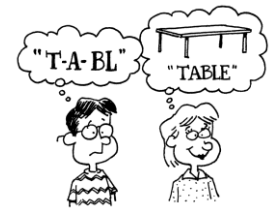


# Amsterdam School Title 1 Newsletter November/December 2022



## What is Phonological Awareness?

Phonological awareness is an awareness of various speech sounds such as syllables, rhyme, and individual phonemes (the smallest units of sound comprising spoken language). Phonological awareness consists of skills that typically develop gradually and sequentially with direct training and exposure. Children who have phonological awareness are able to identify and make oral rhymes, can clap out the number of syllables in a word, and can recognize words with the same initial sounds like 'money' and 'mother.' A certain amount of phonological awareness is critical to reading success.

### Phonological awareness skills:

- Lead to reading success
- Prevent reading deficits
- Lead to success with spelling
- Help children become aware of sounds in their language

Phonological awareness is an umbrella term with skills "under the umbrella" moving from easier (word and syllable) to more complex (onset-rime and phoneme). Initial consonant sounds are called onsets and the rhyme chunk at the end is called rime. Being able to isolate the initial consonant sound is a prerequisite for children to use consonants in early word recognition and spelling. Phonemic awareness refers to the ability to identify and reflect on the smallest units of speech sounds within syllables.

Through phonological awareness instruction, children learn to associate sounds with symbols and create links to word recognition and decoding skills necessary for reading. According to Gillon (2004), "Phoneme awareness performance is a strong predictor of long-term reading and spelling success and can predict literacy performance more accurately than variables such as intelligence, vocabulary knowledge, and socioeconomic status" (p. 57).

Students at risk for reading difficulty often have lower levels of phonological awareness and phonemic awareness than do their classmates. The good news is that phonemic awareness and phonological awareness can be developed through a number of activities.

It should be noted that phonological awareness and phonics are not the same. Phonological awareness refers to speech sounds while phonics relates spelling and sound. Both are important instructional components for the emergent/beginning reader.

Resource: Literacy Professional Development by Weebly

## Dates to Remember

\*November 3<sup>rd</sup>\*

Parent-Teacher Conferences 4-8pm

\*November 4<sup>th</sup>\*

NO SCHOOL

Parent-Teacher Conferences 8-12pm

\*November 16<sup>th</sup>\*

Early Release 2pm

\*November 23<sup>rd</sup> – 25<sup>th</sup>\*

NO SCHOOL

\*December 21<sup>st</sup>\*

Early Release 2pm

\*December 22<sup>nd</sup> – January 3<sup>rd</sup>\*

NO SCHOOL

## Math Corner

All students can benefit from practicing math facts to become more fluent. Please keep practicing at home!



## Fun Websites to Visit

K-2<sup>nd</sup>

[www.uen.org/k-2interactives/reading.shtml](http://www.uen.org/k-2interactives/reading.shtml)

3<sup>rd</sup>-6<sup>th</sup>

[www.uen.org/3-6interactives/lang\\_arts.shtml](http://www.uen.org/3-6interactives/lang_arts.shtml)

## **Parent Tip of the Month:**

**It is often thought that once a child reads a book they are "done" with the book and don't need to read it again. This is actually false! Emergent readers in K-2 need to read books 2-3 times (or even more) so they can start memorizing words, word patterns, and the way words work in sentences. So have your child read a book more than once to increase their letter/word knowledge and to help them read more fluently!**