

# STAGES OF READING DEVELOPMENT

## PRE-ALPHABETIC PHASE

1

- Know general print concepts
- Recognizes incidental features of words
- No letter-sound knowledge

## PARTIAL ALPHABETIC PHASE

2

- Has some letter-sound knowledge
- Early phonological and phonemic skills (hearing and identifying syllables and some letter sounds in the word)

## FULL ALPHABETIC PHASE

3

- Some automatic word recognition
- Uses letter-sound knowledge
- Basic phonemic awareness (segmenting and blending words with 3-4 sounds)

## CONSOLIDATED ALPHABETIC PHASE

4

- Continue to develop automatic word recognition
- Use word families, syllable patterns and morpheme knowledge to read words
- Demonstrates advanced phonemic awareness skills (deletion, substitutions, reversal of phonemes)

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Growing Readers!



## PARENT INFORMATION AND SUPPORT

“The more you read,  
the more things you will know.  
The more you learn, the more  
places you’ll go.”

- Dr. Seuss



# SKILLED READERS BECOME ACHIEVERS

## The Simple View of Reading

### Word Recognition

The ability to transform print into spoken language

x

### Language Comprehension

The ability to understand spoken language

=

Reading Comprehension

**There is a clear science to teaching reading. We know more about how kids learn to read today than ever before thanks to research and cognitive science.**

**Reading is a complex process. Students need all components of Language Comprehension and Word Recognition to be skilled readers.**

**Effective reading instruction requires both foundational reading skills to decode words and knowledge-based competencies that support students in making meaning from text. Skills must be automatic and applied strategically.**

**(The Science of Reading, 2020)**



# EARLY MARKERS FOR READING PROBLEMS

Signs that a child may be at risk of dyslexia include: (International Dyslexia Association 2022) (Mayo Clinic 2022)

## PRESCHOOL

- Late talking
- Learning new words slowly
- Problems forming words correctly, such as reversing sounds in words or confusing words that sound alike
- Problems remembering or naming letters, numbers, and colors
- Difficulty learning nursery rhymes or playing rhyming games

## SCHOOL AGE

- Reading well below the expected level for age
- Difficulty naming letters
- Difficulty matching letters and sounds
- Difficulty blending and segmenting sounds in spoken words
- Problems processing and understanding what he or she hears
- Difficulty finding the right word or forming answers to questions
- Problems remembering the sequence of things
- Slow progress or resource-intensive progress despite effective structured literacy
- Difficulty spelling
- Spending an unusually long time completing tasks that involve reading or writing
- Avoiding activities that involve reading

# STRUCTURED LITERACY AT SANDY VALLEY

## Heggerty

Develops students' phonological awareness in K-2.

## Foundations

Supports students' phonics in grades K - 2. It is hands-on learning of letters, sounds, and words.

## ReadyGen

Used in grades K-5 to build comprehension, vocabulary, and oral language. Listening, speaking, reading, and writing are often paired with one another to support a student's learning.

## Intervention Programs

UFLI Foundations and Wilson programs are explicit and systematic in the way that they reinforce foundational reading skills that are necessary for proficient reading.