

Module 2.5 Phonics-Strengths and Limitations

- The Phonics Approach to Reading
 - Limitations
 - For the top two thirds of readers, the benefits tend to “wash out” by 3rd or 4th grade
 - However, the bottom third show ongoing benefit over time
 - Too many weak readers never “catch up” with phonics
 - A percentage of weak readers do not seem able to learn via phonics
 - There is no build-in mechanism or theory about fluency and building the sight vocabulary
- The Phonological-Core Deficit
 - Primary reason students struggle in word-level reading
 - Encompasses one or more of five skills
 - phonological/phonemic awareness
 - Phonemic blending
 - Rapid automatized naming
 - Phonological working memory
 - Nonsense-word reading
- Phonics and the Phonological-Core Deficit
 - Mild phonological issues
 - Student typically develop the phonemic-level skills they need for reading as a result of phonics instruction
 - They would have done this with a non-phonics reading approach
 - Moderate phonological issues
 - These students typically develop good phonics skills but limited generalization to sight word acquisition and fluency
 - More severe phonological issues
 - These students do not respond well to phonics instruction
 - They do not have sufficient phonological skills to benefit from phonics