

## Further information on phonological awareness

BBC's Tiny Happy People (for families):

<https://www.bbc.co.uk/tiny-happy-people/what-is-phonological-awareness/znrk8hv>

Education Endowment Foundation (for schools):

<https://educationendowmentfoundation.org.uk/reading-house/phonological-awareness>

## Speech and Language Therapy Service in Hackney

Young people with severe phonological awareness difficulties in Hackney may need assessing for Developmental Language Disorder or Speech Sound Disorder. They may be able to access extra support from Speech and Language Therapists and Specialist Teachers. Please talk to your school's Speech and Language Therapist, the school SENCO at your school or contact our service directly.

Schools can access information on supporting phonological awareness development on the Verbo app. This is free for all Hackney schools to access.

## Our contact details

### Speech and Language Therapy

Tel: 020 7683 4262

Email: [hello@gethackneytalking.co.uk](mailto:hello@gethackneytalking.co.uk)

Web: <http://gethackneytalking.co.uk/>

Twitter: @HackneyTalk

Facebook: <https://www.facebook.com/gethackneytalking/>

# Phonological Awareness

## A leaflet for families and settings



Homerton Healthcare  
NHS Foundation Trust



 Hackney  
education and schools

## What is Phonological Awareness?

Phonological awareness is awareness of the sound structures of words, and being able to manipulate them, or “play” with sounds and words. Phonological awareness skills are the **foundation for developing good reading skills**.

## Development of phonological awareness

Children tend to develop phonological awareness in stages.

### Stage 1

Awareness of the rhythms, patterns and intonation (pitch variation) in speech.

### Stage 2

Awareness of the syllables in a word (e.g. cro-co-dile).

### Stage 3

Awareness of the ‘onset’ and ‘rime’ within a syllable, including an awareness of rhyming words. ‘Onset’ refers to the first sound (e.g. ‘c’ in ‘cat’). ‘Rime’ refers to the rest of the syllable, i.e. the part of a word that makes it rhyme with another word (e.g. ‘at’ in ‘cat’, ‘bat’, ‘mat’, ‘hat’)

### Stage 4

Awareness of the individual sounds within a word (the phonemes, like c-u-p).

## Activities to help your child develop phonological awareness

### Stage 1: Rhythms

- Singing along to nursery rhymes, action songs, etc.
- Clapping/dancing/moving to music
- Making up personalised rhymes together about people, everyday activities, etc. (e.g. “Up to bed, sleepy-head!”)

### Stage 2: Syllables

- Clapping syllables in words (e.g. ‘e-le-phant’) and phrases (e.g. ‘di-nner-time’)
- Playing with ‘compound words’ (e.g. football, snowman, ice-cream) (e.g. splitting them into two words such as snowman = snow + man)

### Stage 3: Onset and Rime

- Identifying the first sound in a word (e.g. ‘s’ in ‘sock’)
- Thinking of lots of words starting with the same sound (e.g. ‘sun’, ‘sock’, ‘sea’)
- Sorting words by their first sound
- ‘I spy with my little eye something beginning with ...’
- Blending onset and rime (e.g. child hears ‘b .... us’ and says ‘bus’)
- ‘I hear with my little ear something that rhymes with ...’ (e.g. welly). Child thinks of a rhyming word for ‘welly’, or spots that thing in the room that rhymes with ‘welly’, e.g. telly.