

Phonological Awareness

Phonological Awareness is a metalinguistic skill which relates to an awareness that words can be segmented into syllables and phonemes (individual sounds) which can then be manipulated and blended to create new words. This includes regarding rhyme and alliteration (recognising and creating words that begin with the same sound), the ability to use language to learn about language and the ability to think about what makes up our language. (e.g. sounds, words, sentences, etc.).

Children with these *phonological awareness* deficits experience difficulty, therefore, in segmenting, manipulating and blending the words, syllables and sounds of both spoken and written language. These abilities are necessary if the child is to be able to recognise sound structures in order to read aloud, and in sounding out unfamiliar words in order to spell them.

Due to this close relationship between these skills and literacy, deficits in *phonological awareness* have been reliably linked to early reading and spelling difficulties.

Frequently, children are identified, within the school, as having literacy problems, but a speech pathologist provides the specific diagnosis for this type of literacy disorder.

In fact, research has shown a relationship appears to exist between *phonological awareness* deficits and reading accuracy (reading aloud) and spelling but not always comprehension. Quite frequently, those who have a '*phonological awareness*' disorder may enjoy reading to themselves, but struggle when asked to read aloud.

The child with *phonological awareness* deficits may be able to recognise words by relying on either 'sight' reading or remembering the 'shape' of the written word. This can result in spelling errors that are based on an incorrectly remembered 'look' of a word rather than errors in sound structures (e.g., 'went' is spelled as 'wetr' rather than 'whent').

Speech Pathologists' training in phonics, language and metalinguistic skills provide the most appropriate background for treating children with *phonological awareness* disorder. They have specific training in sound awareness due to their work with children who have difficulties with pronunciation.

Assessment and diagnosis of *phonological awareness* disorder is a specialised field as general language, phonological awareness, and auditory discrimination must be examined.

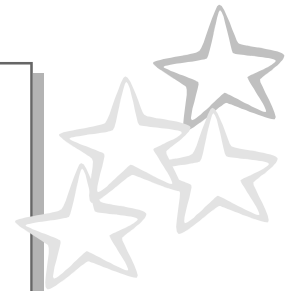
Speech pathology treatment programmes are based on increased awareness of sound structures through auditory discrimination training (hearing the difference between sounds); rhyme recognition, identification and creation; alliteration skills; development of segmentation, manipulation and blending skills with

both syllables and individual sounds and discussions to raise the metalinguistic ability to use language to learn about language and sound-letter conversions.

Several studies have demonstrated the success of this approach for those children who have this specific literacy disorder which is based on *phonological awareness* deficits. Whilst early treatment of this disorder can assist in avoiding future literacy problems, therapy with older children has also been shown to be effective in remediating some longstanding difficulties (Brady, Fowler, Stone & Winbury, 1994; Catts, 1991; Gillon & Dodd, 1995; Rohl & Milton, 1993).

Ask about our STARS programmes:-

Baby STARRS
Stars Basic
Stars Refresher
Stars Intermediate
Stars Advanced



What to do:

Contact us at Tyquin Group Speech Pathology on 3399 8028 to discuss phonological awareness and any other associated

About Tyquin group

Tyquin group is a professional clinic containing a practice of Speech Pathology and a Reading Clinic .

As speech pathologists, we are working toward helping the 14% of Australians that have a communication disability. In order to do this we actively promote not only our practice but the profession as a whole.

Language and Communication sciences over recent years have made enormous advances. Unfortunately there is little awareness of the large and diverse role that Speech Pathologists can play in the support and education of our young learning children.

In our Reading Clinic, we aim to help poor readers when other attempts have failed. We willingly explore the best technology on offer anywhere in the world. We also develop techniques to use in concert with this technology in order to achieve the most effective results.

Philosophically we strive to achieve results quickly. Though this is sometimes ambitious and not always possible, we believe that it is a worthy goal.

Tyquin group invites you to regard us as a point of contact for further information about any queries you may have.

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