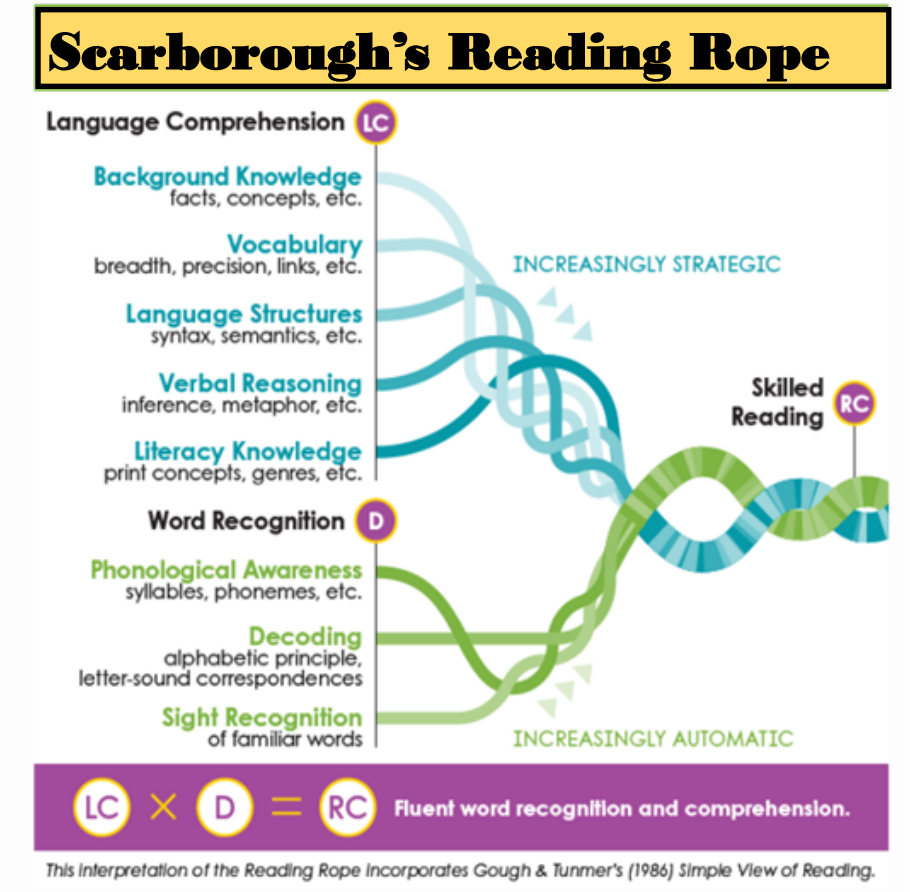
The Science of Reading for our youngest students:

What does it mean and what does it actually look like in Kindergarten (3-4 year olds)?

What does the research say?

- Our brains are only wired for spoken language, not print. Speech develops from birth through simply being immersed in a language, but reading does not. Humans invented the alphabet to **code** spoken language so it could be written down (see Wolf, Dehaene, Seidenberg)
- **Phoneme awareness** performance more accurately predicts long term reading and spelling success than variables such as intelligence, vocabulary knowledge, and socioeconomic status.(Gillon, 2018)
- The accurate identification and **sequencing of phonemes** is one of the best predictors of reading skill in grade 1 (Ashby, McBride, Naftel, Hart Paulson, Kilpatrick, Moats, 2022)
- Children at risk of reading difficulties need more explicit instruction in perceiving the individual sound sequences in spoken words accurately (Kilpatrick)
- Phonemic Awareness is a cross-linguistic skill and a significant predictor of early literacy acquisition across languages (Gillon, 2018)
- Fostering phoneme awareness before introducing letters is advised. Once the beginner has a solid awareness of some phonemes, the representation of them by letters can be introduced (Brady, 2020)
- Phonemes act as the 'Velcro' or 'parking spots' for the graphemes to stick to. We have 44 phonemes but over 200 different ways of writing them down (Moats, Kilpatrick)
- Even before children can read, interventions that target **oral language** lead to improvements in reading comprehension (Castles, Rastle, Nation 2018)
- **Vocabulary** knowledge correlates with reading comprehension. Understanding the majority of individual words within a text is a prerequisite to understanding that text. (M. Spencer, Quin & Wagner 2017; Wexler 2019)
- Teaching simple **oral morphemic** awareness to young children is associated with later success in decoding and reading comprehension (Castles et al. 2018)



Evidence-based theoretical models of reading can be helpful guides for teachers. The Simple View of Reading and Scarborough's Reading Rope are commonly used to structure implementation of the SOR in the early and primary years of school.

The *Word Recognition* Strand

This strand is concerned with how children learn to identify printed words. In Kindergarten, children move orally through ***phonological awareness*** activities that prepare them for working with individual *phonemes*. Once students have been taught how to work with individual phonemes, they can be taught some letter-sound correspondences which can be applied to ***decoding*** (reading) and word building (spelling/making words) later on.

'***Sight recognition'*** in the rope refers to words that can be read instantaneously. Words only become part of a child's sight word bank when they have been *orthographically mapped* (that is, decoded correctly enough times that they are mapped accurately in memory for rapid and effortless retrieval). Children begin the Orthographic Mapping process when they can apply good phoneme skills and code-knowledge simultaneously. In Kindergarten, we can establish strong foundations for this process to develop in the early primary years. Below, these sub-strands are explored in more detail:

Sub-Strand 1 : Phonological Awareness-Phonological awareness is an umbrella term for learning to identify and manipulate the sound structure of words including word boundaries, syllables, rhymes and *individual sounds* (work with individual sounds is actually Phonemic Awareness).

In Kindergarten, phonological awareness involves engaging in the fun, developmentally appropriate, auditory activities that tune children in to listening more carefully to what they hear in preparation for single sounds (phonemes). Rhyming and syllables may help to do this but do not need to be taught to automaticity to be effective at priming students for single sounds. Even a short period of well-planned and delivered PA (e.g 20 hours) can significantly improve a child's phonological awareness and lead to improvements in both reading accuracy and comprehension (Gillon 2018)

Under Sub-Strand 1 : Phonemic Awareness– is the ability to focus on and manipulate the single sounds in spoken words. WHY? *Because good readers have good phonemic awareness.*

Our goal in Kindy is to establish the accurate phonemic pathways that will act as anchors or 'velcro' onto which the letters will stick. (See Moats Keynote at the 2022 Pattan literacy symposium: 'What do phonemes have to do with it?'). Students cannot decode and encode printed words efficiently if they cannot hear and work with the sounds in spoken words first.

Phonemic Awareness Skills– What are they?

-**PHONEME ISOLATION:** identifying the initial, final and medial sounds in spoken words. WHY? Children need to be taught how to identify and isolate individual sounds so they can accurately map letters and letter strings to them.

-**PHONEME BLENDING:** pushing sounds together to say a word. WHY? Students need to be taught to do this orally because it is the skill they need to apply when reading a word in print e.g. Child sees the printed word 'sit'. They identify each letter-sound and **blend**/push the sounds together to reveal the word.

-**PHONEME SEGMENTATION** is pulling a word apart into its single sounds. WHY? Students need to be taught to do this because it is the skill they need to apply when spelling/writing a word e.g. child wants to write the word 'get'. They have to slowly **segment/**pull the word apart in their mind to isolate each sound and decide which letter represents each sound in order to write it (or build it with letter tiles).

- **PHONEME MANIPULATION** is the ability to delete, add or substitute a sound in a word. WHY? Because it is predictive of later reading and spelling outcomes in emergent readers. Phoneme manipulation requires children to simultaneously perform all phoneme skills which improves automaticity in word reading and spelling. Some examples:

-Deleting a sound e.g. say 'feet' with /f/ (child says "eat")

-Adding a sound e.g. add /s/ to 'aim' (child says "same"

-substituting a sound e.g. say goat, now change /g/ to /m/ (child says "moat")

Please Note: Manipulation is a compound phonemic task that is complex for children. These advanced tasks help with the ability to sequence phonemes and later spelling accuracy. These skills will likely develop in Pre-Primary and beyond but if your cohort is isolating initial sounds well, you might like to try initial sound deletion. Similarly, if your cohort is blending some sounds together, you might like to try adding an initial phoneme. Introducing some of these tasks in Kindy can provide a foundation for development in the following year of school but it not an expectation. It is more important that Kindy students learn to accurately produce, identify and blend sounds by the end of the year.

Sub-Strand 2: Decoding-

The **Decoding** and **Sight word recognition** sub-strands of the rope relate to children being explicitly and systematically taught sound-to-symbol relationships between phonemes and letters. When children can accurately isolate single sounds, they can be taught a small group of letter-sounds. Some children will be ready to be shown how to apply their phonemic skills to work with letters e.g. If children are taught the sound-symbol relationships- /s/a/t/i/p/, then they can begin building and decoding the words: it, on, sat, sip, pit, pat, tip, sap, tap. This stage will likely be in Pre-Primary but it is helpful to know 'next steps' to support those students who are showing readiness.

Students are in a better position leaving Kindergarten with strong phoneme blending and segmenting skills and knowledge of a small group of the most-common letter-sound correspondences that can be applied to basic word structures (VC, CVC), rather than knowledge of all single-letter-sound correspondences and weak phoneme skills.

Note: At-risk students and those having difficulties with PA will need more practise at orally and physically (using elkonin boxes and manipulatives) isolating, blending, segmenting and manipulating phonemes in early primary because they WILL struggle with decoding and spelling if their phoneme level skills remain weak.

The *Language Comprehension* Strand

Following is a brief overview of the multiple sub-strands that make up this side of the rope:

* **Background knowledge**-the concepts, topic-knowledge, experiences and facts that students can draw upon to make sense of what they read (and eventually make use of in written composition)

* **Vocabulary** –understanding many word meanings and uses in spoken and written language (the language of conversation versus the language of books)

* **Language structures** (**semantics** and **syntax** and **morphology**)- word relationships and how words are put together to make coherent sentences. Early morphology is included here as more attention has been given to the important role that morphology plays in emergent reading more recently.

*Verbal Reasoning-inferencing and metaphor are sophisticated reading skills that usually develop later. Children in kindergarten benefit from oral exposure to inferencing in shared book reading.

***Literacy knowledge**- understanding the structure of different text types (e.g. narratives, recounts, procedure, reports) and concepts of print.

Sub-Strand 1 : Background Knowledge

World Knowledge is built from the moment we are born and mental 'schemas' (like files in our brain) begin to be filled with relevant information about everything around us. Children bring prior knowledge to kindy about a range of topics and we can continue to broaden and deepen their world knowledge and enhance the quality of children's mental schemas with literacy rich experiences, wide reading & viewing across genres and text-types. Children from diverse backgrounds may need more schema building activities to learn specific vocabulary and concepts.

Sub-Strand 2 : Vocabulary

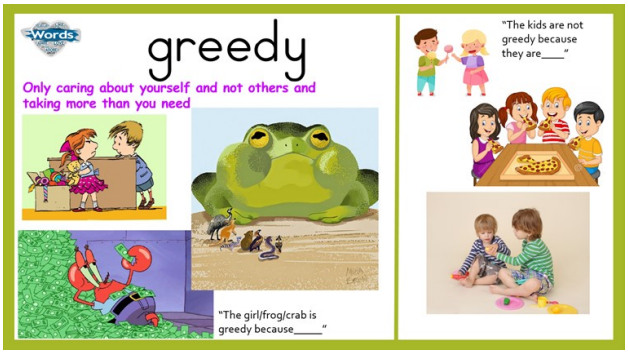
In Kindergarten, building vocabulary includes incidentally and explicitly teaching tier 1, tier 2 and tier 3 vocabulary through book study, knowledge building units and daily opportunities that arise (questions children ask, things children are interested in etc). There are 3 tiers of words that children should be taught, according to Beck & McKeown (2013):

Tier 1 words: basic function words and labels like: do, go, run, see, book, cat, pencil etc. They can be taught incidentally and within the context of play and book sharing

Tier 2 words are often found in books and are less common in speech and require explicit teaching (e.g. follow, gigantic, journey, greedy, problem, decided, suddenly, ingredients, frustrated, wondered, scatter, unfortunately, community, frustrated, discovered, dangerous, investigate, terrified, compare, honest, frightened, exhausted, mysterious, covered, comfortable, vanish etc)

Tier 3 words are domain/topic specific and serve a very distinct purpose (e.g proboscis, arthropod, deciduous, nocturnal, phalanges, hibernate, photosynthesis) and can be taught during projects or incidentally.

*Please see resources section for some suggestions on words for explicit teaching in kindergarten



Sub-Strand 3 : Language Structures (includes syntax, semantics, morphology)

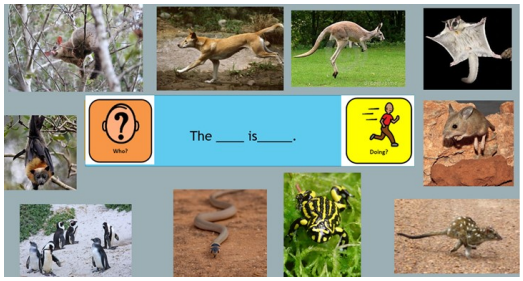
Syntax (how words are ordered to form sentences)

Our youngest students need precise models of oral language. They need to know what a sentence is and what it must have in order to make sense. Students can be supported to imitate and build simple sentences by first learning to identify *who* or *what* and *doing* words (this is the basis of the subject-predicate structure of a simple sentence) e.g. Belle (who) is dancing (doing). If they can't orally copy or generate syntactically accurate sentences, then they won't be able to understand them in a text or write them.

Please Note: Many languages have different word order structures to English and so students from diverse linguistic backgrounds may need more exposure and time to learn them.

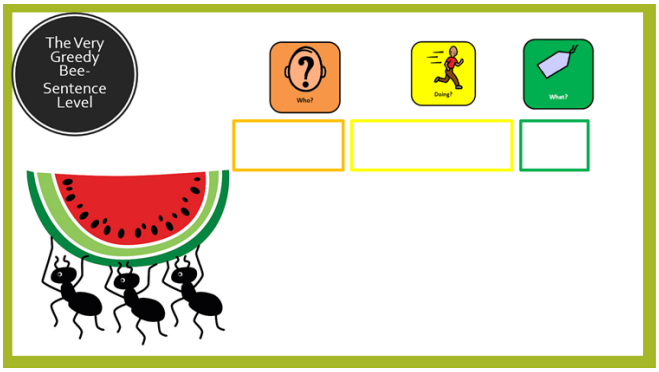
Syntax- Sentence Frames, Visual Scaffolds & Sentence Expansion

* Teachers can show pictures/photos and provide target oral sentence frames that students can imitate and learn to generate independently over time. Eg:



"The____ is happy" (insert *who*)
"The boy is_____ (insert *doing*)
"An ant is climbing the_____ (insert *what*)
"The children are feeling____ (insert *feeling*)
Bingo and Bluey are playing at the____ (insert *where*)

- You may like to utilise symbols/visuals that represent key sentence elements you are teaching like WHO, WHAT, DOING, WHERE, WHEN etc. These can also be used to support students when working on narrative structures.



- Children can be supported to develop richer sentence structures through oral sentence expansion during play and learning. Use 'W' questions to elicit information and model a range of increasingly complex, meaningful sentences e.g.

Child: " I saw a funny dog at the park"
Teacher" Oh really? When?
Child: Not today, before today.
Teacher: Yesterday then. What colour was it?
Child: "umm was Brown"
Teacher: You saw a funny brown dog at the park! Where was the park you went to?
Child: "big one near the lake"
Teacher: "so yesterday, you saw a funny brown dog at the park near the lake!"

Morphology (the smallest unit of meaning within a word)

Morphological units are the smallest units in a word that alter its meaning e.g. the /s/ at the end of cats changes the meaning from one cat to many and when 'ing' is added to a verb it changes the tense. Morphology (including bases and affixes) should be an integral part of the primary literacy block as morphemic awareness has shown to be associated with gains in decoding and comprehension. In kindergarten, morphology can be introduced orally, for example a teacher might show some picture scenes and say:
This is a farm...this man here must be a_____ (farmer)
This is a cat, now there are two____ (cats)
Yesterday, the boy _____ his ball over the fence (kicked)
I ate my lunch today. I will ____(eat) my dinner too

Semantics (understanding word relationships)

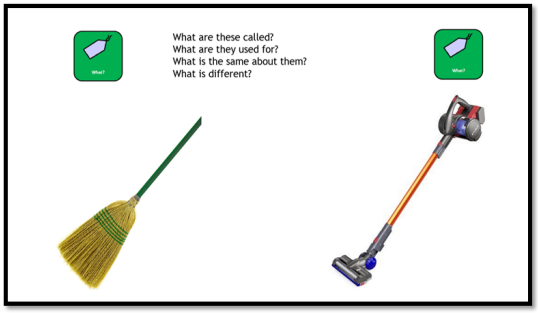
Teachers are usually really good at asking questions to aid recall and comprehension during story reading (across levels of complexity-using scaffold's like Blank's questioning model) but they can also help students develop deeper levels of word/concept comprehension in kindergarten through development of semantic skills. Through games with objects and pictures and targeted teaching/questioning, children will build more detailed lexical representations of words and concepts which they can later draw on during reading and writing.

Below is one example of the kind of Semantic organisation tasks teachers can engage in with children to develop deeper lexical representations of words/concepts, their meaning, and uses. Several areas have been combined to make the framework more applicable to kindergarten students. The questions may be used alongside story books, picture scenes or collections of objects.

- **Labelling** (names, parts, locations, attributes, functions and actions.

*Find the wheel-barrow (learning the names of familiar and less common objects)
*What is this called? (naming objects)
*What is this part called? (naming parts of common objects and living things)
*What parts can you see? (using familiar objects and animals)
*What is her name? (naming people/characters)
*What is this part for? (naming the function of a particular part of an object)
*Which one is for digging? (collection of items child has to find by what it does/is used for)
*What does this do? (child has to name function)
*Where is this? (naming places-beach/school/space etc)
*Where do you find a_____? (range of items child has to name where usually found-bedroom/kitchen etc)
*Tell me where the cat is (toys in different places to support identifying positional language in correct full sentence response)
*Show me the person/animal that is _____ (child has to find picture that shows an action)
*What is the boy doing? (child has to look at picture and name the action word e.g. swimming)
*Show me the _____ one here (biggest/longest/smallest/ out of group of objects)
*Show me one that has/can____ (wings/legs/wheels/stripes/fly/swim etc) *Show me something you can/that is____in this picture (wear, eat, noisy, big, small, up high etc) *Why does this one have___? (e.g.

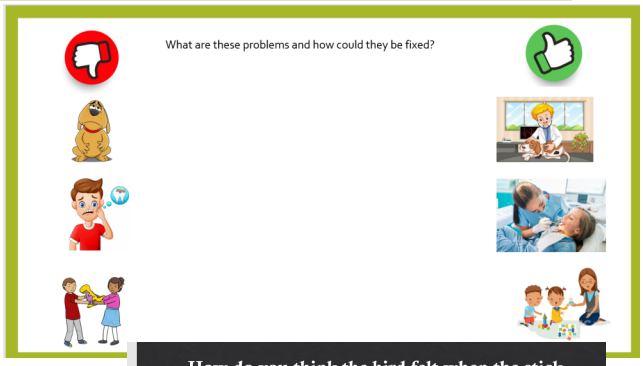
-**Similarities, Differences & Categories** (much more complex and require labelling knowledge and explicit teaching of 'same', 'different', 'sorting' and 'groups') *Can you find me something that goes with this? (objects that are often used/found together e.g. toothbrush & toothpaste, dog and leash etc) *Find me another one like this (in a group of objects the child has to find one that is same or similar-you may like to extend by asking "why did you choose this one?")
*This has/is __, can you think of something else that has/is ___? (same attribute-e.g green, loud, wheels, fins, etc)
*How are these the same? (provide sentence frame "Because both of them have/are____")
*How are these different? (provide sentence frame "The *bird* can fly but the *frog* can't") *This is a kind of_____, can you find me another one? (child finds one from same group: e.g. fruit, animal, vehicle)
*Show me two things you might take to_____ (objects that go with pool/school/beach/camping etc)
*What group does this belong to? Can you think of some more kinds of ___? (e.g tools, sea creatures, clothes, sweets etc. Requires prior explicit teaching in identifying attributes/features and

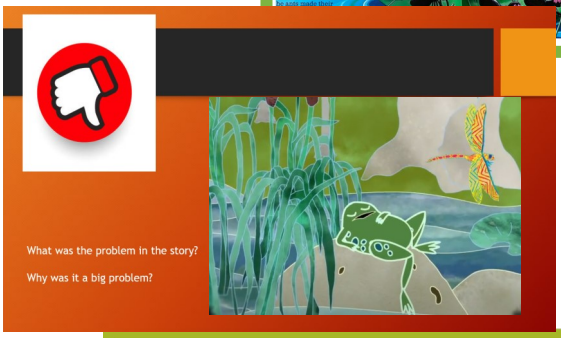


Sub-strand 5-Literacy Knowledge

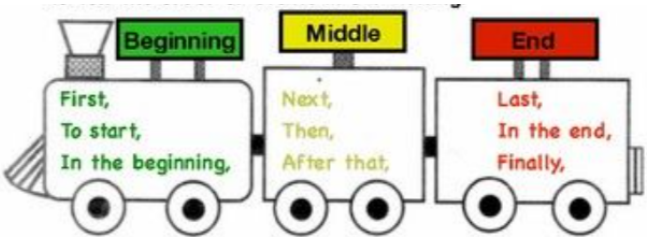
Working on vocabulary, syntax and morphology will facilitate comprehension at the word and sentence-level (often called 'micro-structure'), but it is also important that young learners receive instruction at the text-level ('macro-structure') to help them understand and later learn to compose these genres.
The type of vocabulary found in books is very different from the type of language we use in our daily lives so children need lots of exposure to these different language structures to be better able to understand these words in stories when they hear them (stories listened to) and when they begin to read themselves. Shared book study is a great way to help develop knowledge of macro-structure elements and vocabulary in fiction and non-fiction texts.

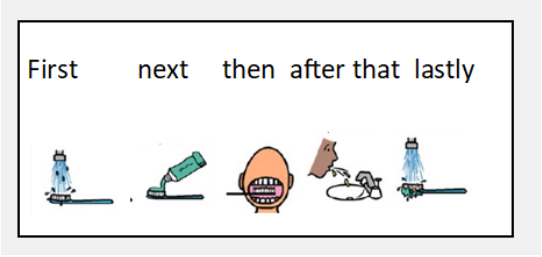
Children can be supported to identify the important elements of narratives using symbols or simple pictures that represent key features like: 'who', 'when', 'where', 'feelings', 'problem', 'solution' etc. Scaffolds that illustrate the sequence of the story (like story mountain or story train) can also be helpful in teaching students to recall, sequence and retell events of a story in order.





Kindergarten students should have many opportunities to engage in oral re-telling and sequencing of procedures (e.g. cooking, experiments, important routines, crafting etc) and events they have participated in (e.g. sports day, community walk, incursion etc).





Concepts of print: when children learn that text is read left to right and top to bottom in English print and that different genres of texts have distinguishing features. These skills can be taught in the context of shared book reading and opportunities for role play around reading behaviours and experimental writing.

Fine Motor & Fluency in Kindergarten

Fine Motor & Writing

Reading cannot and should not be separated from writing. Our young students are being asked to do so much more in Kindergarten now and often come to school with gross and fine motor deficits. Every pre-requisite skill a child needs to be able to write is completely conscious and effortful in the beginning. We can help to reduce this cognitive load by providing rich and enjoyable gross and fine motor experiences that will build the finger, hand, wrist and postural strength required for writing, leaving mental energy for more complex skills like spelling and sentence composition in the primary years.

Supporting handwriting In Kindergarten:

- Play with a variety of grip strength tools (tongs, pegs, trigger bottles, opening and closing jars/ containers/zips/taps)
- Pencil control activities (channelling, dot-to-dot, mazes)
- Activities that develop functional grasp and stamina (directed drawing, colouring in, painting)
- Explicit teaching of pre-writing patterns (e.g. tall lines, short lines, sideways lines, up and overs, down and unders, zig-zags, backwards circles etc) help children learn and store the motor patterns required for letter formation
- Explicit teaching of individual letter formations with simple oral prompts based upon the pre-writing patterns that have been taught (use the same prompts across classes for consistency). Individual letter formation patterns can be taught with your sound-to-letter teaching sequence so children can practise seeing, writing and hearing/saying the sound that is represented by each letter
- Practising letter formations on different surfaces and with different tools using the formation prompts you have chosen in your school (Note: tracing letters along dots is no longer recommended as an activity that facilitates long term memory of letter formation).

Fluency

Whilst reading fluency usually develops in the years following kindergarten, as a result of increasing accuracy with word recognition and increasing language comprehension skills employed by the reader, we can still have an impact on developing fluency in kindergarten. At this level, we can provide opportunities for children to **practise key skills to automaticity which will actively reduce cognitive load, leaving mental energy for increasingly more complex tasks** (particularly

Some suggestions for Phonological, Phonemic and Early Phonics Skills in Kindergarten

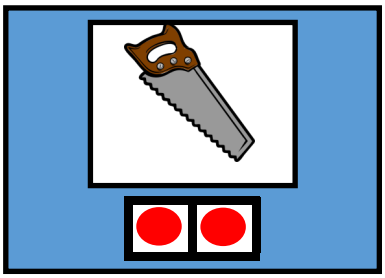
NB-this is not intended to be a sequence as many of these skills can and will develop simultaneously)

***phonological awareness -**'tuning in' activities might include: children's songs, rhymes, poems, fingerplays, environmental sound differentiation and localisation, instruments-rhythm & beat, repetitive classic early childhood texts that children can learn and repeat

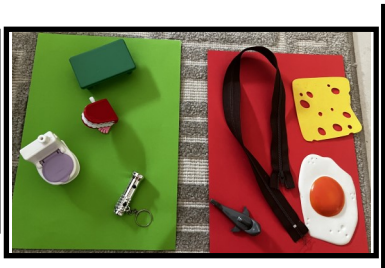
***syllabification -**as a segue into working with individual sounds (does not need to be mastered before initial phoneme identification work can begin). Syllables can be useful to introduce children to the concept of deletion e.g. "say *beanbag* without *bean*".

***initial sound identification**– collect a bunch of life-like, small objects to use for identifying and sorting first sounds. Using interesting, tangible objects and the novelty of the bag is engaging for young children. You can play eye-spy something beginning with /s/ (target phoneme) with a number of items from your bag, sort the items by target phoneme (starts with 'a'/does not) or you can get the children to pick one thing out of the bag and identify the sound as a transition (this will have been taught and practiced first so it doesn't take a million years!)

*Teaching the features of sounds (often called the '**place and manner of articulation'**) will be a helpful tool in supporting students' precise production and accurate storage of sounds and can prevent confusion when students begin attaching symbols to phonemes. Be aware of how to correctly produce each phoneme and draw students attention to what the mouth is doing when producing the sound. You can use articulation cards to help remind students of how to produce to phonemes when you are working with sound identification or discrimination tasks.



Using Elkonin boxes and moveable tokens can be helpful to support teaching phoneme level skills.



Bags of small objects are a fun way of engaging children in phonological awareness activities like producing, isolating, matching and discrimination between sounds (and vocabulary, sorting, counting etc) . See the 'Magic Bag' resource at the end for ideas on what to put in.

***blending 2 sounds** to make words- continuant sounds first as these are easier to blend (e.g. sew, say, knee, sea, no, zoo, me, may, low, eat, ache, eight, each, age, four, shoe, show, she, ice, shy, row) followed by including stop sounds which are more ambiguous for students-they need more practise with these (e.g bee, tie, toe, key, car, pie, pear, chew, bow, go, day, in, off, on, tea, two etc). Pictures cut into two pieces that students push together when they blend may be helpful here as can items from a 'magic bag' with elkonin boxes and tokens (see photos).

- Consider using **'Continuous Blending'** to help bridge the gap for students who cannot 'hold on' to the initial sounds during blending with the usual 'pause between sounds' method. E.g. "I am going to say the sounds in a word, then I'm going to squash the sounds together and you can have a go at telling me the word your hear" 1. "/ssss/ohhhh/p" (short pauses between sounds) 2. ssssssohhhhhp (continuous blending of sounds) 3. Point to student to indicate it is their turn to tell you the word (try not to say anything here so they don't lose the sounds they've just heard). This instructional routine will take practice but will support children who are struggling to move from individual sound awareness to blending. Start with continuant sounds and ensure a level of mastery in these before introducing harder stop sounds (see examples in resource section).

- **final sound identification–** over-emphasise the last sound and gradually decrease your emphasis as children start to become more able to isolate the end sound.
- **medial sound identification–** the middle sound is the hardest for children to identify and will need lots of practice.

NOTE: *There is no need to delay teaching blending* if a child is not yet able to detect medial or end sounds. The easiest level of blending for these children is VC and CV words with continuous phonemes e.g. 'no', 'lay' (see resource page for more)

- **blending 3 sounds–** start with continuous sounds e.g. ph-oh-n, s-ay-m, sh-ee-p,
- **segmenting words with 2-3 sounds** (requires lots and lots of practise and can be difficult for students to tell where one phoneme stops and the next one starts-mirrors can be helpful to show the articulatory signals of phoneme changes). Slinkies can also help students to feel and visualise 'stretching' words into their sounds as they say them. Segmenting is a skill that will likely be mastered in Pre-Primary.
- You may like to begin teaching a few common **sound-to-symbol correspondences** to your students at the end of kindergarten so that children have had the opportunity to develop the 'alphabetic principle' (that the sounds in spoken words are represented by the letters in our alphabet).

A few final thoughts

*All of these skills and the knowledge that surrounds them, are inextricably intertwined, connected and reciprocal in many ways, so teachers don't need to plan for every single element outlined here. The intention is that teachers will use this guide to gain a more concise understanding of what the research looks like in practice and be able to make informed, developmentally appropriate decisions about when and what to teach their kindergarten cohorts.

*This guide is not sequential as many skills will be taught and revised simultaneously through different parts of your day/week/term

*some more complex phonemic and letter-sound skills have been discussed here to give teachers context for what students will be working on in Pre-Primary

*The guide assumes that kindergarten students have daily opportunities to play, and be involved in rich, engaging, multi-sensory experiences with their peers and

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Zwicker & Hadwin. Cognitive Versus Multisensory approaches to handwriting intervention. 2009. *Occupation, Participation and Health*.

Suggested reading/viewing:

(201) Keynote: What Do Phonemes Have to Do With It? | 2022 Literacy Symposium - YouTube

» Phonemes are sounds AND articulatory gestures (spelfabet.com.au)

Occupational Therapy (OT) : Kids health information (rch.org.au)

Resources

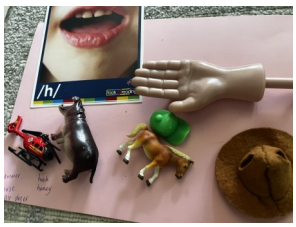
Ideas for objects to fill ‘magic bag’

s	m	t	p	c/k	n
sock	map	tap	pig	key	net
sauce	man	torch	pen	cup	nest
soap	mouse	teeth	peg	cat	knife
sword	marble	tie	pear	crab	nails
soup	minion	table	panda	coin	nine
snake	monkey	toilet	pirate	cake	necklace
stick	mermaid	turtle	puppet	corn	numbat
star	mushroom	tiger	parrot	cow	narwhal
swan	motorbike	teddy	penguin	car	noodles
snail	magnifying glass	tongs	present	carrot	
snowman		towel	platypus	crayon	
stingray		toothbrush	potato	crayfish	
stickytape		toothpaste	pumpkin	camera	
starfish		teapot	Pikachu	kangaroo	
seahorse		tomato	pelican	koala	
suitcase		*train	paper		
skateboard		*tree	pencil		
seagull		*trolley	pillow		
spider		*tractor	possum		
santa		*truck	pineapple		
sausage		*trophy	polarbear		
scooter			paintbrush		
scissors					
soldier					
scorpion					
strawberry					
saxophone					
submarine					

*avoid using words with adjacent consonants that influence the first sound (e.g. the “tr” in *train* sounds like a /ch/) until students are confident with initial sounds and you have explicitly taught the distinction.

a	e	i	o	u
ant apple arrow avocado astronaut	egg elephant	igloo insect iguana	orange octopus	umbrella

d, r	h, g	b	f	l
dog doll duck dice donut dummy dingo dolphin dinosaur domino ring rake remote rainbow robot ruler rabbit rhinoceros	hat horse hand hammer hook honey helicopter hippopotamus goat guitar glasses grasshopper	bus bee bat boat bag/ backpack bike bone boy beans bath block bin bell book broom brush baby batman bucket butterfly broccoli banana	fish fork frog fan five flag flower feather funnel fairy football flamingo firetruck	lock leaf light/lamp lego ladder lizard lion ladybug lemon lollipop



w	sh	ch	v,y,z	j, q, th
worm wand watch whale watermelon wheelbarrow	shoe shell sheep shark shovel	chair chips cheese cheetah chicken chocolate	vegemite violin yoyo yoghurt zip zebra	jet juice jam girafffe quokka question mark thongs three

Familiar compound words for syllable deletion

seagull
haircut
meatball
cookbook
milkshake
carpark
highchair
backpack
doughnut
eyebrow
classroom
sandwich
lunchbox
shoelace
starfish
toothbrush
spaceship
paintbrush
teapot
football
skateboard
hotdog
raincoat
bedroom
keyring
playground
seesaw
staircase
keyboard
scarecrow
snowman
cheesecake
stingray
lipstick
lighthouse

Suggested words for early

words with 2 sounds (CV and VC) with continuant phonemes	2 sounds (CV and VC) with stop & continuant sounds (harder)	3 sounds (CVC) with continuous sounds
own, say, lay, shoe, lie, row, low, sew, see, say, sigh, ice, aim, she, show, saw, shy, mow, knee, my, zoo, fur, me, four, * oat, ache, ate, eat, age, each, out	key, toe, tie, tea, pay, pie, toe, day, go, off, in, on, chew, bow, boy, toy, bee, off, high, paw, cow, car, us, buy, do, at, two, pear, chair	fly, moon, line, face, loose, nose, rain, move, wave, race, phone, same *soap, road, rope, shake, read, vine, seat, meet, ride, lake, shade, shape, make, feet, night, like, fight, light, rake, side, sheet,

Some suggestions of words for explicit teaching in Kindergarten

sound, word, sentence

same, different, match, sort, group

adjectives of size, quantity and time: small, medium, large, more, less, equal, tall, short, high, low, wide, thin, long, short, heavy, light, full, empty, half, whole, some, all, now, later, before, after, first, then, next, last, start, finish

superlatives e.g. most, least, tallest, smallest, highest, heaviest etc

positional words (above, below, beneath, next-to, beside, in-between, behind, in-front, inside, outside

directional words (down, up, across, around, through, backwards, forwards, over, underneath)

location words (centre, middle, side, corner, edge, near, close, far, beginning, end

verb tenses: run/ran/running, eat/ate/eating, fly/flew/flying, climb/climbed/ climbing, swim/ swam/swimming, dance/ danced/dancing, kick/kicked/ kicking…..jumping, riding, walking, sleeping, listening, singing, eating, clapping, etc

Some **examples of syllable and phoneme level manipulation tasks**

- say *sandwich* without *sand* (syllable deletion)
- say tie without the /t/ (initial sound deletion)
- add /p/ to /air/ (initial sound addition)

(much harder)

-sounds like feet but starts with /s/ (initial sound substitution)
-say *football* but change foot to *snow* (syllables substitution)

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