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Edizione	[Third edition.]
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Collana	New York Academy of Sciences
Altri autori (Persone)	DuffFiona J HulmeCharles
Disciplina	372.13
Soggetti	Education, Elementary - Activity programs Language arts - Phonetics Learning disabled children - Education (Elementary) Phonetics - Study and teaching (Elementary) - Aids and devices Reading - Phonetic method - Aids and devices Reading - Remedial teaching - Aids and devices
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Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Cover; Title page; Copyright page; Contents; Acknowledgements; Foreword; About the Companion Website; Introduction; Test of Phonological Awareness; Programme Administration; Phonological Training Activities; Instructions; Phonological Linkage Activities; SECTION 1: Identification of Words as Units Within Sentences; ACTIVITY 1: Introduction to the concepts of 'beginning', 'middle' and 'end'; ACTIVITY 2: Comprehension of the concepts of 'beginning', 'middle' and 'end' in sentences; ACTIVITY 3: Transferring the concepts of 'beginning', 'middle' and 'end' to an aural activity; ACTIVITY 4: Production of initial, final and medial words in sentences of two to four words; ACTIVITY 5: Matching counters to words in sentences of two to five words; SECTION 2: Identification and Manipulation of Syllables; ACTIVITY 1: Introduction to syllabic rhythm in poems (A); ACTIVITY 2: Introduction to syllabic rhythm in poems (B); ACTIVITY 3: Syllable blending (two to four syllables); ACTIVITY 4: Introduction to

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 deletion
SECTION 3: Identification and Supply of Rhyming Words; ACTIVITY 1: Introduction to rhyme; ACTIVITY 2: Discrimination of pairs of rhyming and non-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 rhymes with 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 discrimination
ACTIVITY 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 the same initial sound; ACTIVITY 8: Introduction to the concept of 'same end' sound; ACTIVITY 9: Discrimination of two of three words with the same final sound; ACTIVITY 10: Discrimination of two of three words with the same medial sound; ACTIVITY 11: Discrimination of word pairs with the same initial sound

ACTIVITY 12: Discrimination of word pairs with the same final sound
ACTIVITY 13: Discrimination of word pairs with the same medial sound; ACTIVITY 14: Discrimination of one of three words with the same initial sound as a target word; ACTIVITY 15: Discrimination of one of four words with a different initial sound; ACTIVITY 16: Discrimination of one of three words with the same final sound as a target word; ACTIVITY 17: Discrimination of one of four words with a different 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 field. These resources have been used with a wide range of children and found to be suitable for use with any reading-delayed child

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