



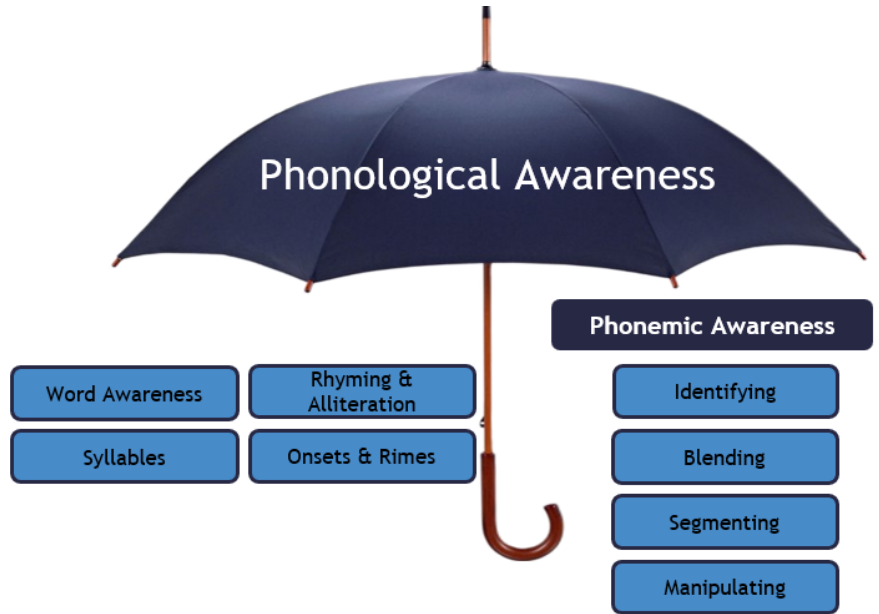
Phonological Awareness and Phonemic Awareness

Information For Parents

What are Phonological Awareness and Phonemic Awareness?

Phonological Awareness is the ability to identify and manipulate sounds in spoken language. It is an umbrella term for the knowledge of sounds in spoken language, including the largest parts of sounds, such as words and syllables, and the smallest units of sounds, called phonemes.

Phonemic Awareness is the ability to identify and manipulate, or play with, individual sounds in spoken words. Phonemic awareness falls under the umbrella of phonological awareness and refers to the specific ability to identify, blend, segment, and manipulate the individual sounds, or phonemes, in spoken words.



(Birsh & Carreker, 2018; NRP, 2000; TRL, 2022)

Why are Phonological Awareness and Phonemic Awareness Important?



/k/ /a/ /t/
● ● ●



/k/ /a/ /t/
c a t

Phonemic Awareness

Phonics

Phonological Awareness and Phonemic Awareness help children build readiness for phonics and are essential in the development of foundational reading skills.

When children can segment and blend individual speech sounds in a word, they can then attach the corresponding letters to begin early decoding of words in print.

(Adams et al., 1998; Cassar et al., 2005; Gillon, 2004; Lonigan & Shanahan, 2008; NICHD, 2000; Rath, 2001; Torgesen, 1998, 2004)

What Do Phonological Awareness and Phonemic Awareness Look Like at School?

- Short and frequent lessons
- Instruction can be with or without letters and progresses from simple to more advanced skills.
- Instructional focus in kindergarten and first grade but may continue based on student need.



	K	1	2	3	4+
Phonological and Phonemic Awareness					

(Kilpatrick, 2015; NELP, 2008; NRP, 2000)

How Can You Support Phonological Awareness and Phonemic Awareness at Home?

Parents can support their children in developing phonological and phonemic awareness by playing simple games at home, on a walk, in the car, or even in the grocery store!

Tongue Twisters

Help your child become sensitive to sounds in words by creating tongue twisters together.

“Silly Sally sips on soda on the sofa.”

“Funny Finn feasts on fish and fries on Fridays.”

I Spy First Sounds

Choose words with distinctive, easy-to-hear beginning sounds.

Example: If you’re in the kitchen, say: “I spy something that starts with the /m/ sound” (e.g., *microwave, mug, muffin*).

(Activities adapted from Reading Rockets, n.d.)

Additional Resources

Please visit the [Colorado Department of Education \(CDE\) Parent Resource website](#) for more information about the Colorado READ Act, READ Plans, and the Science of Reading.



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