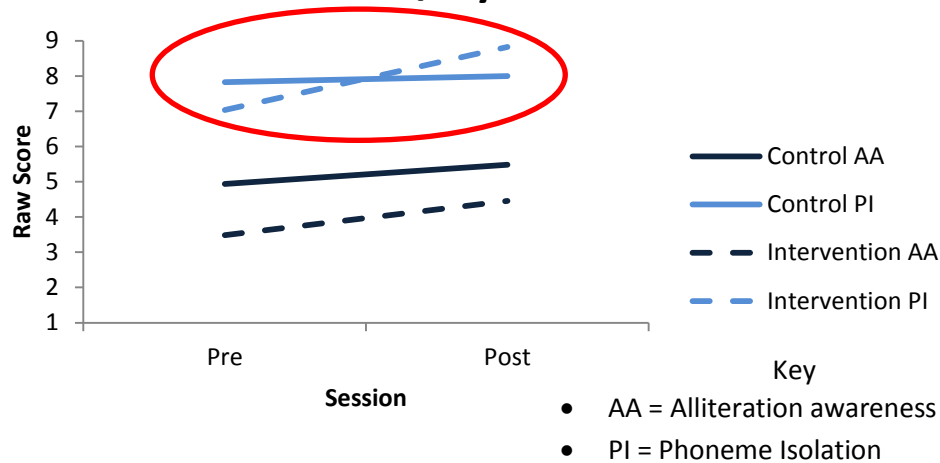


Phonological Awareness Study

Conclusions

- Both training groups in both age groups improved on all tasks over the six-week training period.
- There were no significant effects of training in the younger group.
- The only significant difference between intervention and control groups was in Phoneme Isolation in the older group.

Preschool Phonological Awareness: 4 - 4 1/2 years



Summary

- Reading with children can be fun and a great bonding experience, and can also be used to improve phonological awareness and language.
- Phoneme isolation is usually the first of the individual phoneme (speech sound) awareness skills to develop
- Phoneme awareness skills usually emerge after 4 years of age

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Shared Reading:
Its impact on phonological
awareness

Its use with children with
language delay

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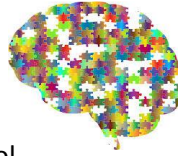
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Reading to encourage phonological awareness and...

Why read with young children?

- it's said that 90% of brain development happens in the first 5 years of life
- regular shared reading increases a child's vocabulary
- children with a larger vocabulary do much better at school



What is phonological awareness and why is it important?

Phonological awareness (PA) is the ability to think about how words sound, as well as what they mean. Children learn about sounds gradually: usually they recognise syllables and rhymes first, and then the individual sounds. Picking out the sounds in words is a very important early skill in learning to read and spell. Helping children to develop awareness of rhymes and sounds will get them started on their journey to reading and writing!

Guidance to give to parents about shared reading

Ways to encourage language development in general

- **Talk about the story and what it means.** Explaining unfamiliar words and talking about what's happening in the story helps develop children's understanding of language and increases their vocabulary.
- **Make it personal.** Linking words to a child's own experiences and making them relevant to the child is more likely to make the words and ideas more memorable.

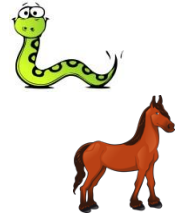
Ways to encourage PA

- **Talk about rhyming words.** Point out where two or more words sound similar; Extend the rhyme sequence some more. If Sam bought a pram, maybe he also bought some jam and a lamb....



...helping children with language delay through reading

- **Talk about alliteration.** Animal names in books are often 'alliterative', (eg Sammy the snake, Holly the horse) which provides a good opportunity to talk about sounds at the beginning of words. Maybe **Holly** the **h**orse jumped over the **h**edge to eat some **h**ay....
- **Be patient.** Remember that all preschool children are at the lower age limit for PA. If they don't come up with rhymes or same-sound words, help them out, let them join in when they can.



We saw that many children with language delay (LD) are not as interested in books as in play. Also some parents are not confident readers. But shared reading is still a great way to provide language models, if you can make it enjoyable. Read on for some advice on this.

Hints for reluctant book-sharers (parents & children!)

- **Let your child do the choosing.** A child is more likely to enjoy a book that they have chosen themselves, and concentrate on it with you for longer. Children with LD may find it harder to understand and follow a story – try offering books with interesting pictures and less text.
- **Make it personal.** Linking a story to a child's own experiences makes it more memorable and engaging. *"Oh, gran's dog's naughty as well, isn't he?"*
- **Have fun with the story.** Books for young children have funny pictures and often play with sounds through rhyme or repetition. Look for interesting things in the pictures, practice making the animal noises, use silly voices for the characters, find words that start with the same sound, make up a new ending. You don't have to stick to the words in the book!
- **And remember**
it's never too early to start

