

Preface

This second edition of *Phonological Awareness: From Research to Practice* is devoted to understanding phonological awareness and its critical importance to children's reading and writing development. It has been 14 years since the first edition of the book was published in 2004. Since that time, there has been significant advancement in our knowledge of phonological awareness through improved research methodologies, meta-analyses of research findings, and the rapid increase in research investigations that involve differing languages and children who are bilingual or multilingual.

This edition updates the literature and theoretical basis for focusing on phonological awareness assessment and instruction. It introduces new chapters dedicated to understanding phonological awareness development in languages other than English and the importance of phonological awareness to children's spelling development. New case studies are introduced to highlight the practical application of phonological awareness research findings to the classroom setting and to provide an example of supporting a child who has significant speech difficulties. Particular attention is given to our deeper understanding of the benefits of phonological awareness instruction in facilitating reading and spelling acquisition across differing languages and for children who may be at risk for experiencing difficulty in early literacy acquisition. The increased research attention to phonological awareness and literacy development in children with sensory, physical, and intellectual impairment made it difficult to cover all of these areas in one chapter. The previous chapter on this topic has, therefore, been replaced to focus in more depth on one area: children with complex communication needs.

The book adopts a strengths-based model where phonological awareness is set within the context of supporting children's early reading and spelling success, which, in turn, supports later reading success and educational achievement, and contributes to improved life outcomes. For children struggling with reading and writing, such as those who have dyslexia or those with complex communication needs, the importance of supporting these children's phonological awareness knowledge to ensure more successful reading and spelling experiences through carefully designed assessment and intervention approaches is highlighted.

Learning to read and write is a complex process. Myriad factors weave together to facilitate children's written language acquisition, and children's phonological awareness development is discussed in this book within a multidomain literacy framework. The continued strength of the research findings emphasizing the critical importance of phonological awareness, however, demands that practitioners have a deep understanding of how children's awareness of the sound structure of their spoken languages contributes to their acquisition of written languages.

Phonological Awareness: From Research to Practice aims to meet this demand and is intended for professionals, or students in preparation, who support children's written language development. Teachers, early childhood educators, speech–language pathologists, psychologists, parents, and family members may all contribute to children becoming successful readers and writers—from facilitating emergent literacy skills through implementing specific interventions for struggling readers. The research-to-practice focus of the book is designed to support evidence-based approaches that will lead to children skillfully integrating important phonological cues to help them read and spell.