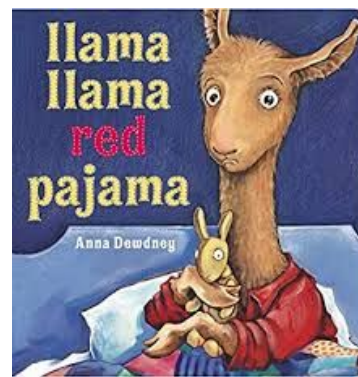
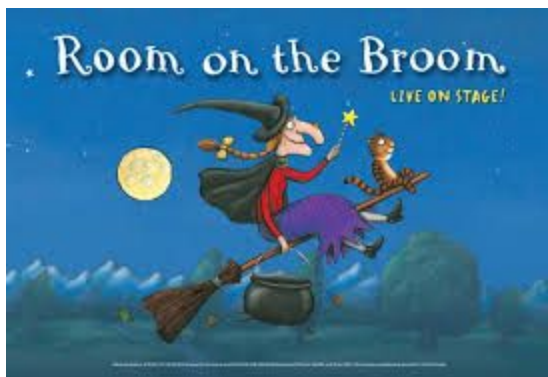


# Phonics & Phonemic Awareness at Wahroonga Public School

Phonemic awareness is the ability to understand that spoken words are made up of individual sounds called phonemes. Phonemes are the smallest units comprising spoken language. Phonemes combine to form syllables and words. For example, the word 'mat' has three phonemes /m/ /a/ /t/. There are 44 phonemes in the English language, including sounds represented by letter combinations such as /th/. Acquiring phonemic awareness is one of the best early predictors for reading and spelling success.



## Jack and Jill

Jack and Jill  
Went up the hill,  
To fetch a pail of water.  
Jack fell down,  
And broke his crown,  
And Jill came tumbling after!

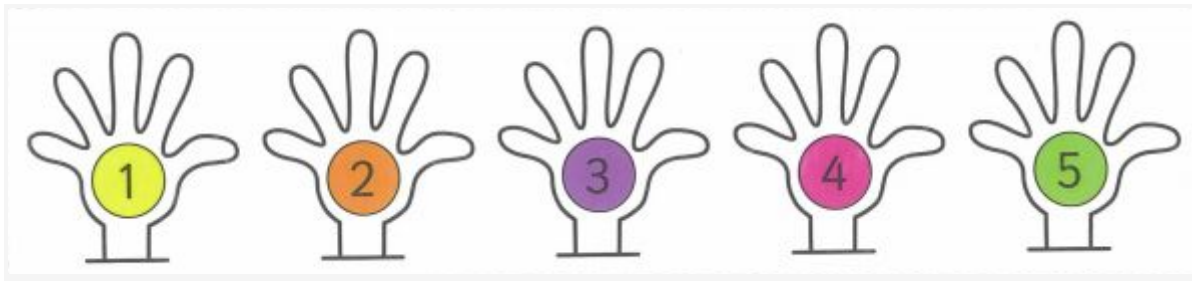


Hearing and recognising words that rhyme is key to developing an understanding of sounds. Rhyme games are a fun way to practice phonemic awareness at home. Singing nursery rhymes and reading picture books with rhyming words such as Room on a Broom, Dr Seuss, Sheep in a Jeep, Llama, Llama in Red Pyjama etc. Pause and encourage your child to insert the rhyming word.

Play rhyming "I Spy." You say "I spy with my little eye something that rhymes with ...(grable)." Your child looks around and sees a 'table.' It's great to do this to pass the time in a new place, like a restaurant, a waiting room, driving on holidays etc.

An awareness of words can be developed showing children how two words can blend into a compound word; words like rain-bow, rainbow or pop-corn, popcorn. After working with words, children can blend syllables into words; words like read-ing, reading or fan-tas-tic, fantastic.

Using this Talking Tapping Syllable card provides a practical resource for breaking up words into syllables: a very important phonological skill.



Children tap with one finger on each hand to identify how many syllables in a word.

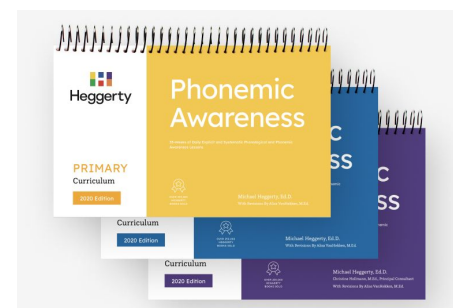
Compound words are a great starting point as they break up easily into two syllables - lunchbox, football, teaspoon, handbag, gumboots etc.

Encourage your child to tap the syllables in their own name e.g. Josh/u/a - 3 taps. They can then try other family names such as a brother or sister, pet or friends names.

Another fun activity is to play Simon Says with a difference. Play with the words broken up into their sound parts: "Simon says touch your /l/-/e/-/g/. Touch your /h/- /i/- /p/-/s/." This is encouraging your child to phoneme blend the sounds back into the words 'leg' and 'hips'.

Isolation of individual sounds can be learnt also by helping your child think of a number of words that start with the /m/ or /ch/ sound, or other beginning sounds.

At Wahroonga Public School we follow a systematic phonics program with matching decodable reading texts. Every Kindergarten, Year 1 and Year 2 class has daily activities in phonemic awareness. We use the explicit whole class program by Michael Heggerty and follow up activities in literacy groups.



You can find more information on their parent page :<https://heggerty.org/parents/>