



DTE - DC - INDIGENOUS LANGUAGES

FURTHER READING

THE ALPHABETIC PRINCIPLE

Points to note

The Alphabetic Principle

The alphabetic principle is the understanding that there are systematic and predictable relationships between written letters and spoken sounds. Phonics instruction helps children learn the relationships between the letters of written language and the sounds of spoken language.

Key aspects of the alphabetic principle:

- **Letter-sound correspondence:**
The concept of letter sound correspondence is the ability to match each letter in the alphabet with its corresponding sound, allowing for the pronunciation of words by blending sounds.
- **Phonemic awareness:** Phonemic awareness is the ability to hear and manipulate individual phonemes. Phonological awareness includes this ability to hear and manipulate larger units of sound, such as onsets, rimes and syllables. The phonemic awareness is an important skill for the alphabetic principle, where individuals can identify and manipulate individual sounds within spoken words.
- **Decoding:**
The process of using letter-sound knowledge to “sound out” and read unfamiliar words.
- **Encoding:**
The reverse process of using sound knowledge to spell words by selecting the appropriate letters.
- **Combining letters to form words:**
Recognising that by putting different letters together, you can create words with meaning.

The application of the alphabetic principle in the teaching of reading.

Emergent readers and Early readers

Building letter- sound awareness: Using alphabet songs, rhymes, and segmenting sounds.

Finger pointing while reading: Support tracking text on the page.

Read-aloud with interaction: Engage learners with questions and discussions while reading aloud.

Picture books with repetitive text: Familiarise learners with predictable patterns.

Developing phonics skills to decode simple words: Blending sounds.



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Environmental print: Label objects in the classroom to build sight word recognition.

Transitional readers:

Shared reading: Learners read along with the teacher, taking turns with more challenging parts.

Graphic organisers: Visual aids to organize information like main ideas and supporting details.

Vocabulary development: Introduce new words with context clues and visual aids, practising sight words.

Cloze activities: Fill in missing words based on context.

Retelling stories: Practise summarising key events in their own words.

Fluent Readers and comprehending readers:

- **Text-based questions:** Encourage deeper analysis with questions requiring inferences and critical thinking.
- **Genre studies:** Explore different genres like fiction, non-fiction, and poetry
- **Independent reading with book clubs:** Learners select books based on their interests and discuss in small groups.
- **Research projects:** Develop research skills by finding and evaluating information from various sources.

Strategies for all stages:

- **Differentiated instruction:** Adapt activities based on individual student needs.
- **Positive reinforcement:** Encourage students with praise and feedback
- **Choice reading:** Allow students to select books based on their interests
- **Technology integration:** Utilise digital tools like audiobooks, e-readers, and interactive activities
- **Connect learning to real-life experiences:** Make reading relevant by relating content to students' lives