# Letter-Sound Learning

- Letter-Sound Proficiency

    - Automatic, unconscious activation of letter-sound knowledge

    - Foundational for both efficient phonic decoding and orthographic mapping

- Phonic Decoding

    - Phonics- instructional approach designed to develop letter-sound skills and phonic decoding

    - Letter-sound knowledge- the skill of instantly recognizing the soud that go with letters

    - Phonic/phonetic decoding- a word reading strategy that combines letter-sound skills with oral/phonological blending to sound out unfamiliar words

- Levels of Phonics Instruction

    - Level 1- Basic Phonic Decoding Instruction

        Teaches letter-sound knowledge and oral blending to sound out unfamiliar words

    - Level 2- Simple Rules Phonic Instruction

        Teaches a limited set of useful phonics rules like the silent e rule. Rules often center around the six syllable types

    - Level 3- Detailed Syllable Analysis Instruction

        Students learn the exceptions to the six syllable types of printed English, then exceptions to the exceptions

- Self-Teaching Hypothesis

- o The sounding out process allows students to interact with the word's sounds and letters which promotes memory for the letter sequence

- o Sounding out provides opportunities to map words to long term memory

- o Early strong phonic/phonetic decoding skills indicates that a student will likely become a good reader

- Orton-Gillingham Based Programs

  - o Simple segmentation training is insufficient to facilitate efficient sight word storage

  - o Strengths

    Level 1 phonics instruction

    Phonics related materials

    Sounding out words

    Development and reinforcement of letter-sound relationships

  - o Ways it could be stronger

    Inadequate training of phoneme awareness

    Lack of direct help in fostering permanent word storage

    Unnecessary level 3 instruction in phonics

- Linguistic Approach

  - o More developmentally appropriate

  - o Combination of strong phoneme awareness and letter-sound skills that enable student to do word study

- Phonetic Approximation

- o Phonic Irregularities make if difficult for student to grasp the alphabetic principle because the connection between the oral structure of the word and the written structure of the word is not evident
- o Students can use their phonics skills to approximate and then combine that with context to identify the word

- Well Established Methods

  - o Providing many exposures

  - o Using multisensory methods of learning

  - o Teach a small set of letters at a time

  - o Teach letter sounds in developmentally appropriate manner

  - o Point out the visual feathers of letters

  - o Teach letter sounds using embedded mnemonic letters

  - o Flash cards