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	Altri autori (Persone)	DuffFiona J HulmeCharles
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syllable segmentation; ACTIVITY 5: Segmentation of words into syllables (two to four); ACTIVITY 6: Syllable counting in words of two to four syllables

ACTIVITY 7: Syllable deletionSECTION 3: Identification and Supply of Rhyming Words; ACTIVITY 1: Introduction to rhyme; ACTIVITY 2: Discrimination of pairs of rhyming andnon-rhyming words; ACTIVITY 3: Supplying rhymes (A); ACTIVITY 4: Supplying rhymes (B); ACTIVITY 5: Supplying rhymes (C); ACTIVITY 6: Rhyme supply (riddles); ACTIVITY 7: Discrimination of one of three words that rhymeswith a target word; SECTION 4: Identification and Discrimination of Phonemes; ACTIVITY 1: Introduction to 'saying a word slowly'; ACTIVITY 2: Picture sound association (initial sounds of words)

ACTIVITY 3: Word pair discriminationACTIVITY 4: Identification of initial sounds in words; ACTIVITY 5: Identification of final sounds in words; ACTIVITY 6: Identification of medial sounds in words; ACTIVITY 7: Discrimination of two of three words with thesame initial sound; ACTIVITY 8: Introduction to the concept of 'same end' sound; ACTIVITY 9: Discrimination of two of three words with thesame final sound; ACTIVITY 10: Discrimination of two of three words with thesame medial sound; ACTIVITY 11: Discrimination of word pairs with the sameinitial sound

ACTIVITY 12: Discrimination of word pairs with the samefinal soundACTIVITY 13: Discrimination of word pairs with the samemedial sound; ACTIVITY 14: Discrimination of one of three words with thesame initial sound as a target word; ACTIVITY 15: Discrimination of one of four words with a differentinitial sound; ACTIVITY 16: Discrimination of one of three words with thesame final sound as a target word; ACTIVITY 17: Discrimination of one of four words with adifferent final sound; SECTION 5: Phoneme Blending; ACTIVITY 1: Production of words from two to four sounds

ACTIVITY 2: Production of words from two sounds

Sommario/riassunto	The updated edition of this successful resource has been developed to support children with reading delays and dyslexia. It contains a phonological training programme, an explanation of how this programme can be embedded within a broader reading intervention, a standardized test of phonological awareness and a methodology to grade children's reading books. This third edition has been revised throughout to include the latest developments in the fieldThese resources have been used with a wide range of children and found to be suitable for use with any reading-delayed child