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“Phonemic awareness instruction, when linked to systematic decoding and spelling instruction, is a key to preventing reading failure in children who come to school without these prerequisite skills.” (Moats, 2012)



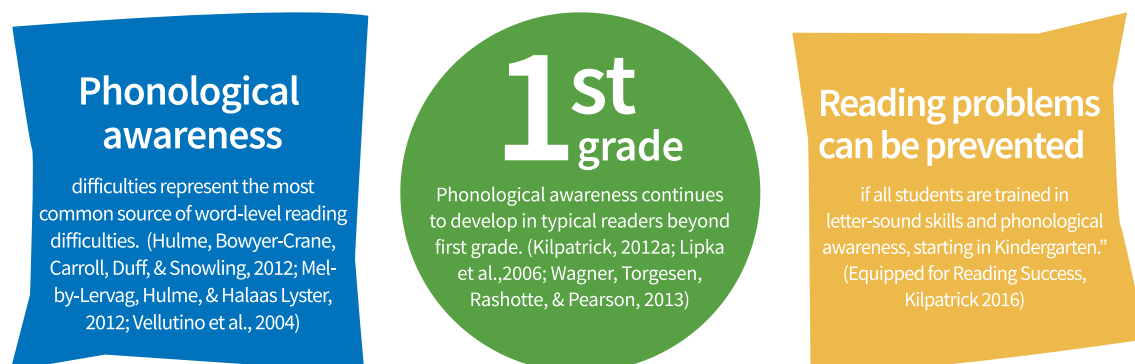
“Every point in a child’s development of word-level reading is substantially affected by phonological awareness skills, from learning letter names all the way up to efficiently adding new, multisyllabic words to the sight vocabulary.”

Kilpatrick, 2015

The National Reading Panel found that phonemic awareness instruction helped children of all levels improve their reading, including normally developing readers, children at risk for future reading problems, disabled readers, preschoolers, kindergartners, 1st graders, children in 2nd through 6th grades (most of whom were disabled readers), children across various SES levels, and children learning to read in English as well as other languages.

Studies have shown that phonemic awareness is a foundational skill that is essential for learning to read. As students learn to identify sounds through oral and auditory activities, they become phonemically aware. Engaging in phonemic awareness instruction develops students’ understanding of sounds, and that knowledge is directly reflected in their spelling and writing.

The Heggerty Phonemic Awareness curriculum is currently being used in a research study taking place in schools in Central Dauphin, Pennsylvania, in cooperation with the Pennsylvania Training and Technical Assistance Network (PaTTAN).



Phonemic awareness research and findings

Learn findings from phonemic awareness research, National Reading Panel findings and research on English language learners

Phonemic Awareness research

Education experts research in phonemic awareness:

"Phonemic awareness has been shown to be a very powerful predictor of later reading achievement. In fact, it [phonemic awareness] is a better predictor than more global measures such as IQ or general language proficiency." (Griffith and Olson, 1992)

"The two best predictors of early reading success are alphabet recognition and phonemic awareness." (Adams, 1990)

[READ ALL RESEARCH FINDINGS](#)

Major points from the report of the National Reading Panel:

Teaching Children to Read An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction, 2000

Phonemic awareness instruction is effective in teaching children to attend to and manipulate speech sounds in words. Phonemic awareness can be taught and is effective under a variety of teaching conditions with a variety of learners.

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National reading panel findings

Research on English language learners

English Language Learners:

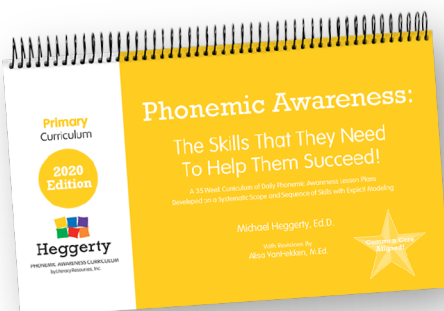
Research and readings regarding implications for practice in developing phonological and phonemic awareness in Spanish (L1) instruction:

“Current research supports the notion that identifying initial sounds, final sounds, and rhyme seem to relate to reading fluency in Spanish, and that these skills transfer to reading fluency in English. Hence, some phonological and phonemic awareness tasks can transfer between Spanish and English, indicating that knowledge in Spanish is useful in acquiring English reading skills.” (Brice and Brice, 2007)

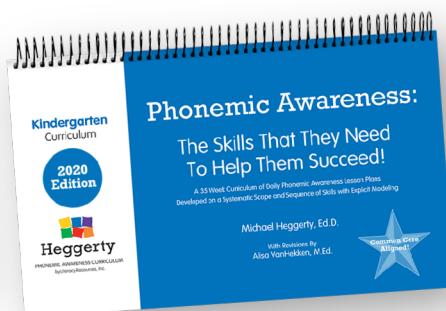
[READ ALL RESEARCH FINDINGS](#)

Heggerty Phonemic Awareness curriculum is available for Pre-K, Kindergarten and Primary grades in both English and Spanish.

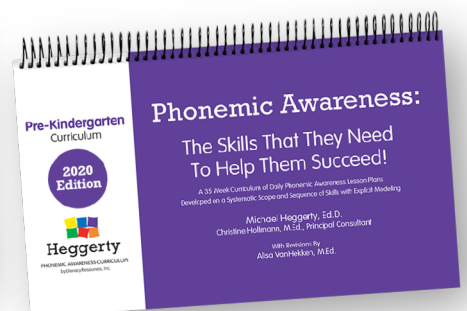
All versions of the Heggerty Phonemic Awareness curricula are based on the curriculum that Dr. Heggerty originally developed for his own classroom. The daily lessons in the three English versions contain the same eight phonemic awareness skills: Rhyming, Onset Fluency, Blending, Identifying Final or Medial Sounds, Segmenting, Adding Phonemes, Deleting Phonemes, and Substituting Phonemes. Daily opportunities for working with letter names and sounds are included within a Letter Naming activity and students work with repeating sentences and nursery rhymes during the Language Awareness activities. 4 out of 6 variables representing early literacy skills that had medium to large predictive relationships with later measures of literacy development, are included in the daily phonemic awareness lessons. These 4 variables include: Alphabet knowledge, Phonological awareness, Rapid automatic naming (RAN) of letters and Phonological memory.



Primary



Kindergarten



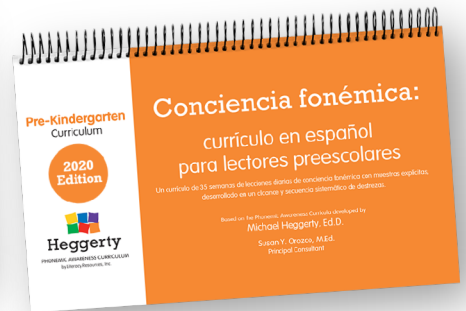
Pre-K

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Conciencia fonémica Primary

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Conciencia fonémica Kindergarten

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Conciencia fonémica Pre-K

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Contact us to learn more on how the Heggerty Phonemic Awareness curriculum can be implemented in your school.

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