Sound Systems
A phonemically-based approach to adult literacy teaching at Glenorchy LINC

Project Team
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– Gail Wilson
THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

SKILLED READING:
Fluent execution and coordination of word recognition and text comprehension.
Stage 2

Assessment

Vocabulary

Phonological processing

Reading skills:

- Word identification
- Word attack
- Passage comprehension
Overarching Methodology

Client, tutor and Literacy Coordinator met with SP once every 3 weeks

Client met with Literacy Coordinator &/or Tutor 3x per week
What did we do?

Deletions
Deletions

Initial consonant: (f)arm – arm
Final consonant: soa(p) – so
Boundary consonant, initial cluster: (b)lack – lack
Internal consonant, initial cluster: b(l)ack – back
Boundary consonant, final cluster: pan(t) – pan
Internal consonant, final cluster: pa(n)t – pat

And with non-words: (b)lin – lin, s(t)ul – sul, dup(t) – dup, fo(s)t - fot
What did we do?

Identification of each separate phoneme
What did we do?

Non-word decoding — and at speed!
# Non-word decoding

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Results: Word Identification

- Participant 1: WI pre - 50, WI post - 50
- Participant 2: WI pre - 60, WI post - 120
- Participant 4: WI pre - 50, WI post - 70
- Participant 5: WI pre - 50, WI post - 70
Results: Word Attack

Participant 1
Participant 2
Participant 4
Participant 5

WA pre
WA post
Results: Passage Comprehension

![Bar chart showing passage comprehension results for four participants. The x-axis represents Participants 1, 2, 4, and 5. The y-axis represents scores ranging from 0 to 120. The chart compares pre (PC Pre) and post (PC Post) scores. Participant 2 shows the highest post-scores, followed by Participant 5. Participant 1 and Participant 4 have relatively lower scores.](chart.png)
## Pre and Post ACSF Assessments

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“Freedom is nothing but a chance to be better.”

Albert Camus
References


Nevola, F. (2007), Sound Reading System: The key to the code, Holywell Press Ltd.


Reder, S (2014), Drawn from presentation in Hobart Improving Adult Literacy: It's About Time, October 18.

Recommendations

Repeat the trial in one or more other LINC locations.

Training for Coordinators in sound symbol (phoneme-grapheme) relationships and access to Speech Pathologists as members of a multi-disciplinary team to assess and support adult literacy learners.
Develop a collection of resources and activities for use in all LINC locations which can be used to support adult learners develop their phonemic awareness.

Screening for all adult learners’ phonemic awareness and assessment by a speech pathologist where indicated.

Tutors are screened for phonemic awareness before entering tutor training.
Submissions be made to the developers of nationally accredited tutor training units of competency to include specific training in phonemic awareness as well as language structure.

That a wide, collaborative and consultative conversation be undertaken about models for delivery of adult literacy intervention that addresses the development of phonemic awareness.
Questions