Section 4: Phonological and Phonemic Awareness
Resource: The Four Phases of Reading Development (Ehri, 2004, 2005, 2014)

	Prealphabetic	Partial Alphabetic	Full Alphabetic	Consolidated Alphabetic
Reading	- May or may not know letters (name or sound) - Lack of *phonemic awareness* - No grapheme-phoneme connections between spellings and pronunciations - Unable to decode non-words - Unreliable sight word memory - Unable to analogize	- Knows most letter shapes and names - Incomplete grapheme-phoneme connections - Limited *phonemic awareness* - Sight words learned by recall of partial GP grapheme-phoneme connections - Initial letters and context used for predicting unfamiliar words - Confusion of similarly spelled words	- Major connections between graphemes and phonemes of writing system are known - Full *phonemic awareness*, segmentation and blending - Complete grapheme-phoneme connections formed - Sight word learning enhanced by GP connections - Accurate and automatic sight word reading - Growing ability to decode unfamiliar words - Words read in context using decoding; context used to confirm	- Grapho-syllabic connections predominate - Sight words learned by G-S - Accurate and automatic sight word reading expanding - Easier to learn multisyllabic words - Can decode unfamiliar and non-words - Context used to confirm *after* decoding skill is applied - Greater use of analogizing as sight words accumulate
Spelling/Writing	- May or may not know letters (name or sound) - Words spelled non-phonetically - No grapheme-phoneme connections between spellings and pronunciations - Lack of *phonemic awareness* - Unable to analogize	- Limited *phonemic awareness* - Partial phonetic spellings invented - Confusion of similarly spelled words - Partial memory for word spellings interferes with use of analogizing - Weak memory for correct spellings	- Major connections between graphemes and phonemes of writing system are known - Full *phonemic awareness*, segmentation and blending - Phonetically accurate grapheme-phoneme spellings invented - Growing memory for accurate spelling	- Grapho-syllabic spelling units known - Grapho-syllabic connections predominate - Use of grapho-syllabic and grapheme-phoneme units to invent spellings - Proficient memory for correct spellings

Grade	● Typically, pre-alphabetic readers are found among preschoolers and kindergartners before they receive any reading instruction.	● Partial alphabetic readers are common in kindergarten and early first grade when letters are taught and initial reading instruction begins.	● Full alphabetic readers are first graders who have acquired sufficient alphabetic knowledge to decode words.	● Consolidated alphabetic readers tend to be found in second grade and beyond.