

# **P. A. T.**

## **PHONOLOGICAL AWARENESS TRAINING**

### **A New Approach to Phonics**

### **Beginner's Book**

BY

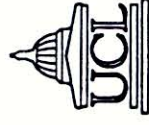
*Jo Wilson*

Educational Psychologist

Illustrations by Gill Cleaver

*Acknowledgements: Jo Barnard; Design and Production of camera-ready copy  
Ros Greenhill; Design of the Record Sheet*

© 1997 Jo Wilson



Educational Psychology Publishing  
University College London

## CONTENTS

<b>Section 1</b>	<b>Introduction</b>	<b>Page</b>
	Using the Programme	3
	Suggested Procedures for Use	5
	Phonic Components	7
	Word Bank of Illustrations	7
	<b>Record Sheet *</b>	
<b>Section 2</b>	<b>PAT Worksheets 1 - 25 *</b>	
<b>Section 3</b>	<b>Reading / Spelling Lists 1 - 25</b>	
<b>Section 4</b>	<b>Phrases for Dictation 1 - 25</b>	
<b>Section 5</b>	<b>Revision / Assessment Sheets 1 - 5*</b>	
<b>Section 6</b>	<b>Rime display sheets</b>	

\* *These resources may be freely copied for use with children.  
Other parts of the Programme are copyright.*

## **INTRODUCTION**

The P.A.T. (Phonological Awareness Training) programme is designed to help children to read, spell and write phonically regular words. The programme covers a very precise aspect of literacy development and should not be regarded as a complete reading programme.

Children need to experience a wide variety of picture books, stories, poems and rhymes to develop literacy skills, e.g. Rhymeworld (Huxford, Reason & Wilson, 1998). This programme is designed to be used alongside these and not to replace them.

The programme aims to train children to read and spell words by making analogies. By this method, children who have some knowledge of single sound/symbol associations of the alphabet, can learn to spell and read many words through using commonly occurring "rimes". These materials do not deal with irregular words, spelling rules or words of more than one syllable. The aim is to give children a quick and easy entry to reading and spelling.

The materials can be used effectively with whole classes, small groups and with individual children who may need additional opportunities and practice. The recommended 10-15 minute daily session can provide work in reading spelling and writing and is an ideal phonics programme for use in the 'Literacy Hour' as recommended by the National Literacy Project.

These activities are suitable for children of 5 years and upwards who have some knowledge of sound/symbol associations and who are able to write or copy letters.

### **How PAT differs from traditional phonics teaching**

Traditional phonic programmes usually follow an order of instruction which start with single sounds for individual letters building up to simple consonant-vowel-consonant words (c-v-c) and progressing through initial consonant blends; silent "e" words; vowel digraphs and so on. Whilst some children appear to take this progression in their stride, others find particular difficulty with the "magic 'e'" stage, whilst other children don't seem to be able to progress beyond the single letter / sound stage. Word endings feature at a later stage within the traditional phonics teaching framework and it may be that children with severe literacy difficulties could take a long time - if ever, to reach these.

Research into the development of phonological awareness (Treiman 1991; Goswami 1990) suggests that children's development of phonological awareness follows a rather different pattern to that outlined in traditional phonics programmes. From first developing an awareness of utterances being made up of a sequence of separate words, the child then becomes aware of syllables within words. The next step would appear to be onsets and rimes where onset is the first phoneme in a single syllable word (e.g. s, tr, str) and the rime is the remainder of the syllable.

Finally the stage of individual phonemes is achieved. Although children will learn about single sound / letter relationships through the early stages of writing and spelling, their ability to be able to hear individual sounds in words is a long way down the developmental pathway.

There now seems to be an overwhelming argument for ensuring that children are not only aware of onsets - rimes at an early stage, but also that they learn to use these for learning to read and spell. There appear to be many advantages in this approach:

- it limits all one syllable words to one blend only;
- it avoids a great deal of confusion over vowel sounds which are the most difficult for early readers to discriminate;

- it can avoid many of the problems associated with the "magic 'e'" rule - e.g. "in" and "ine" can be treated as two completely separate units of sound without the child having to adapt or modify any earlier knowledge.

Marilyn Jager Adams writes that "the key to phonic awareness seems to lie more in training than in age or maturation". The purpose of this programme is to help children to develop that awareness by a route which follows a developmental progression rather than the traditional phonic teaching order of the past.

## How Pat was developed

PAT was developed in a small scale project with children who were experiencing persistent difficulties with learning to read. In many cases the children had succeeded in learning all the individual letter sounds and symbols, but still failed to make progress.

The project set out to use principles from recent psychological research on the development of phonological awareness, to train the children to adopt different strategies for reading and spelling. The exercises are designed to develop an awareness of onset and rimes. Each set of exercises aims to develop the child's ability to generate single syllable words which end with these rimes. (Words with the same rimes are also rhyming words).

The materials were first used by a mother working at home with her son who has specific learning difficulties. This was followed by use of the materials in First, Middle and Secondary schools with teachers, non-teaching assistants and parents helping children to work through the programme. Because the emphasis is placed on the **process** of reading and spelling, rather than the content, the PAT programme is directly applicable to a wide age range.

The Beginner's Book includes photocopiable worksheets, a record form, reading / spelling lists and phrases for dictation. Illustrations are used to introduce and support work but children are encouraged to make a rapid transfer to working with print only.

## Advantages

The particular advantages of this programme appear to be:

- There are no words to learn for either reading or spelling.
- There is a relatively small requirement for memory skills to make progress but the programme does appear to help develop memory.
- The child plays an active role in generating words and therefore has more control over the learning process rather than having to respond to the print.
- The short time required to implement the programme (approximately 10 minutes daily).

## References

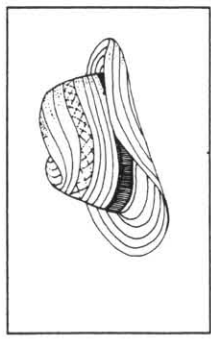
- Adams, M. J. (1990) "Beginning to Read", M.I.T.  
 Goswami, U. & Bryant, P. (1990) "Phonological Skills and Learning to Read", Lawrence Erlbaum Associates.  
 Treiman, R. (1991) "The Role of Intra Syllabic Units in Learning to Read", Reiben, L. & Perfetti, C. (Eds) "Learning to Read, Basic Research and its Implications", Lawrence Erlbaum Associates.  
 Huxford, L. Reason, R. & Wilson, J. (1998) "Rhymeworld", Heinemann.

a b c d e f g h i j k l m n o p q r s t u v w x y z

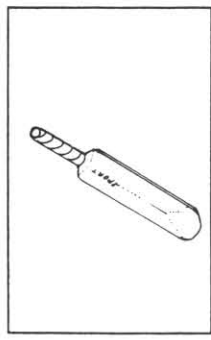
-at



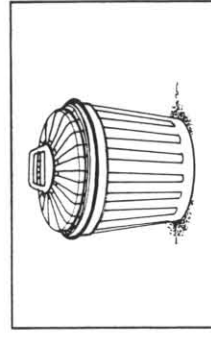
*cat*



*hat*



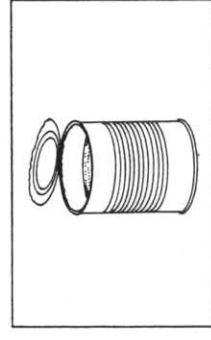
*bat*



*bin*



*pin*



*tin*

*mat*

*win*

a b c d e f g h i j k l m n o p q r s t u v w x y z

-at

*hat*

*mat*

*bat*

*cat*

-in

*tin*

*bin*

*win*

*pin*

cat

hat

bat

mat

bin

pin

tin

win

cat

bin

hat

pin

bat

tin

mat

win

# Phrases for Dictation -

## 1

1. cat on mat
2. bat in hat
3. pin in tin
4. tin in bin

## 2

1. pin in tin
2. tin in bin
3. a wet pet
4. pet in net

RIME  
DISPLAY  
SHEETS

1 - 20

