

## WHAT STRATEGY?

### PHONIC ANALYSIS OR PHONICS

One of the most important strategies that students use to decode words is phonics. It is how students identify and blend letter-sound correspondences into words. It entails the process of converting letters (graphemes) into sounds (phonemes) and blending the sounds to form a word. Phonics, which is a visual/written strategy is preceded by phonemic awareness, which is auditory.

## WHY PHONICS?

**Phonics instruction** helps the reader to map speech sounds onto spellings. This ability enables readers to decode words. **Decoding** words aids in the development of and improvement in word recognition. The more words one recognizes, the easier the reading task.



When children begin to be able to recognize a large amount of words quickly and accurately, **reading fluency** improves. As more and more words become firmly stored in a child's memory, he or she gains fluency and **automaticity** in word recognition.



Reading fluency improves **reading comprehension**. Since children are no longer struggling with decoding words, they can devote their full attention to making meaning from the text.

Blevins, B. (1998). How Phonics Contributes to Reading Success. *Phonics from A to Z*. Retrieved March 14, 2010, from <http://teacher.scholastic.com/clifford1/resfound.htm#how>

## WHEN?

Phonics instruction is ideal for students from Pre-K through 2<sup>nd</sup> Grade, but can be used with older students.

## How?

### PHONICS INSTRUCTION/PRACTICE ACTIVITIES:

- Letter-Sound Correspondence Activities by The Florida Center for Reading Research: [http://www.fcrr.org/curriculum/pdf/GK-1/P\\_Final\\_Part2.pdf](http://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part2.pdf)

Vaughn, S. & Bos, C. (2009). *Strategies for Teaching Students with Learning and Behavior Problems* (7<sup>th</sup> ed.). New Jersey: Pearson Education, Inc.