



Doxey Elementary

What is PSF?

Phoneme Segmentation Fluency: A word is said and the student says all the phonemes (sounds) they hear in the word in sequential order. This back-and-forth sequence is repeated for one minute. For example: If the word offered is *mop*, they would say /m/ /ŏ/ /p/. If the word offered is *street*, they would say /s/ /t/ /r/ /ē/ /t/. If the word offered is *hitch*, they would say /h/ /ĩ/ /ch/. If the word offered is *dirt*, they would say /d/ /ir/ /t/.

Why is it important?

Phonemic awareness is the best predictor of success in beginning reading. Children must first become aware that speech is made up of a sequence of sounds. Then in learning to read, they discover that it is those units of sound that are represented by the symbols (letters) on a page.

(International Reading Association)

Who is tested and what are the benchmarks?

Kindergarten students should be able to segment at least 40 phonemes (sounds) in one minute by the end of the school year [approximately 12-13 words]. If this benchmark is not obtained, don't lose hope. Continue with specific practice until they can say all the sounds they hear in a word with little to no difficulty.

First grade students should STILL be able to segment at least 40 phonemes (sounds) in one minute when they return to school in the fall. Again, if this benchmark is not obtained – practice.

How can I help my child?

Phonemic awareness is a critical skill that is a precursor to reading letters. That's why phonemic awareness practice should NEVER involve print. (Jeannie Partin) It's all about listening and noticing that sounds are different and noticing that spoken language (words) are made of different sounds. Children will be asked to identify the phonemes (sounds) of words with two or more phonemes, including words that begin with a vowel sound.

Examples:



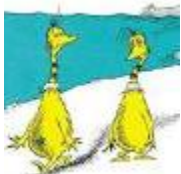
Games

The Listening Game –

Lie or sit quietly for five to ten minutes and listen for sounds. Stay perfectly still and quiet. Tell your children you are going to become “sound spotters.” Tell them, “We don’t use our eyes – we use our ears.” There are always sounds and weird noises you can hear. Your part is to talk about the sounds you and your children hear. Use a little enthusiasm and exaggeration to get your children interested in this activity. The key phrase is, “Who can spot a sound with their ears?” (Jeannie Partin)

Moo-Moo, Where Are You?

Have two or more children sit in a circle. One child lies down in the middle of the circle and covers his or her eyes. Choose another child to go somewhere in the room and pretend to be a cow by making a “moo-moo” sound. The child in the middle of the circle – with eyes still covered – points in the direction of the animal sound. This game is great because it gets children to listen closely for sounds and for where the sounds are coming from. It also prepares their ears to listen more closely to sounds in words. When the child in the middle correctly identifies the sound and direction, he or she gets to go next and make a different animal sound. (Jeannie Partin)



The Sneetches by Dr. Seuss

“Now, the Star-Belly Sneetches had bellies with **stars**.
The Plain-Belly Sneetches had none upon **thars**.”

Rhyming

Rhyming is such a great phonemic awareness activity! Most children easily grasp the concept of rhyme. Some need a little help, though. Using word-play with rhyming helps children notice that sounds in our language have meaning and follow certain patterns. Again, this is a precursor skill to seeing sound patterns reproduced in print – as a phonemic awareness practice, it is purely auditory.

The absolute best way to introduce rhyming to your children is by reading lots of fun rhyming books, poems, and songs. Act silly and have fun! The more fun you have with the rhymes, the more the kids will notice the rhymes and enjoy the activities. Exaggerate the silliness of the rhyme. The poem “Down by the Bay” and the book “Silly Sally” are perfect examples of how rhyme can be super fun! (Jeannie Partin)



Practice during every day activities. . . .

- “What sounds do you hear in car?” /c/ /ar/
- “What sounds do you hear in spray?” /s/ /p/ /r/ /ā/
- “What sounds do you hear in tire?” /t/ /ī/ /r/
- “What sounds do you hear in wash?” /w/ /ō/ /sh/

Remember – NO TEXT! These activities are auditory. Phoneme segmentation involves listening skills. Practicing can be fun anywhere and anytime – keep it short! (5-10 minutes a session)

What do you do if your child is struggling with this skill? Practice hearing the sounds in words using this research based routine. (Keep sessions to 5-10 minutes.)

Segmenting Instructional Routine

<p>Say the word slowly.</p>	<p>/m/--/o/--/m/</p>
<p>Notice the changes in your mouth and changes in the sound as you say the word slowly again.</p>	<p>/m/--/o/--/m/</p>
<p>Begin to say the word slowly again and put up one finger each time your mouth and/or the sound changes.</p>	<p>/m/--/o/--/m/ 1 2 3</p>
<p>How many sounds do you hear in the word?</p>	<p>3</p>