45 possible phonemes (give or take one to two). In addition, the development of oral language skills, including vocabulary skills is an inherent precursor.

PA MILESTONES (Ages when 80-90 % of typical students achieved a phonological skill. <http://www.readingrockets.org/article/development-phonological-skills>)

Awareness of rhyme emerges = 24 - 30 mths
Ability to produce rhyme emerges = 30 - 36 mths
Rote imitation and enjoyment of rhyme and alliteration = 4 yrs old
Rhyme recognition, odd word out = 5 yrs old
Recognition of phonemic changes in words = 5 yrs old
Clapping, counting syllables = 5 yrs old
Ability to segment words into phonemes begins = 5 - 7 yrs old

Noticing & remembering separate phonemes in a series = 5.5 yrs old
Blending onset and rime = 5.5 yrs old
Producing a rhyme = 5.5 yrs old
Matching initial sounds; isolating an initial sound = 5.5 yrs old
Compound word deletion = 6 yrs old
Syllable deletion = 6 yrs old
Blending of two and three phonemes = 6 yrs old

Segment words w/ 2 -3 phonemes (no blends) = 6 yrs old
Segment words w/ 3-4 phonemes (w/ blends) = 6.5 yrs old
Substitute phoneme in words (no blends) = 6.5 yrs old
Sound deletion (initial and final positions) = 7 yrs old
Sound deletion (initial position, include blends) = 8 yrs old
Sound deletion (medial & final blend positions) = 9 yrs old

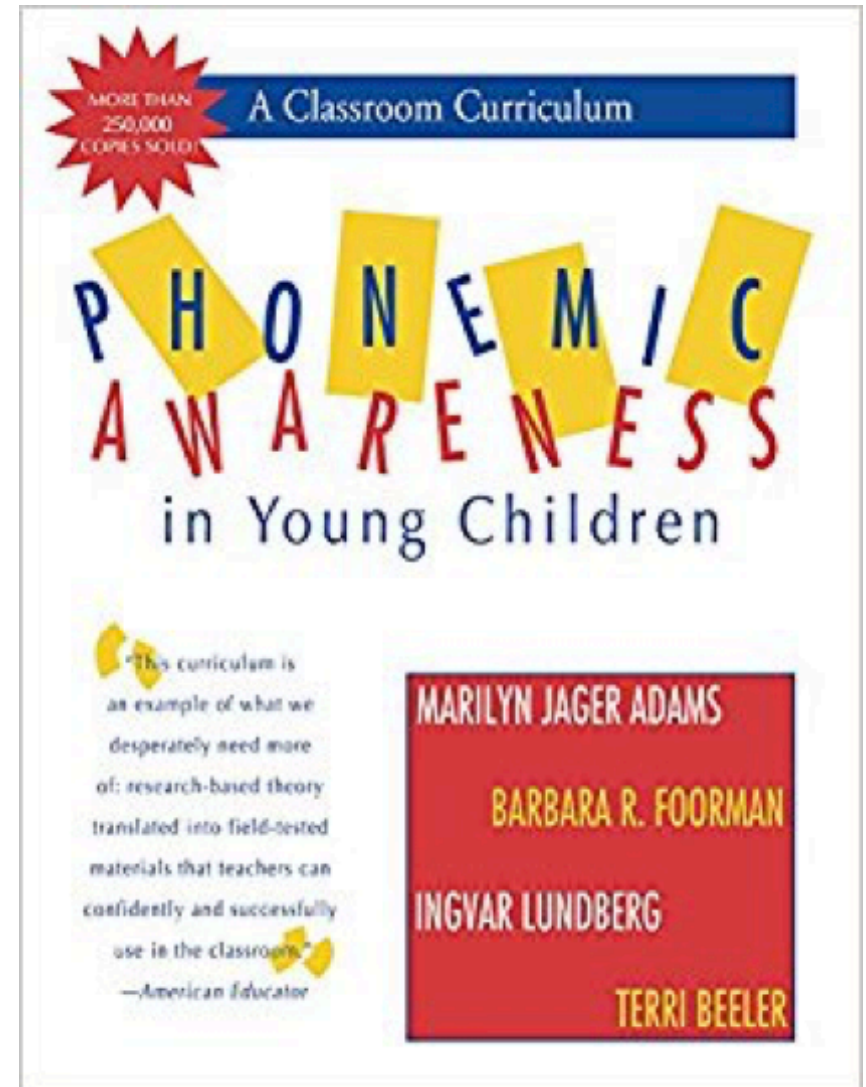
Refer to Vocabulary/Language Development for a child's development of familiar words which will be available for analysis.

Recommended Activity Book

Adams, M. J., Foorman, B. R.,
Lunberg, I., & Beeler, T. (1988).

Phonemic awareness in young
children: a classroom curriculum.

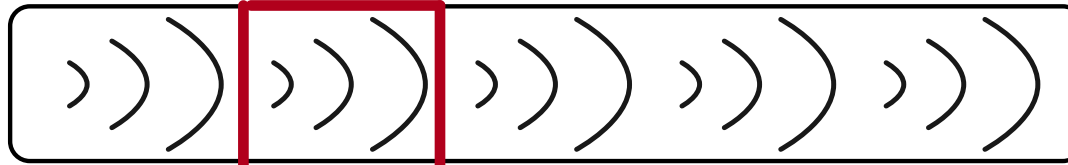
Baltimore: Paul H. Brookes Publishing
Company.



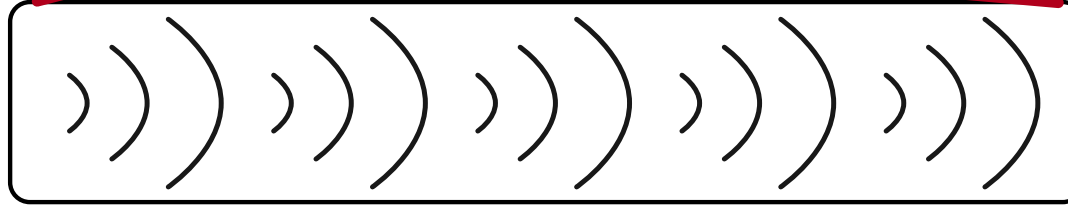


WORKFLOW

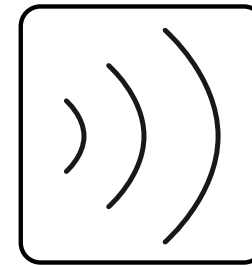
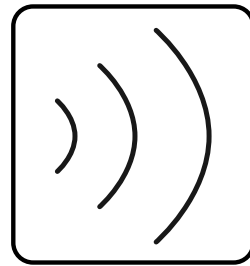
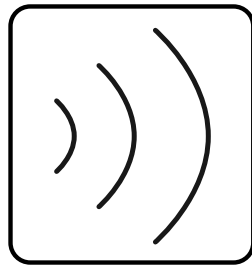
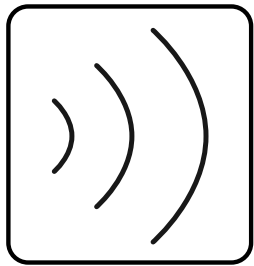




“The **helicopter** flew over the house”
whole word in a sentence



“**Helicopter**”
whole word



“**He-li-cop-ter**”
in syllables



fully
segmented
into
phonemes

/h/

/e/

/l/

/i/

/k/

/o/

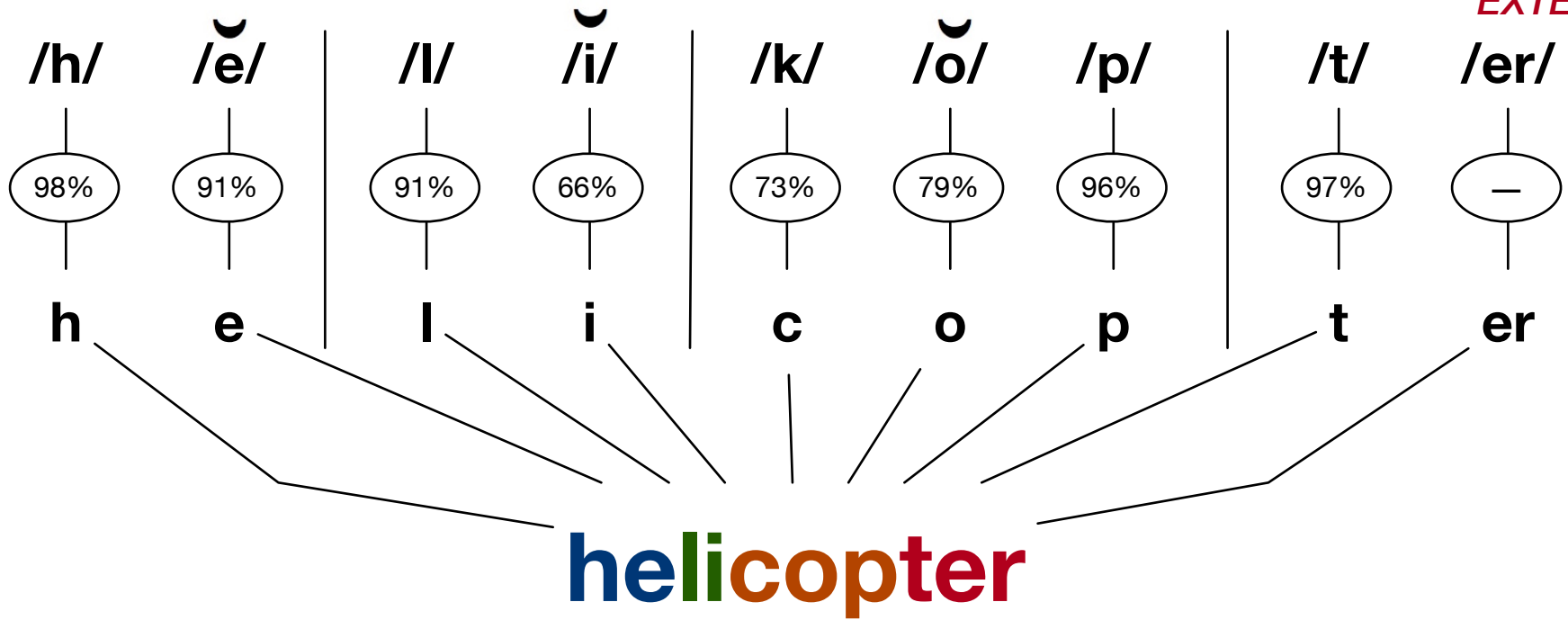
/p/

/t/

/er/

Spoken words [need] to be treated as consisting of component parts ... we now consider [this] an ordinary, teachable aspect of learning to read: **phonological awareness**. (Seidenberg, 2017, p. 63)





- has rotating blades
- aircraft
- rescue vehicle
- hovers
- used to watch traffic
- can land on buildings

The helicopter flew over the house quickly.

what?

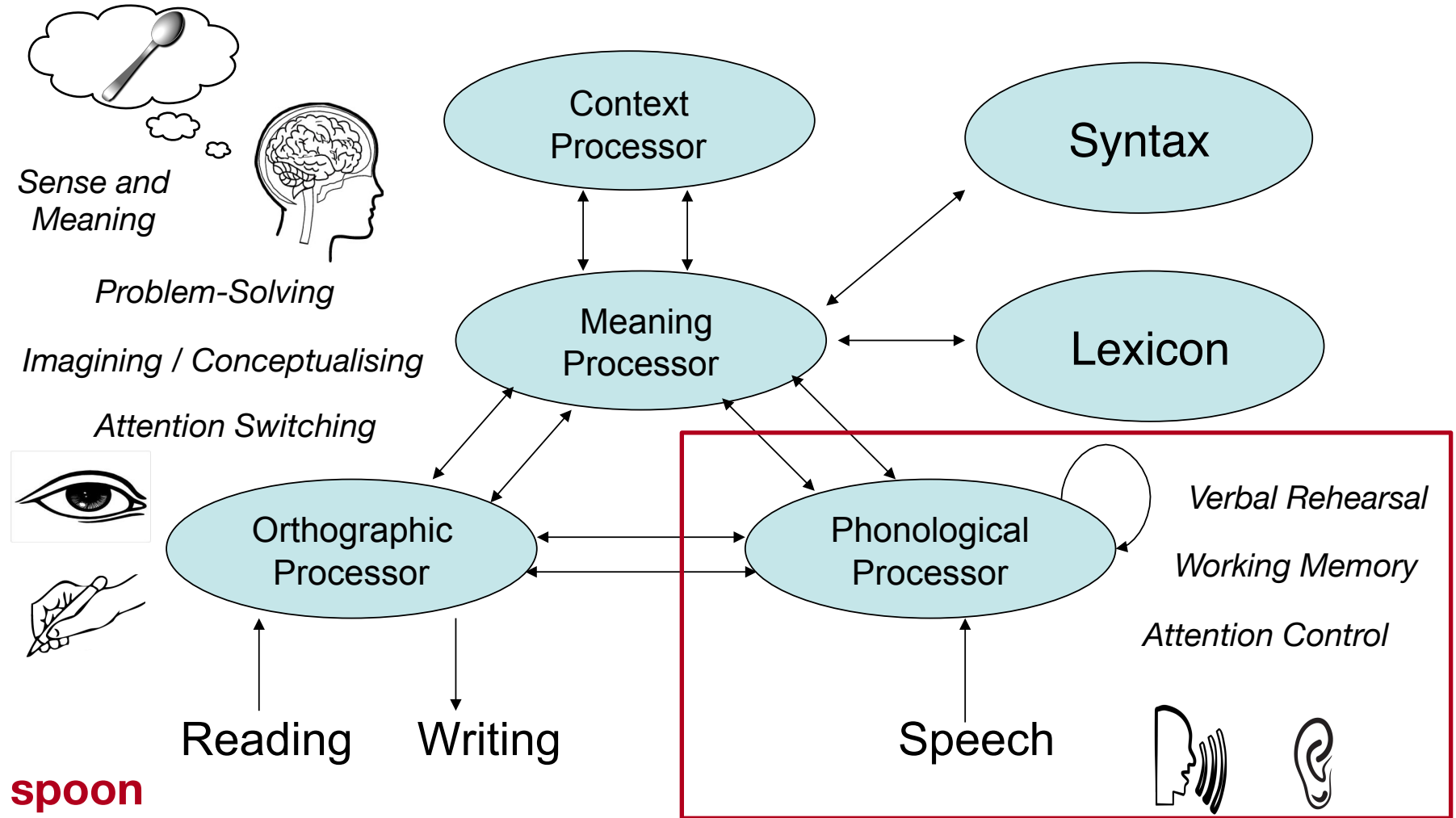
did what?

where?

how?



The Reading System (Adams)



“I am eating a lovely bowl of cereal with my spoon.”

/s/ /p/ /oo/ /n/



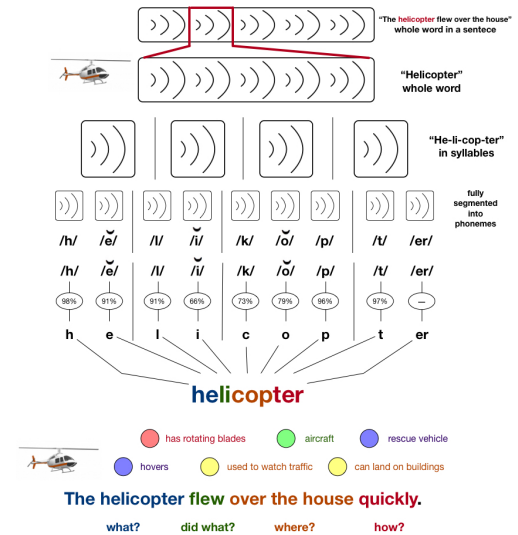
LET'S DO IT



Steps



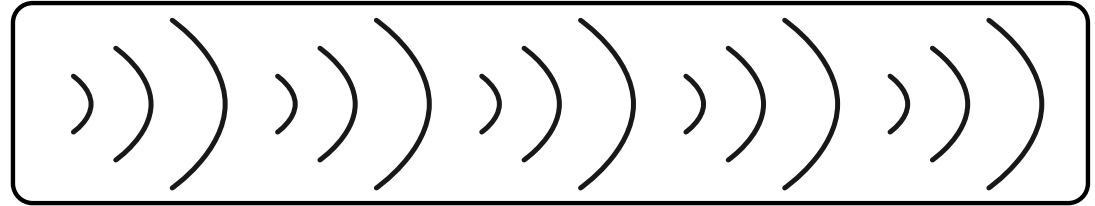
1. Review a picture and say the spoken word
2. Segment the word into syllables
3. Identify the first and last sounds in the word
4. Segment each syllable into sounds
5. Match each sound with a phoneme (tile)
6. Match each phoneme (tile) with a letter (tile)
7. Confirm word by checking its conventional spelling
8. Explore the word's meaning(s)
9. Use the word in at least one sentence
10. Repeat steps 1 to 9 for other words in the set



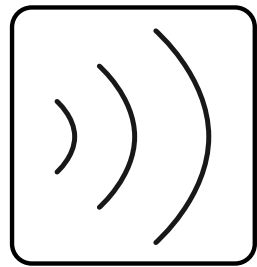
Equipment



pictures



whole word "sound waves"



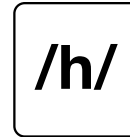
*syllable
"sound waves"*



*popsicle sticks
(syllable breaks)*



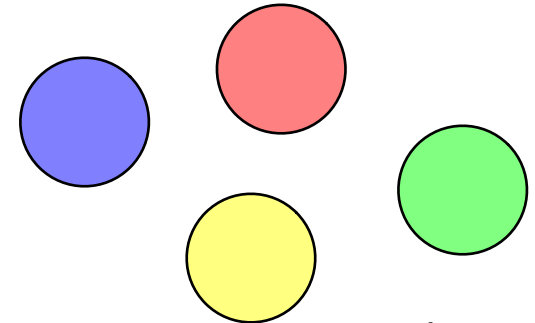
*phoneme
"sound waves"*



*phoneme
tile*



letter tile



*coloured
tokens*



space to write words and sentences

Equipment



- 1) Pictures (in most cases)
- 2) Whole word “sound waves”
- 3) Syllable “sound waves” and popsicle sticks
- 4) Phoneme “sound waves”
- 5) Phoneme tiles (e.g. /b/)
- 6) Letter and letter-combination tiles
- 7) Coloured tokens
- 8) Space to write words, sentences and more
- 9) Print words (for review, if appropriate)



When Selecting & Presenting Words



- 1) Semantically related words (e.g. animals or fruits or feelings)
- 2) Words that share a sound pattern (e.g. hat, mat, sat, cat)
- 3) Words from a source (book)

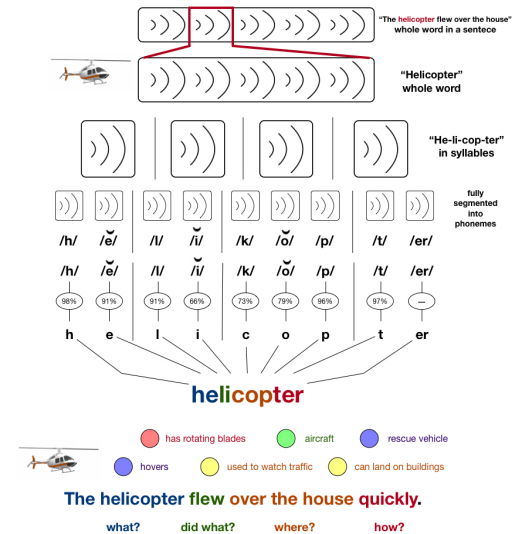
- 1) Start with picture, then the child says the word
- 2) Say word, then the child selects the picture
- 3) Say unknown word *
(for analysis)



Steps



1. Review a picture and say the spoken word
2. Segment the word into syllables
3. Identify the first and last sounds in the word
4. Segment each syllable into sounds
5. Match each sound with a phoneme (tile)
6. Match each phoneme (tile) with a letter (tile)
7. Confirm word by checking its conventional spelling
8. Explore the word's meaning(s)
9. Use the word in at least one sentence
10. Repeat steps 1 to 9 for other words in the set





Before we demonstrate ...

A KEY CONCEPT



Invented Spelling . . .

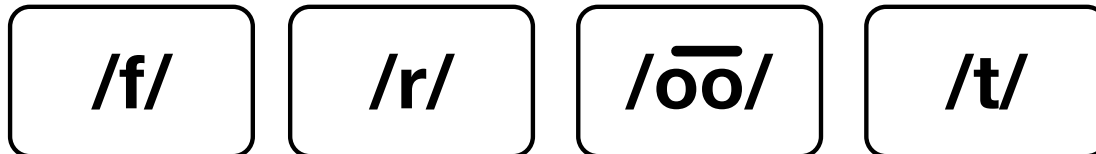
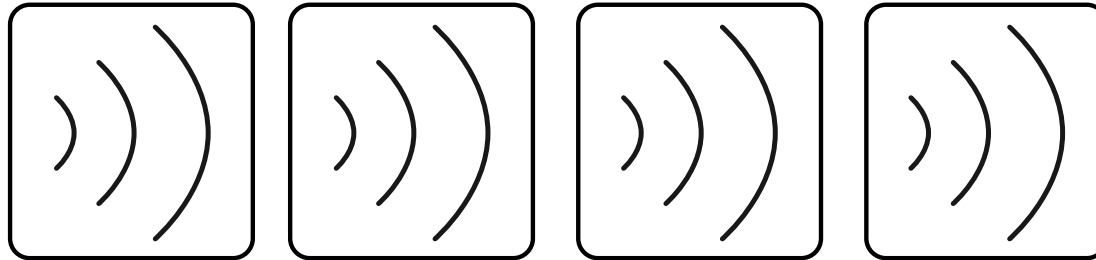
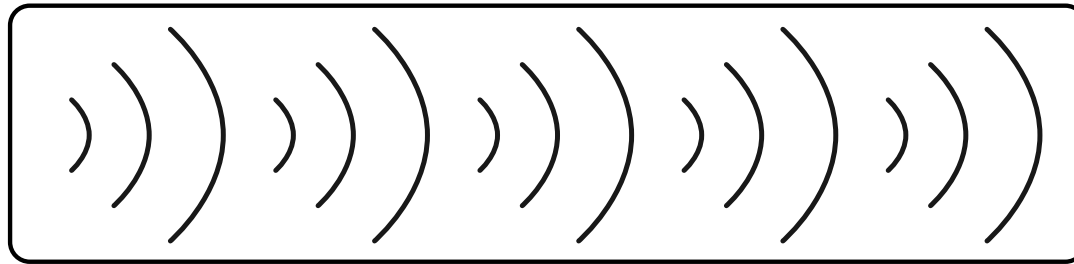
"Before children attain a conventional level of spelling . . . they use what they know about the phonology and orthography to create novel forms of spelling.

These **invented spellings** provide a window into their developing awareness of the alphabetic principle." (p 77)

Ouellette, G., & Sénéchal, M. (2017). Invented spelling in kindergarten as a predictor of reading and spelling in Grade 1: A new pathway to literacy, or just the same road, less known? *Developmental Psychology*, 53(1), 77–88.



encoding



78% chance

97% chance

38% chance

97% chance

f

r

oo

t

froot (?)



“The beginning reader’s initial task is to learn how the spoken language they know relates to the written code they are learning.” (Seidenberg, 2017, p 22)

**froot —> frute
—> fruit**



Stages of Spelling Development

1) Pre-speller - birth to 4



2) Spell it like it sounds - 4 - 7 years old

ETR

3) Spell it by (visual) pattern - 7 - 9 years old

eater

4) Spell it by rule - 9 - 11 years old

5) Coordinating multiple strategies - 10 - 13 years old

6) Spell it from knowledge - 13 years and older





DEMO





OKAY, NOW WHAT?



Keeping a record



What was the word?

Examine the word	IND	W-GUI	JOINT	MODEL	NO
Listening / articulating the word	✓				
Dividing the word into syllables		✓			
Dividing into number of sounds			✓		
Isolating the beginning sound		✓			
Isolating the end sound		✓			
Matching sounds to phonemes				✓	
Full phoneme segmentation				✓	
Apply letters (invented spelling)					✓
Construct word					✓
Check against conventional spelling					✓
Brainstorm/explore meaning				✓	
Draft sentences			✓		



Integrating into Practice



Analysing Spoken Words can be integrated into many parts of the learning experiences of developing children. It shouldn't be simply seen as an intentional teaching technique.

Just imagine those informal learning moments when a juicy word can be open to inspection and play, whether this occurs within the context of book reading or through play in the sand pit.



What's the Point (again)?



Spoken words [need] to be treated as consisting of component parts ... we now consider [this] an ordinary, teachable aspect of learning to read: **phonological awareness**. (Seidenberg, 2017, p. 63)

Bringing print and speech into alignment makes reading [and writing] feasible. (Seidenberg, 2017, p. 40)

Analysing own speech is a key first step.

You can't skip a step ...

“I'm getting the hang of this!”

Strong phonological decoding skills are necessary for the development of the ventral stream for reading. Children who went on to improve their reading abilities had a sufficiently strong connection between orthographic word forms and their relationships with sounds. (Wise Younger et al., 2017, p. 96)

Wise Younger, J., Tucker-Drob, E., & Booth, J. R. (2017). Longitudinal changes in reading network connectivity related to skill improvement. *NeuroImage*, 158(February), 90–98. <http://doi.org/10.1016/j.neuroimage.2017.06.044>



Focusing on ... key skills



core: vocabulary recognition, phonological awareness, phonemic awareness, and auditory processing (including working memory);

further: developing and applying phonemic knowledge, sound-letter correspondences, invented spelling and problem solving skills; and

extended: semantic analysis, expressive language, grammatical competence, conventional spelling and (print) word recognition.



Please Note



Note #1: This activity does NOT teach the 44 or so phonemes in English in a systematic fashion. A learner can become aware of English sounds through the activity

Note #2: Similarly, this activity does NOT teach common phoneme-letter combinations in a systematic fashion. A learner can become aware of English letter-sound combinations through the activity.

Note #3: Further, this activity is an ENCODING activity. It is not a reading/decoding activity.



www.theliteracybug.com

info@theliteracybug.com

www.youtube.com/c/TheLiteracyBugNetwork

Twitter: [@theliteracybug](https://twitter.com/theliteracybug)

