

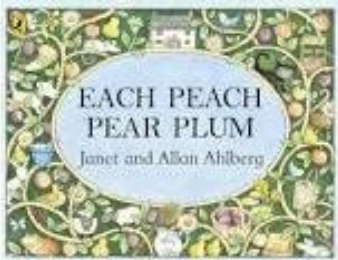
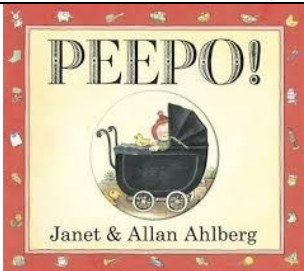
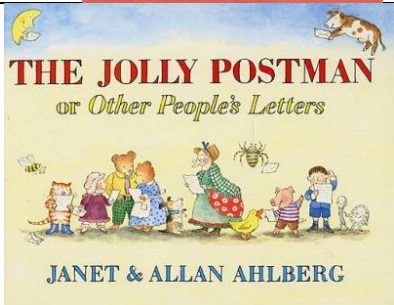
The place of phonemic awareness in early reading instruction

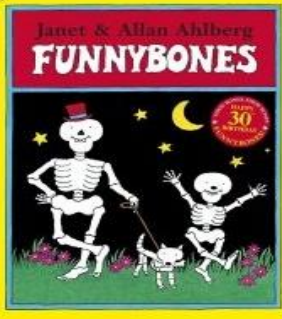
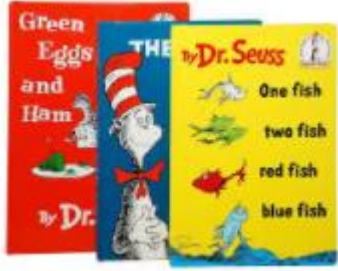

Phonemic awareness, the ability to identify sounds in words, is foundational to reading achievement in the beginning stages of learning to read (Cunningham, 1990). Learning to read is a complex process. The English language is made up of around 44 sounds, called phonemes. Phonemes are the smallest unit of sound that can change the meaning of a word. These phonemes represent the 26 letters of the alphabet. For most letters, one letter represents one sound however for some letter combinations, vowels and consonants require the addition of another letter to represent the correct sound (Billow, 2017; Williams, 1980). As a result, students require explicit training segmenting words into phonemes.


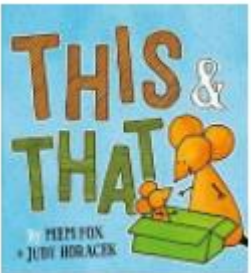

Initially, phonemic awareness training is auditory. Students develop an awareness of sounds then the ability to manipulate those sounds to form words. Phonemic awareness activities support students in recognising the sounds that constitute the spoken word. Sound matching, isolating individual sounds, blending sounds to form words, and adding and substituting sounds are all effective strategies to develop students' phonemic awareness skills. Ehrie et al.,(2001) synthesised 52 studies on phonemic awareness. They identified that explicit phonemic awareness training had a strong positive correlation with the development of reading skills and comprehension.



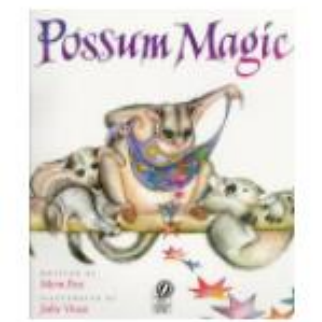
Following is a list of engaging texts for early reading instruction that support the development of phonemic awareness in beginning readers. Books on the list were recommended by practising teachers and students from NSW classrooms and beyond. The list is by no means exhaustive. It is acknowledged that there are many more quality texts that support the development of phonemic skills that could have been included.

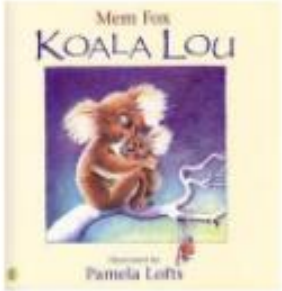
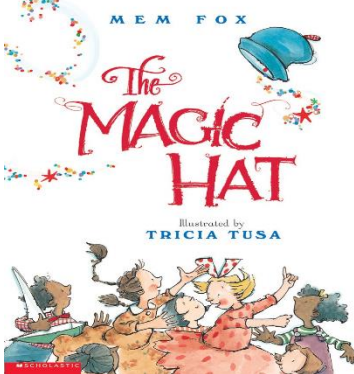
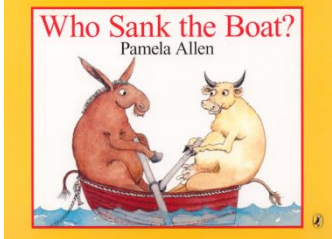
The texts listed support explicit phonemic awareness instruction through repeated exposure to quality texts, linking beginning reading skills with gaining meaning from print, and building a lifelong love of literature and literacy.

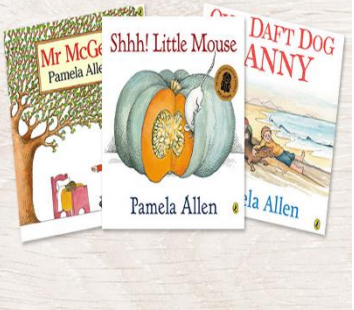
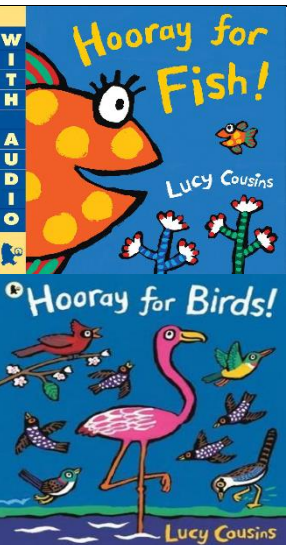
Text	Publisher	Comment/s
	Viking	<p>Rhyming text and illustrations invite the reader to play “I Spy”.</p> <p>English textual concept of Intertextuality, referring to a variety of Mother Goose characters.</p> <p>Appropriation of characters from one context to another. Why? Discuss with class...</p> <p>Rhyme, repetition, alliteration predicting text, Eg: <i>Each peach pear, plum, I spy ...</i>, Finding hidden characters in illustrations. Timeline of Ahlberg illustrations:</p>
	Viking	<p>Repetition and rhyme in delightful illustrations.</p> <p>Text layout: peephole is fascinating for students. Predicting text: Discuss what each page might hold through the "peephole" Possibly the illustrations need unpacking to Australian children as the setting is the Depression era in Britain. Classic text that deals playfully with speech, language sounds through rhyme. Change in family structure interesting discussion. Focus question: <i>How is the home in the story different to yours? What do you think the weather is like? Why?</i> Focus on getting meaning from text and visuals.</p>
	Viking	<p>Series of six books with unforgettable text, focusing on rhythm and rhyme, with visual features and emotive language that readers love. Books contain a series of letters and draw on appropriation, intertextuality with reference to classic storybook characters:</p> <p><i>Once upon a bicycle, so they say, A jolly postman came one day From over the hills and far away...</i></p>


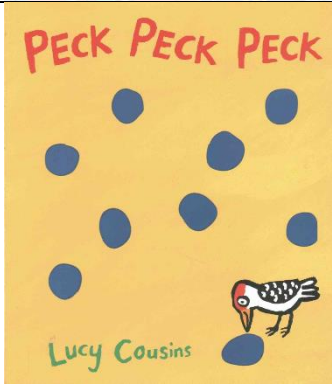

		<p>Viking</p>	<p>A set of 9 classic and beloved storybooks, songs, British TV series. Stories: https://www.google.com.au/search?rlz=1C1CHBD_en-GBAU785AU785&q=funnybones+story&sa=X&ved=0ahUKEwjA8uKu7ZfaAhUIH5QKHZRdAPQQ1QIIfygA&biw=1366&bih=662 Teaching ideas: http://www.teachingideas.co.uk/library/books/funnybones</p>
 <p>The 9th bestselling author of all time.</p>		<p>Penguin</p>	<p>This family of texts lend themselves to:</p> <ul style="list-style-type: none"> • Rhyme (one, two; red, blue) • Identify syllables in spoken words (Lo-rax) • Stretch words to hear sounds. Manipulating sounds and building word families. • The composer uses nonsense words in the texts for fun and they make sense due to context cues eg: <i>flewn</i> from <i>Oh! The Places You'll Go</i>. <p><i>How did it get so late so soon? Its night before its afternoon. December is here before its June. My goodness how the time has flewn. How did it get so late so soon?</i></p> <p>Famous Dr Seuss quote from same text: <i>The more that you read, the more things you will know. The more that you learn, the more places you'll go.</i></p>
		<p>Penguin</p>	<p>This text uses repetition to encourage students to join choral reading using the recurring principle : Here is..</p> <p>Identifying beginning, final and medial sounds, manipulating sounds eg cut off initial sound, end soundbuild word families eg: Sh / ee / p; st/ ee/ p; p/ ee/p ; sh/ ee/ n; sh/ ee/ t.</p> <p>Alliteration: wind, wave; blue / bath / bed;</p> <p>Antonyms/ Opposites: thin / wide ; up / down ; scared / brave</p> <p>Rhyming words: rain / train;</p> <p>The story is a series of questions and answers.</p>

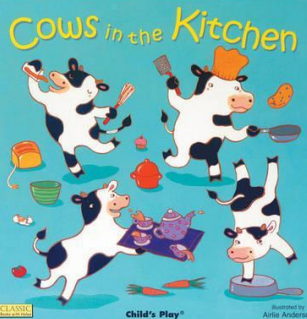
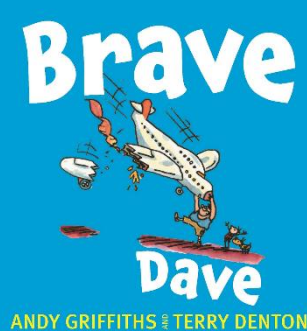

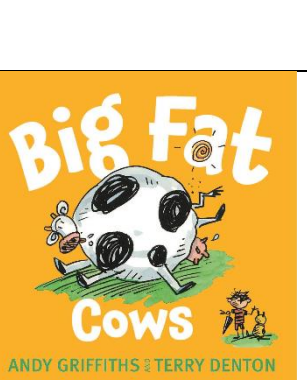
		Penguin	<p>A read-along, sing- along book. The composer made up a song of the text, available: https://www.youtube.com/watch?v=t3A2BBegr7U</p> <p>Repetition, rhyme and simple text is a feature, encouraging students to join in with the reader. <i>There was one little baby who was born far away and another who was born the very next day</i> <i>And both of these babies, as everyone knows</i> <i>Had ten little fingers, and ten little toes...</i></p> <p>Fox shows the different cover versions of text in different countries, incorporating cross curriculum priorities of intercultural understanding and difference and diversity.</p>
		Scholastic Australia	<p>Onset rime, rhyming words: Th/ is & Th/at. <i>I'll tell you a story of this, and tell you a story of that...</i></p> <p>Follow the main characters through the text. Alternative narrative in illustrations to retell and elaborate through dialogue with students.</p> <p>Segmenting words into numbers of sounds through clapping: <i>I'll tell you a story (2) of speckled (2) hens who were terribly (3), terribly(3) fat (1).</i></p>
		Scholastic Australia	<p>Rhyme and repetition building on the recurring principle: <i>Is it fun in the ..., Nellie Belle, Nellie Belle?</i></p> <p>Building word families from text: Greet, meet, street; beach, reach; sea, free; park, dark</p> <p>Manipulating sounds in words. Changing initial sounds eg: (p)ark; changing final sounds eg: dar(t, n); medial sounds eg: p(ee)k. d(ow)n. Lots of details in illustrations to unpack for meaning.</p>

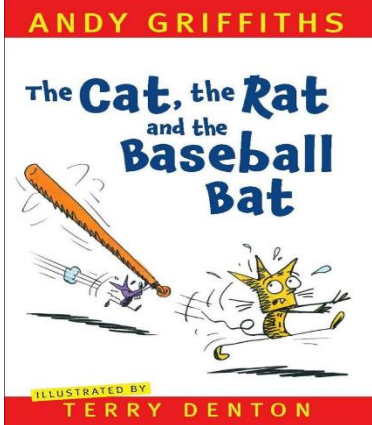

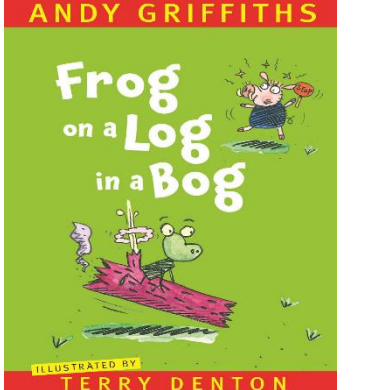
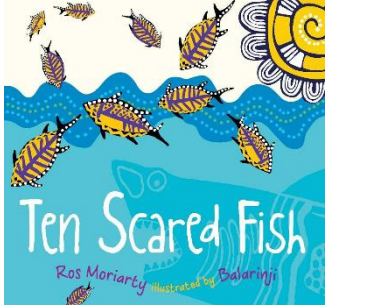
	<p>Ashton Scholastic</p>	<p>Play Day: This text lends itself beautifully to readers Theatre. Narrator, and characters Hattie, goose, pig, sheep, horse, cow, fox. Students learn their line/s. Perform the text.</p> <p>Alliteration-good grief; well, well</p> <p>Cumulative text: I can see a nose, two eyes, two ears, two legs, and a body... in the bushes</p> <p>Word Families: Fox- box, sox, socks, locks, hocks, etc. Pig- big, rig, tig, (some are real words, some are nonsense words- be clear with students when building word families) Sheep- creep, seep, peep etc.</p> <p>Aesthetics: torn tissue paper illustrations</p>
	<p>Scholastic Australia</p>	<p>Rhyme, repetition in a great story about a favourite babysitter many students relate to.</p> <p>Intertextuality- referring in the text to all the traditional nursery rhymes that build rich phonemic awareness in context.</p> <ul style="list-style-type: none"> • Good night sleep tight... • Its raining, its pouring... • This little piggie went to market... • Pat-a-cake, pat-a-cake baker's man... • Round and round the garden and a number of other early learning essential nursery rhymes. <p>Mem Fox reads: https://www.youtube.com/watch?v=fJMwhxVjyh4 "We love it! We love it!", says Bonny and Ben. "How does it go? Will you say it again?" The text lends itself to a discussion about punctuation informing the reader.</p>
	<p>Scholastic</p>	<p>Author reads: https://www.youtube.com/watch?v=BboBeS-vhjg</p> <p>A classic teacher read-aloud that builds a love of literature through emotional language, rhythm and rhyme. Bush magic- unpacking the meaning of the term: <i>She looked into this book and she looked into that</i> <i>There was magic for thin and magic for fat</i> <i>Magic for tall and magic for small, but the magic she was looking for wasn't there at all.</i> Shrink/ pink; safe from snakes.</p> <p>Text navigation- around Australia links to HSIE</p> <p>Aesthetics- watercolour by Julie Vivas</p> <p>Appropriation: <i>Here we go round the lamington plate, till early in the morning</i></p> <p>Segmentation: in/vis/i/ble, lam/ing/ton.</p>

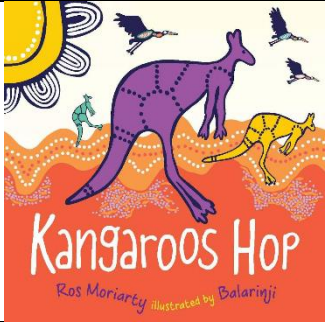
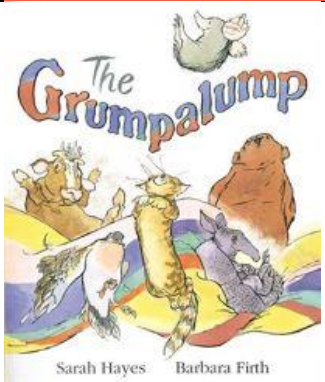
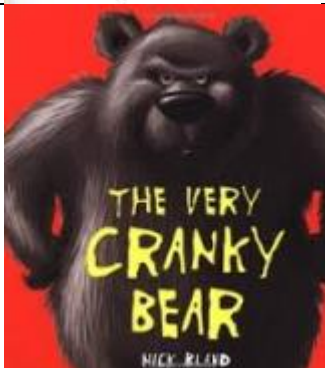
	Scholastic Australia	<p><i>Koala Lou, I do love you!</i></p> <p>A classic teacher read-aloud. Emotive language. Choral reading of repeating line above.</p> <p>Identifying beginning sounds: stars in the sky; tallest trees; her heart was filled with hope; wildly waved their holiday hats</p> <p>Action verbs: jogged, puffed, lifted weights</p> <p>Alliteration: Koala Claws</p> <p>Segmentation: splen/did; ear/ly; morn/ing</p> <p>Word families eg: win, pin, sin, tin, bin</p>
	Scholastic Australia	<p><i>Oh, the magic hat, the magic hat!</i></p> <p><i>It moved like this, it moved like that!</i></p> <p><i>It spun though the air ...</i></p> <p><i>Like a bouncing balloon, and sat on the head of a hairy baboon!</i></p> <p>Figurative language: like a ... (simile), linking to abstract ideas eg magician turns people into animals for fun</p> <p>Rhyme, rhythm, alliteration, predicting text,</p> <p>Sk/ ip <i>What do you think? Where to next?</i></p> <p>St/ op, h/o/p .</p>
	Penguin	<p>Identifying ind. sounds in words</p> <p>S-a-n-k, b-oa-t</p> <p>Rhyming words</p> <p>In/ din; weight/ late; butter/ flutter</p> <p>Sit/ knit</p> <p>Links to Science/ maths measurement</p> <p>"Was it the cow who almost fell in who tilted the boat and made such a din?"</p> <p>Text lends itself to dramatic retelling and duologue presentations.</p>

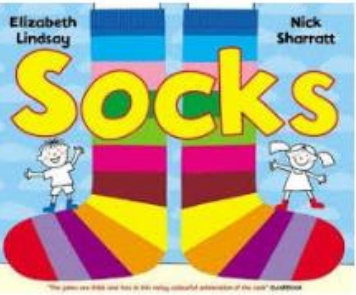
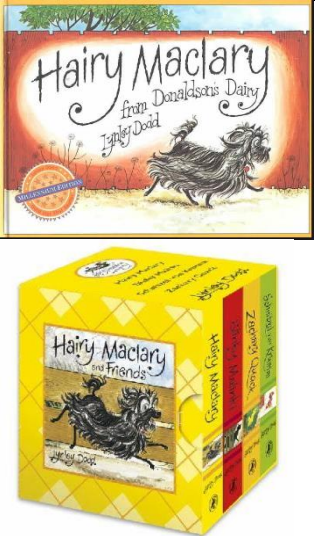
	Penguin	<p>Most Pamela Allen titles suitable for phonemic awareness training eg:</p> <ul style="list-style-type: none"> • Bertie and the Bear • Potato People • Belinda • My Cat Maisie • Waddle Giggle Gargle • Mr McGee • Alexander's Outing • A Lion in the Night • Grandpa and Thomas
	Walker Books	<p>Book, song, video reinforces multimodality: <i>Hello I am little fish swimming in the sea I have lots of fishy friends, come along with me...</i></p> <p>Alliteration- stripy /spotty;</p> <p>Rhyme- curly/ whirly; twisty/ turly; hairy/ scary</p> <p>Opposites- happy fish, grumpy fish</p> <p>Onset rime- sh/ y, fl/ y, sk/ y</p> <p>Links to counting, naming numbers in sequence Mathematics K-10 (MAe-3WM)</p> <p>Aesthetics- pictures that are joyful, colourful, happy (painted using gouache, outlined in black, coloured in)</p> <p><i>The sun is up, the sky is blue</i></p> <p><i>Wake up and shout, Cock-a-doodle-doo!</i></p>


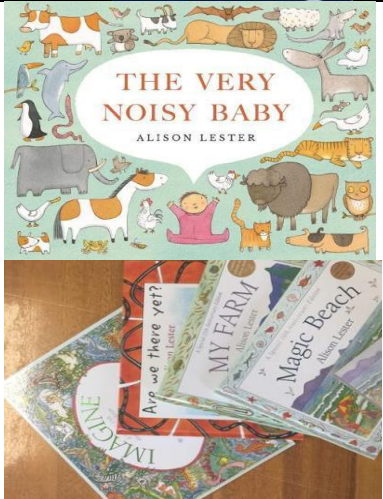
	<p>Walker Books</p>	<p>Maisy Mouse book collections</p> <p>Series of books. Animated children's series available on-line.</p> <p>Rhyme and rhythm of text:</p> <p>From Maisy's Wonderful Weather Book</p> <p><i>It's a new day for Maisie. Hooray!</i></p> <p><i>Pull back the curtain and see</i></p> <p><i>what the weather will be today?</i></p> <ul style="list-style-type: none"> • Hot and sunny, ice-cream runny • Dripping and dropping, raindrops plopping • Bendy, bowy, leaves all blowy <p>(lift the flap book)</p>
	<p>Walker Books</p>	 <p>PECK PECK PECK a tangerine, a nectarine, a green bean, an aubergine, a sardine, some margarine</p> <p>and seventeen jelly beans.</p> <p>https://www.youtube.com/watch?v=4kuf4-kTS8w</p> <p>Song version of text for repeated reading and enjoyment. It's great (and it has holes)!</p>

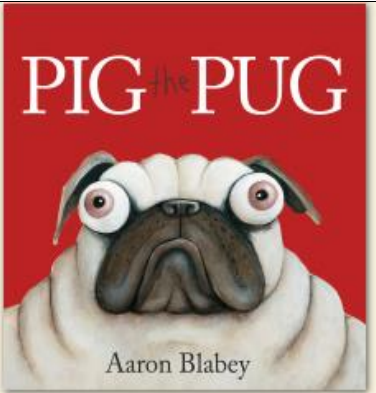
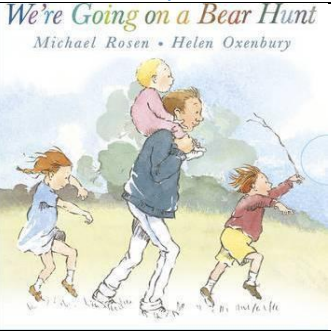
	Walker Books	<p>Onomatopoeia- animal sounds Sung to the tune of "Skip to My Lou". Melody provided on back cover.</p> <p>Repetition and rhyme:</p> <ul style="list-style-type: none"> • Cows in the kitchen • Ducks in the dishes • Cats in the Cupboards • Sheep in the Shower • Goats in the Greenhouse
	PAN	<p><i>This is Dave. Dave is brave. Really brave...</i></p>  <p>*Illustrations and text make the text suitable for older beginning readers/ all ages. Rhyme, repetition, humour...</p>
	PAN	<p><i>How many cows? It's hard to say. A big cow here, a big cow ...</i></p> <p>Predictive text: use of rhyme and repetition. Humorous illustrations.</p> <p>Phonograms/ word families from text eg:</p> <p>Cow big fat Now rig mat How sig sat Sow tig bat</p> <p>*Illustrations and storyline make the text suitable for older beginning readers/ all ages. Rhyme, repetition, humour</p>

	PAN	<p>Onset rime: C at B at r at</p> <p>Compound words: base + ball then look for onset rime b/ase, b/all</p>  <p>*Illustrations and storyline would appeal to older beginning readers/ all ages.</p>
	PAN	<p>Onset rime Fr og L og B og</p> <p><i>One day while riding its jet rocket log The frog looked up and saw a dog.</i></p> <p>*These texts have restricted vocabulary for beginning readers however because of the stylistic features (humour, illustrations), they have high appeal for all ages.</p>
	Allen & Unwin	<p>Cross curriculum priority: Aboriginal and Torres Strait Islander histories and culture</p> <p>Segmentation: tur/tles, wa/ter/hole Numbers of syllables, initial sounds.</p> <p>Aesthetics: discussion about Aboriginal art, symbols. Prepositions, Animals, numbers.</p> <p><i>I turtle by the waterhole, 2 turtles by the waterhole, 3 turtles by the waterhole, and a snake...</i></p> <p>Symbolism: Aboriginal symbols tell a story.</p>

		Allen & Unwin	<p>Cross curriculum priority: Aboriginal and Torres Strait Islander histories and culture</p> <p><i>The kangaroos hop...</i> <i>And the birds fly...</i> <i>And the echidnas shuffle...</i></p> <p>A cumulative tale suitable for choral reading.</p> <p>Animal words useful for identifying initial, end and medial sounds, segmentation: Kang/ar/oo , e/chid/na. Word families by my sky fly,</p> <p>Symbolism: Aboriginal symbols tell a story.</p>
		Walker Books	<p>Rhyming words: gnu/ blew, bear/stared, cat/ sat <i>The bear stared and</i> <i>The cat sat on the grumpalump</i> <i>The lump grumped</i></p> <p>Segmentation: grump/a/lump</p> <p>Identifying number of syllables</p> <p>Aesthetics: Pen and ink, washed with colour. Illustrations support text.</p>
		Scholastic	<p>Rhyme and repetition of text invites students to join into choral reading.</p> <p>Onomatopoeia eg: "Roar went the lion..."</p> <p>Rhyme: bear/pair; gold/cold; behind/ find</p> <p>Bear, sheep, sleep: capitalised, lends itself to a conversation about nouns, identifying sounds in words. Onset-rime sh/eeep; b/ear; sl/ eep</p> <p><i>In the jingle, jangle, jungle on a cold and rainy day, four little friends found a perfect place to play...</i></p> <p>What happens next? (predicting text) .</p> <p>There are 38 picture books in this series. All are good for phonemic awareness training and building a love of literature.</p>

	<p>Monteney</p>	<p><i>A tick a tock...</i> <i>What's the time in Sockland?</i> <i>It's always sock- o- clock</i> <i>Sock-a-doodle-doo!</i></p> <p>Rhyming words: Roo/ moo, fly/by, Seat/ feet, Sock a ter- sock- sock a ter – sock... onomatopoeia emulating the sound of a train. Socka pus, (platypus), sockamazing, sockazooming... nonsense words that are lots of fun to say and decipher together.</p>
	<p>Puffin</p>	<p>Over 20 titles in the Hairy Maclarey series. The series is animated https://vimeo.com/130181070</p> <p>A cumulative tale: <i>Hairy Maclarey from Donaldson's Dairy</i> <i>Hercules Morse as big as a horse</i> <i>Bottomley Potts covered in spots</i> <i>Muffin McLay like a bundle of hay</i> <i>Blitzer Maloney all skinny and boney</i> <i>Schnitzel von Krumm with a very low tum</i></p> <p>Interesting vocabulary lends itself to identifying rhyme; beginning, end, medial sounds; segmenting words into syllables.</p> <p>Aesthetics: humorous illustrations. "Scarface Claw" .. what makes him so scary?</p>

	<p>Picture Puffin <i>Midnight Gang</i> series ABC Books</p>	<p>Margaret Wild has authored over 70 children's books. Many of her picture books are useful resources for both building phonemic awareness and building a love of literature due to their engaging stories, emotive language and appealing illustrations. eg:</p> <p>From Lucy Goosey: <i>Ever since she was a fluffy gosling with floppy floppy feet, Lucy Goosey had lived in a pond</i></p> <p>From The Midnight Feast: <i>They see a jiggle, joggle jelly. Wibble-wobble, blibble-blobble, whirly-whirl!</i></p> <p>From Nighty Night: <i>Nighty night my lovely lambs... settle down, snuggle up, sleep tight, nighty night.</i></p>
	<p>Puffin</p>	<p>Alison Lester has written more than 25 children's books, suitable for phonemic awareness training and building a love of literature. Identifiable illustrations. Green as a Bean; Run like a Rabbit; One Clucky Hen suitable for beginning readers https://alisonlester.com/collections/picture-books</p> <p>Lester is a patron of the Indigenous Literacy Foundation, and has supported the production of <i>No Way Yirrikipay</i> and <i>Tiwi girls</i> by Indigenous authors from the Tiwi Islands.</p> <p>Lester's latest book, <i>The Very Noisy Baby</i> is a short-listed book for CBCA Short list 2018. Written with rhythm and rhyme, this is an engaging book to read aloud to beginning, younger readers.</p>

 <p>https://www.dymocks.com.au/authors/aaron-blabey</p>	Penguin	<p>Aaron Blabey is an award winning Australian author who draws on humour and current issues facing children in his texts. Many of his titles are suitable for older beginning readers. All 25+ titles are useful to teach the skills of phonemic awareness and build a love of literature. List of titles: http://www.aaronblabeybooks.com/people/aaron-blabey</p> <p>From Busting: <i>Lou was busting for the loo</i> <i>But YIKES the loo had quite a queue...</i></p> <p>From Pig the Star: <i>Pig was a pug and I'm sorry to say</i> <i>He just LOVED attention, he'd show off all day.</i></p>
	Walker Books	<p>Author performance of song: https://www.youtube.com/watch?v=0gy16ykDwds</p> <p>Activities to celebrate 25 years of the text 2018: http://www.jointhebearhunt.com/</p> <p>Rhyme, alliteration, manipulating sounds: <i>Swishy/ swashy; splash/ spolsh; squelch/ squerch</i></p> <p>Links to syllabus numeracy general capabilities. An action filled texts that begs to be performed!</p>

Websites that support the teaching of Phonemic Awareness

Name of Website	Address	Rationale
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Primary English Teaching Association Australia (PETAA)	http://www.petaa.edu.au/imis_Prod/w	<ul style="list-style-type: none"> -Professional association for literacy teachers -Units to accompany short listed CBCA books. -Practitioner texts to support using quality texts that build phonemic awareness in early readers. -Professional learning activities for teachers.
Australian Literacy Educators Association (ALEA)	https://www.alea.edu.au/	<ul style="list-style-type: none"> -Professional association for literacy teachers -Journals -Professional learning opportunities both local and nationally.
Children's Book Council of Australia Short List'	http://readingtime.com.au/the-2018-cbca-book-of-the-year-short-list/	Early childhood book of the year nominations useful to build phonemic awareness in the context of quality literature.
Starfall	www.starfall.com	Controlled vocabulary texts for early readers, phonemic awareness activities, building word families.
Reading Rockets	http://www.readingrockets.org/reading-topics/phonemic-awareness	Range of classroom strategies including Elkonin Boxes, Rhyming Games, Onset rime activities, Blending and segmenting games.
University of Oregon	http://reading.uoregon.edu/big_ideas/pa/pa_what.php	Summary of research including definitions, research and

Center on Teaching and Learning: Big Ideas on Beginning Reading		examples of phonemic awareness activities.
Five from Five: phonemic awareness	http://www.fivefromfive.org.au/phonemic-awareness/	One of the five keys to reading success, along with phonics, fluency, vocabulary and comprehension.
Reading Doctor	http://www.readingdoctor.com.au/phonemic-awareness/	Apps to support the teaching of phonemic awareness. A private software company, however there are useful resources and information on the website.
David Hornsby website	https://www.davidhornsby.com.au/	Teacher reference books for developing phonemic awareness, grapho-phonics knowledge. -Booklists of quality texts for teaching phonics. -Seminar program
Storybox resources (Joy Cowley)	https://www.joycowley.com/storybox.shtml eg: Mrs Wishy Washy on YouTube: https://www.youtube.com/watch?v=tV1WZjqO3L8	An unforgettable, timeless series of big books, little books, CDs, songs. Many of the stories are on YouTube. Focus on rhyme, repetition and fun to build a love of early reading and an awareness of phonemic awareness.
Jolly Phonics	http://jollylearning.co.uk/overview-about-jolly-phonics/	A UK commercial synthetic phonics program. Free resources on website include audio track,s letter- sound

		word banks, teacher phonics checklists etc.
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Poems and songs for Building Phonemic Awareness:




Name of Website	Address	Rationale
The New ABC Useful Book (50th anniversary edition)	https://shop.abc.net.au/play-school-useful-book-50th-anniversary-hbk	Songs and poems to build phonemic awareness through a multisensory approach- actions, songs, rhymes, games from the ABC Playschool series. Contain simple melodies that can be played live in classrooms.
Jelly On a Plate	http://nurseryrhymescollections.com/lyrics/jelly-on-a-plate.html	Action nursery rhyme, innovation on text.
A Pocketful of Rhymes by Max Fatchen (book)	http://readingtime.com.au/a-pocketful-of-rhymes/	Children's Book Council of Australia Reading Time book review.
Fun with Phonological Awareness Songs and Poems	https://sites.google.com/a/litcfieldschools.org/fun-with-phonological-awareness/rhyming-song-of-the-month	These rhymes are from North America so the seasons do not correlate with Australian seasons. Useful, fun rhymes for developing phonemic awareness.
Gayle's Preschool Rainbow	https://www.preschoolrainbow.org/preschool-rhymes.htm	Hundreds of chants and rhymes that build phonemic awareness. Favourites include <i>Ten in a Bed</i> ; <i>Monkeys on a</i>




		<p><i>Bed; One, Two Buckle My Shoe; One Potato, Two potato.</i> Many of these rhymes are Wiggles hits.</p>
<p>Rhymes, Fingerplays & Songs Northport-East Northport Public Library</p>	<p>http://www.nenpl.org/childrens/bibliographies/titles/rhymes.php</p>	<p>A rigorous list of rhymes and chants with audio support. Favourites include <i>Head and Shoulders, Knees and Toes; Hokey Pokey; The More we Get Together</i> (round); <i>If You're Happy and you Know It; I'm a Little Teapot; Itsy Bitsy Spider; Open- Shut Them; Teddy Bear, Teddy Bear (turn around).</i></p>
<p>Favourite Fingerplay Songs Vol. 1 Best Kids Songs</p>	<p>https://www.youtube.com/watch?v=gOknHxEUjbw</p>	<p>Animations of favourite fingerplays for young children.</p>
<p>Jolly Jingles</p>	<p>http://jollylearning.co.uk/jolly-shop/jolly-jingles/</p>	<p>Fun jingles, accompanying text and CD to identify sounds in songs and accompanying letters.</p>
<p>Okki Tokki Unga</p>	<p>https://www.google.com.au/search?q=okki+tokki+unga&rlz=1C1CHBD_en-GBAU785AU785&oq=okki+tokki+unga&aqs=chrome.69i59j0l5.4948j0j8&sourceid=chrome&ie=UTF-8</p>	<p>This is a music book of lesson breaks and fun action games that develop phonemic awareness in young children.</p>



		This link is a Wiggles version of the title song in the book.
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Educational Apps for Building Phonemic Awareness

Name of App	Address	Rationale
	https://readingeggs.com.au/gaw/phonicsgames/ Blake Education	Reading Eggs are used widely in K-6 classrooms. Junior Reading Eggs includes books, alphabet games, songs and phonemic awareness activities that focus on learning about sounds, letters and words.
<p>Sound Sorting-Beginning Sounds</p>  <p>Beginning Sounds Interac... Education Updated Oct 06, 2011 \$0.99 BUY</p> <p>Great Practice for sorting beginning sounds. By Lakeshore-Quality</p> <p>Sound Seeker</p>  <p>Sound Seeker Education Updated Aug 30, 2011 \$1.99 BUY</p> <p>Great sound practice with customization.</p>	https://sites.google.com/site/faceapps/reading/phonemic-awareness	A collation of 15 phonemic awareness apps from a range of publishers. Apps focus on -Rhyme -Identifying beginning, end, medial sounds of words -Blending and segmenting sounds.

	https://www.bestappsforkids.com/tag/phonemic-awareness/	Spell Bear -Identifying sounds in words -Suitable younger early readers
	https://www.bestappsforkids.com/tag/phonemic-awareness/	Elkonin Boxes Elkonin Boxes is a digital version of a highly-effective teaching strategy to assist beginning and struggling readers build vital phonemic awareness skills.
	https://www.bestappsforkids.com/2014/buds-rhyming-words/	Rhyming word games for early readers: -sound/ picture matching game -listen, read, match and memorise -onset rime -building word families

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