Comité
de Educación



Synthetic Phonics

Fundamento y aplicaciones para el aprendizaje del inglés en la primera infancia

Abigail Uribe

Paso a Paso: 6 fases

Fase 1	**Conciencia fonológica**	**1-4**
Fase 2	**Primeras letras**	**4-5**
Fase 3	**Expansión**	**5-6**
Fase 4	**Consolidación**	**6-7**
Fase 5	**Desarrollo avanzado**	**7-8**
Fase 6	**Fluidez**	**8-9**



FASE 1

CONCIENCIA FONOLÓGICA

1 A 4 AÑOS



ASPECTOS

1.- Sonidos ambientales

2.- Sonidos instrumentales

3.- Percusión con el cuerpo

4.- Rima y ritmo

5.- Aliteración

6.- Sonidos vocales

7.- Segmentación y síntesis en forma oral

ASPECTO 1
DISCRIMINACIÓN SONIDOS AMBIENTALES






My Listening Ears!




Go on A Sound WALK
What do you hear outside?
Put an 'x' next to things your hear on your sound walk. Use the extra rectangles to draw other things you hear. Have fun!
dog
bird
car
bug
airplane

ASPECTO 2
DISCRIMINACIÓN DE SONIDOS INSTRUMENTALES

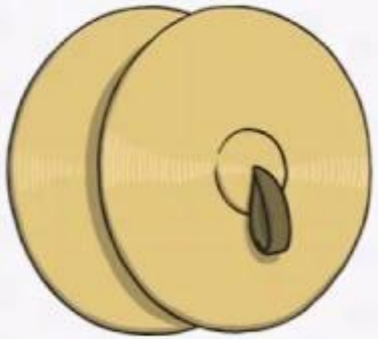




Aspect 2

What instrument can you hear?













ASPECTO 3: PERCUSIÓN CON EL CUERPO





Clap



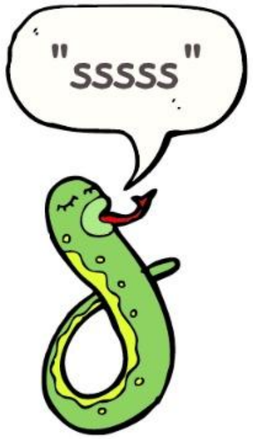
Stomp



Foot Tap



Click



Hiss



Hum



Whistle



Clap

Can you…?

Clap!



Knock!



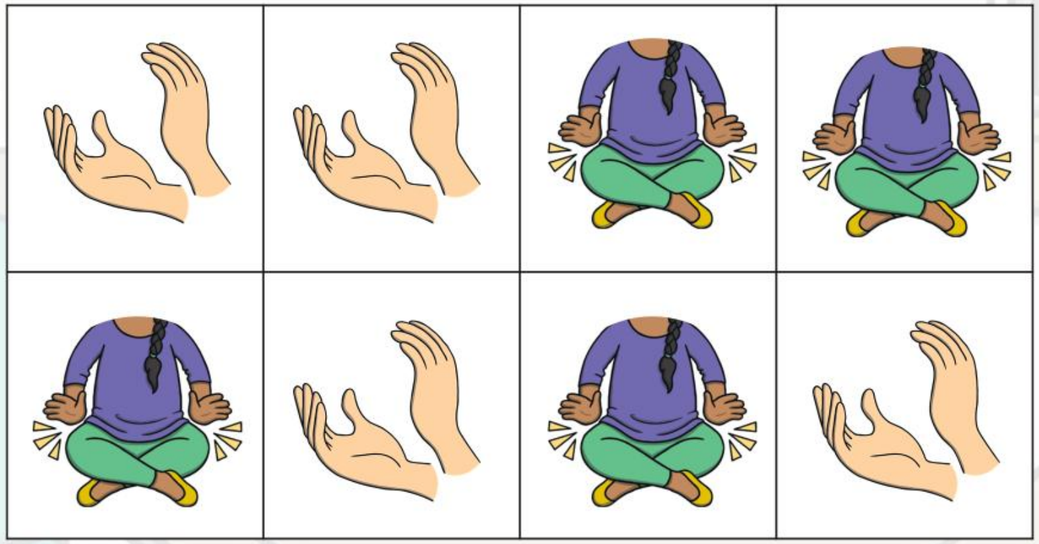
Slap!



Tap

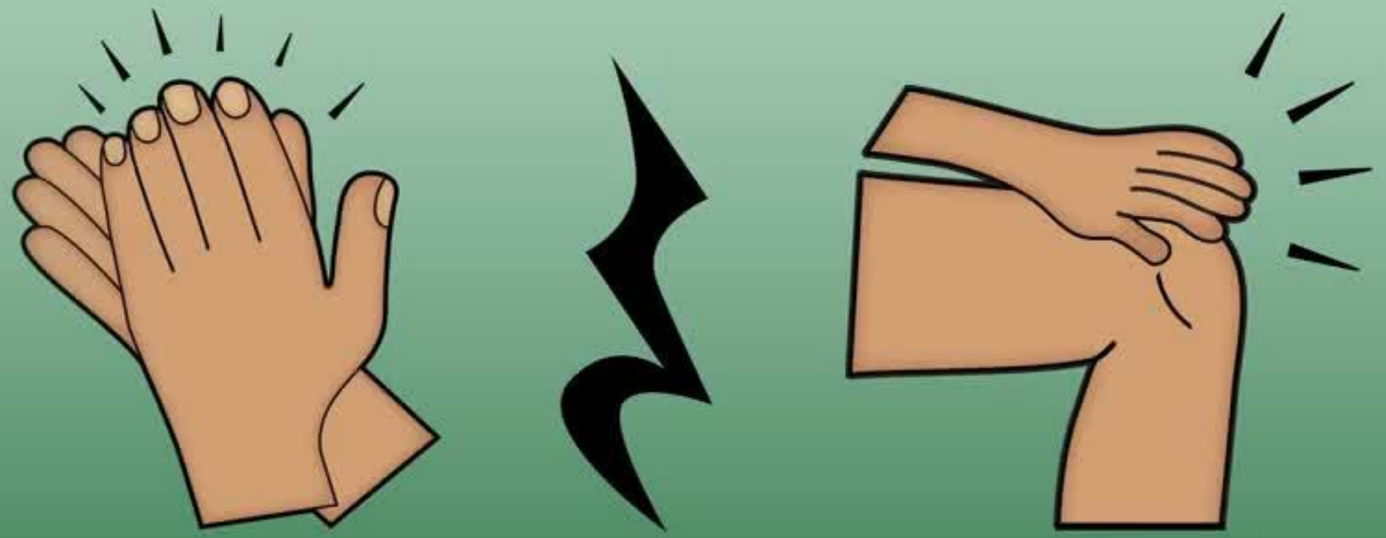


Can you follow the rhythm?



Bare Necessities

Body Percussion





ASPECTO 4: RITMO Y RIMA




Crayon

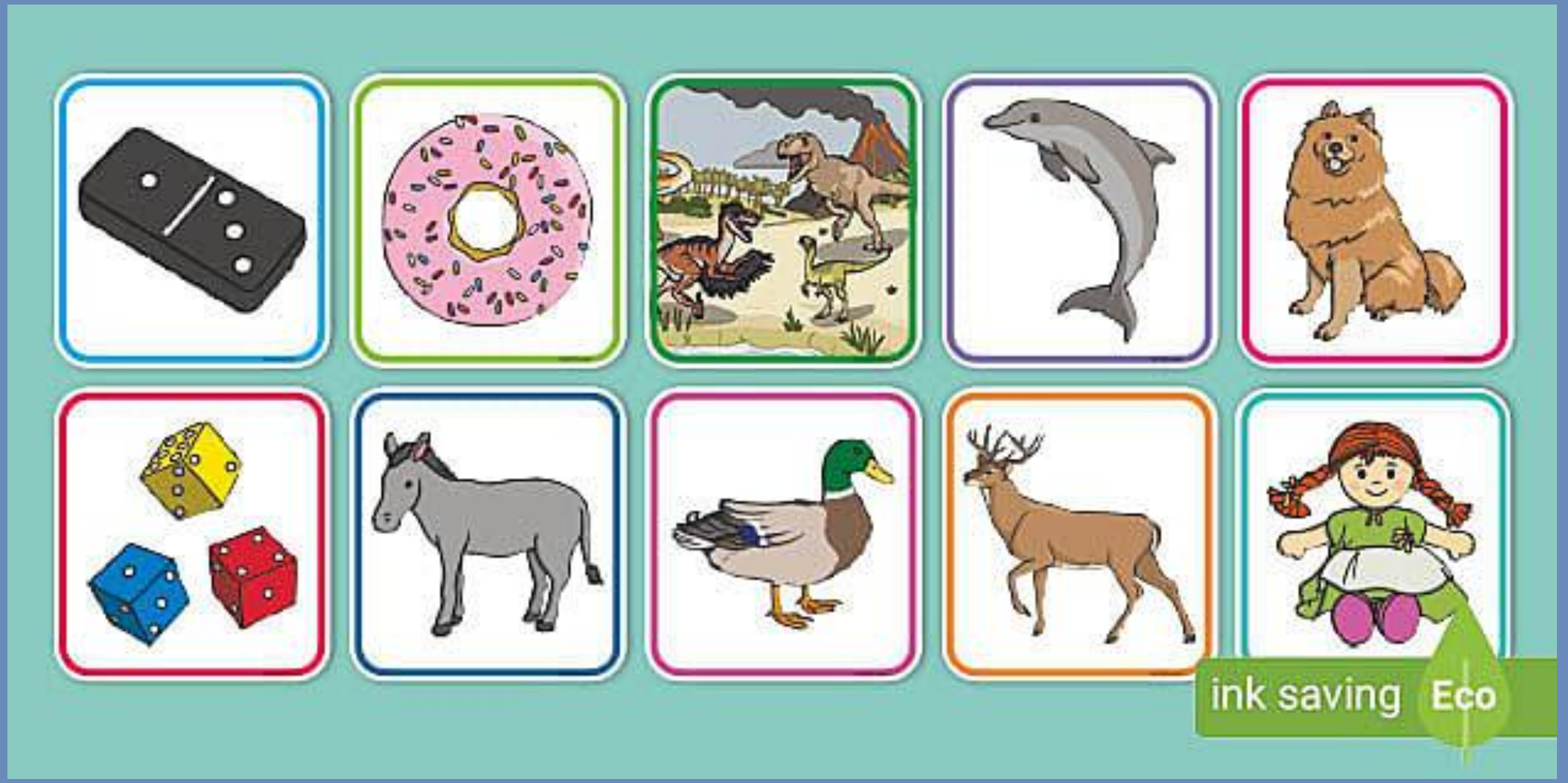
Conciencia silábica



ASPECTO 5: ALITERACIÓN



Alliteration

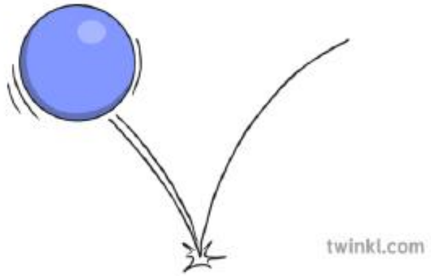


ASPECT 6: SONIDOS VOCALES



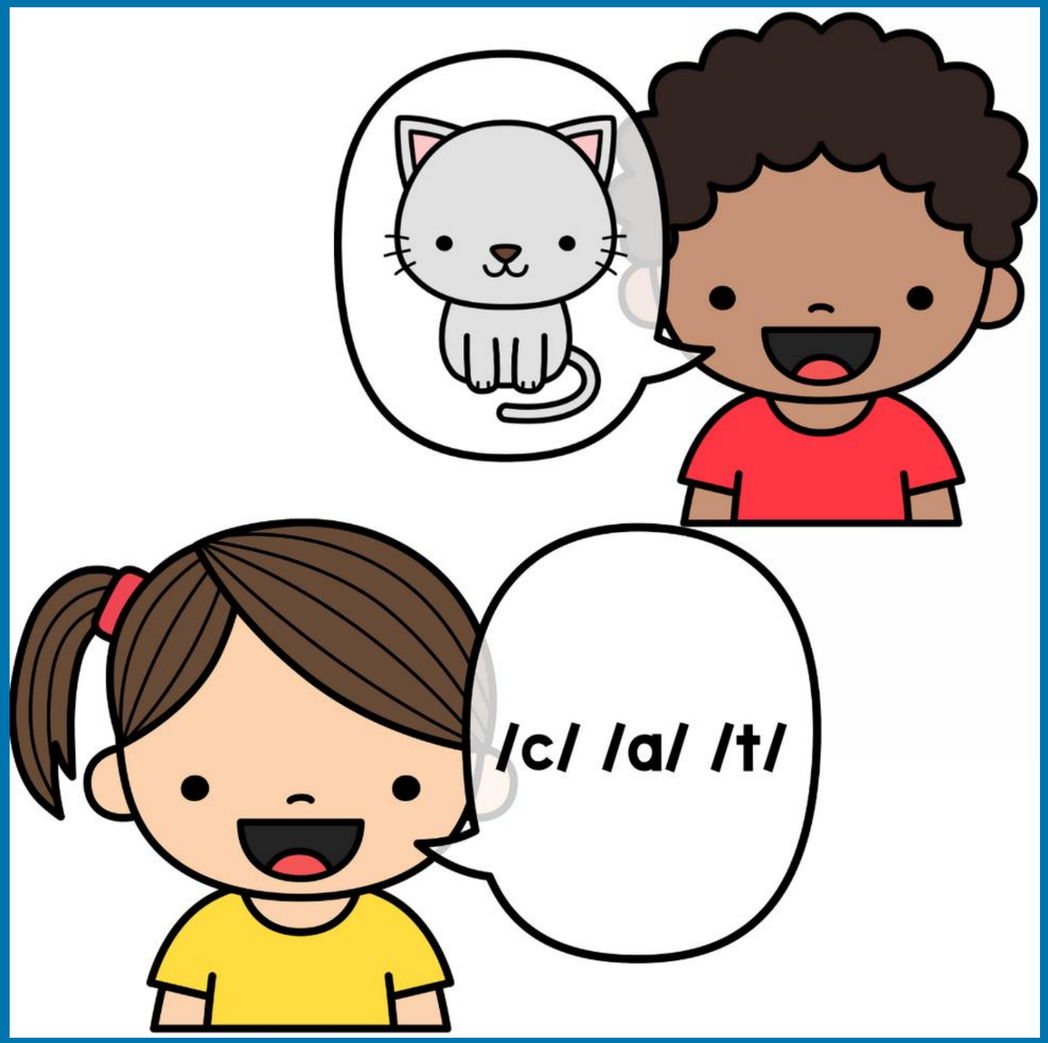




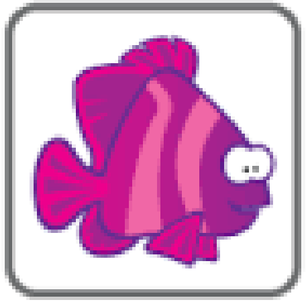
				
mooooo	Wheeee!	boing... boing	ssssss	zzzzz
				
shhhhh	chchchch	Oooooo!	Tick tock	Oh

ASPECT 7:
ORAL BLENDING & SEGMENTING





Síntesis oral



/f/ - /i/ - /sh/

Segmentación oral

Phase 1

Desarrollo de motricidad fina y los trazos de pre-escritura



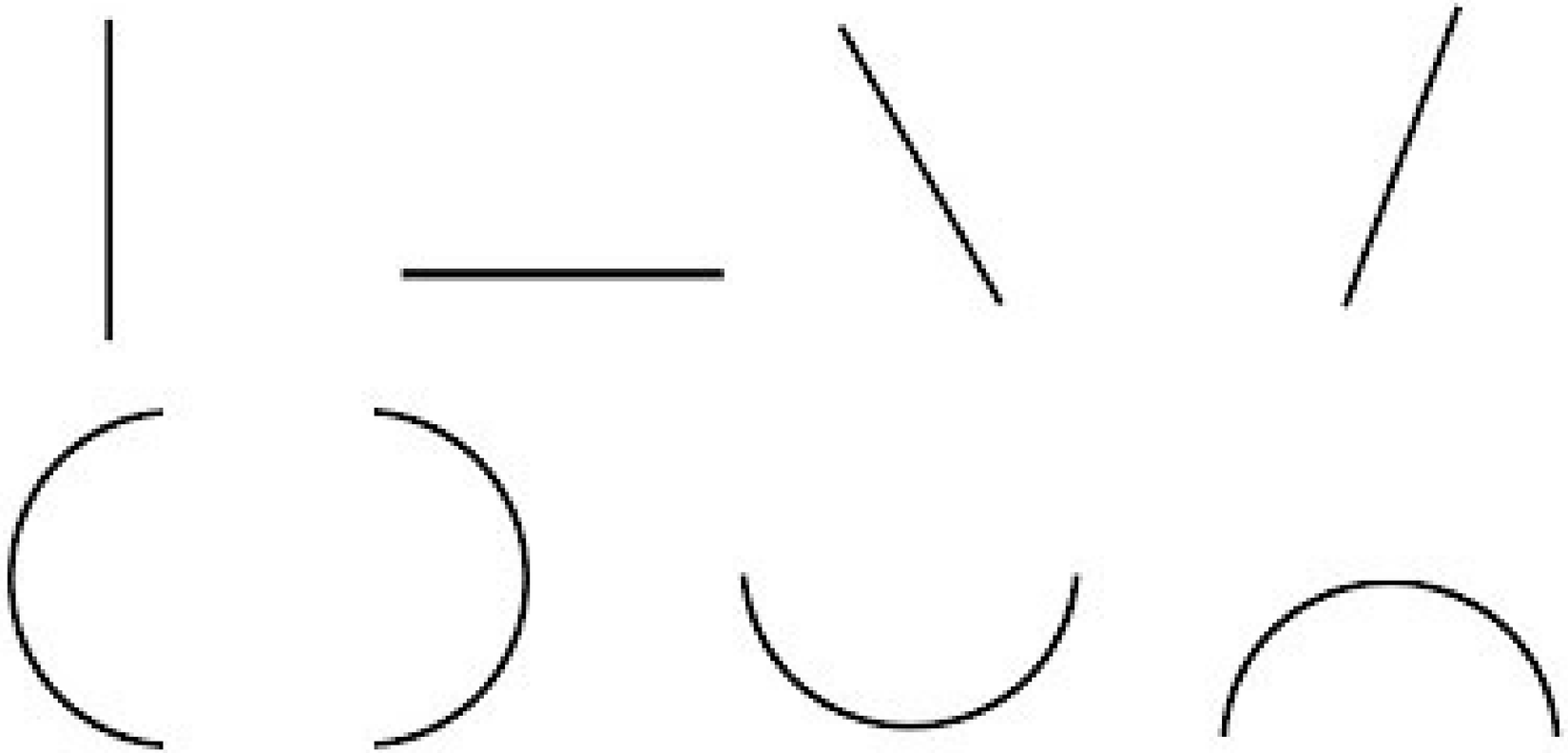







trace the lines

Pre Writing Strokes





FASE 2

MIS PRIMERAS LETRAS

4 A 5 AÑOS

ALPHABETIC CODE

s  sun	t  ten	p  pig	n  net	m  map	a  apple	e  egg	i  igloo	o  orange
g  gift	d  drum	c k  cake	r  ring	h  hen	u  up	a  rain	e  sheep	i  bike
b  bus	f  fox	l  lamp	j  jam	v  van	o  boat	oo  cook	oo  moon	ar  star
w  whale	x  box	y  yellow	z  zip	qu  queen	or  horse	ir  bird	ow  down	oi  coin
ch  cheese	sh  shapes	th  thumb	th  that	ng wing	ear ear	air chair	ure secure	er water

Phase 2 Sound Mat							
s	a	t	p	i	n	m	d
g	o	c	k	ck	e	u	r
h	b	f	ff	l	ll	ss	

Phase 2 High Frequency Words			
a	on	his	go
dad	up	to	an
I	back	him	as
mum	if	had	can
big	but	in	off
it	of	no	not
at	into	got	get
is		the	and

Phase 2 Tricky Words	
the	no
I	to
go	into

Set 1:	Set 2:	Set 3:	Set 4:	Set 5:
s, a, t, p at, a, sat, pat, tap, sap, as	**i** – it, is, sit, pit, tip **n** – an, in, nip, pan, nap **m** – am, man, mat, map, Tim **d** – dad, and, sad, dim, Sid	**g** – tag, gag, sag, gas, pig **o** – got, on, not, top, dog **c** – can, cot, cop, cap, cod **k** – kid, kit, Kim, Ken	**ck** – kick, sack, dock, sick, pocket **e** – get, pet, ten, net, pen **u** – up, mum, run, mug, cup **r** – rip, ram, rat, rocket, carrot	**h** – had, him, his, hot, hut **b** – but, big, back, bed, bus **f, ff** – of, if, off, fit, fog, puff **l, ll** – let, leg, lot, bell, doll **ss** – less, hiss, mass, mess, boss

- To read VC/ CVC real words and alien words.
- To say initial sounds of objects.
- To read tricky words – the, to, I, no, go, into
- To read simple captions.
- To form letters correctly.
- To write simple VC and CVC words.

Enseñando un nuevo sonido





Bb



banana



bee



boat

bear



Canciones y movimiento

Uso de material concreto



pin



puppet



pen



cup

Segmentación



Síntesis



We need HFW - tricky words

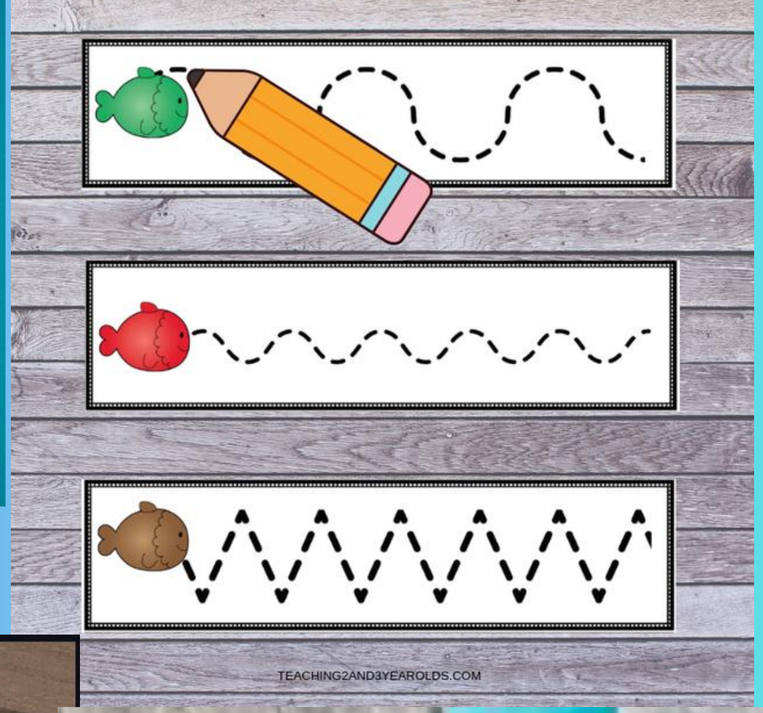
The cat

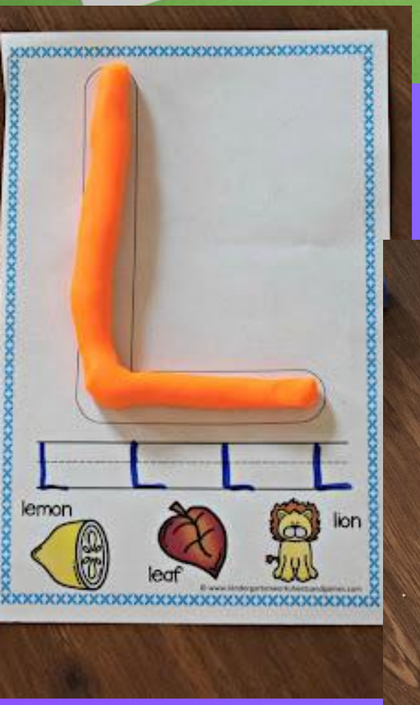


to read captions....






TEACHING2AND3YEAROLDS.COM


lemon
leaf
lion


F F F F
frog
flamingo
fire hydrant

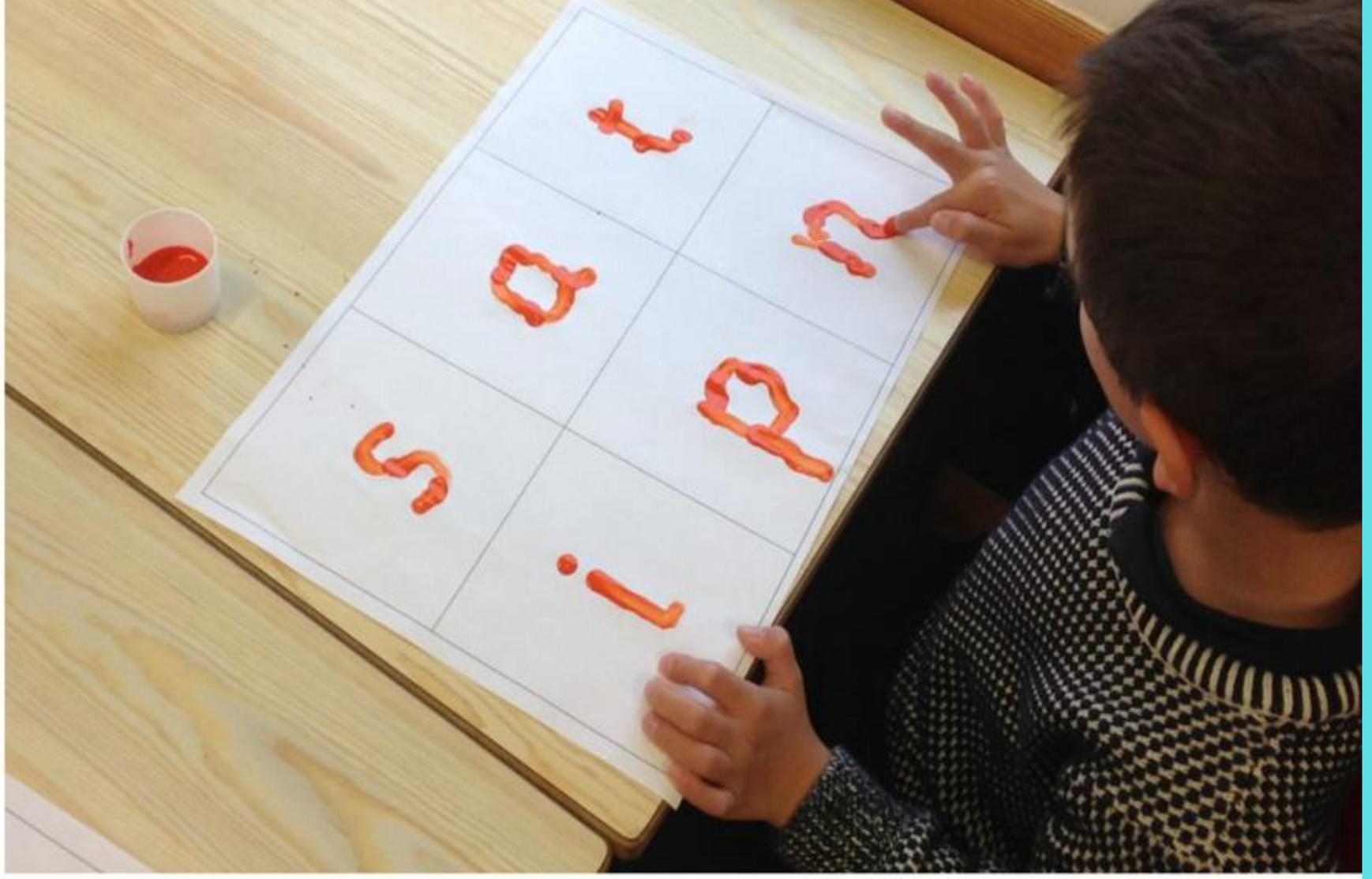

DRY ERASE MARKER
a


S
a


a

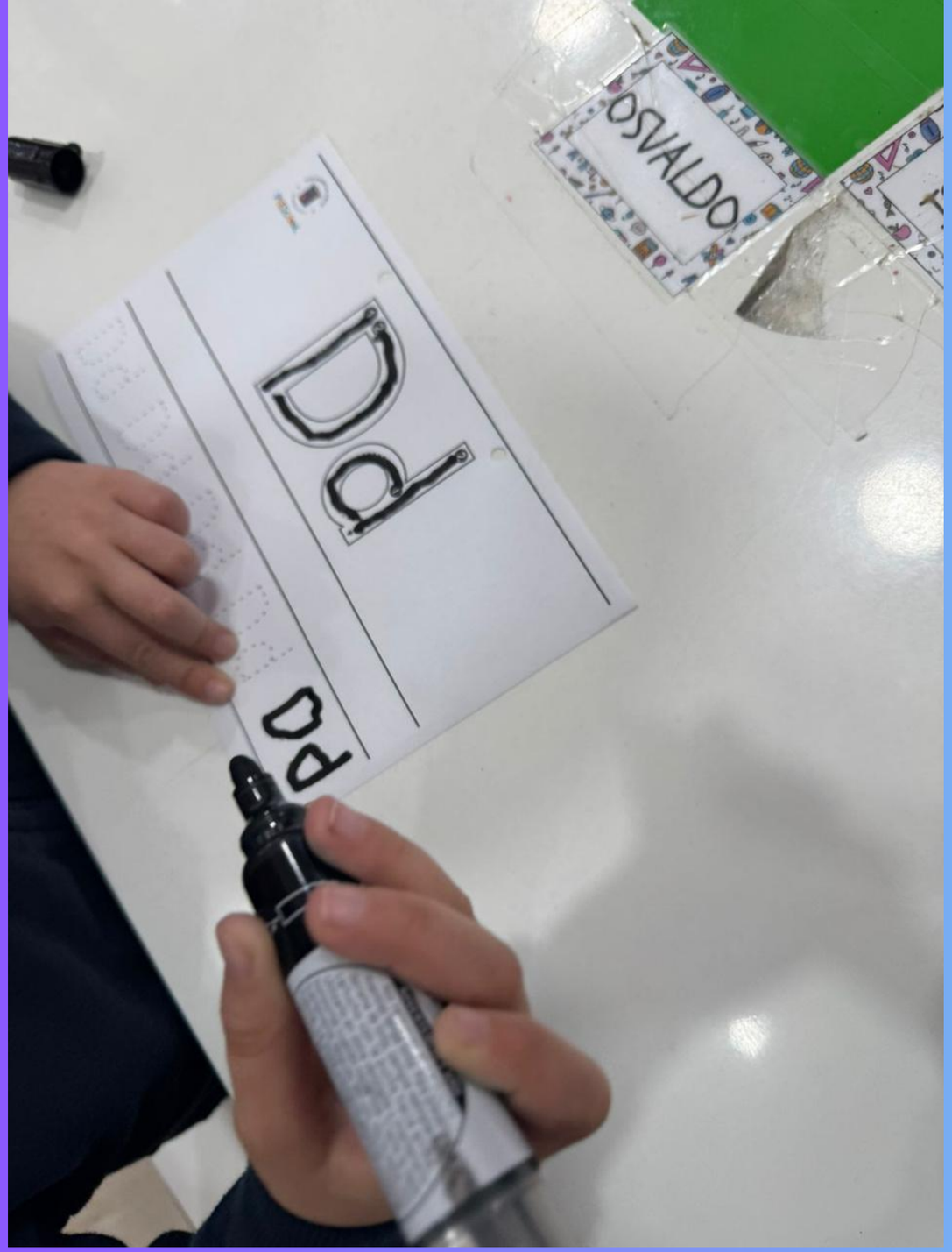


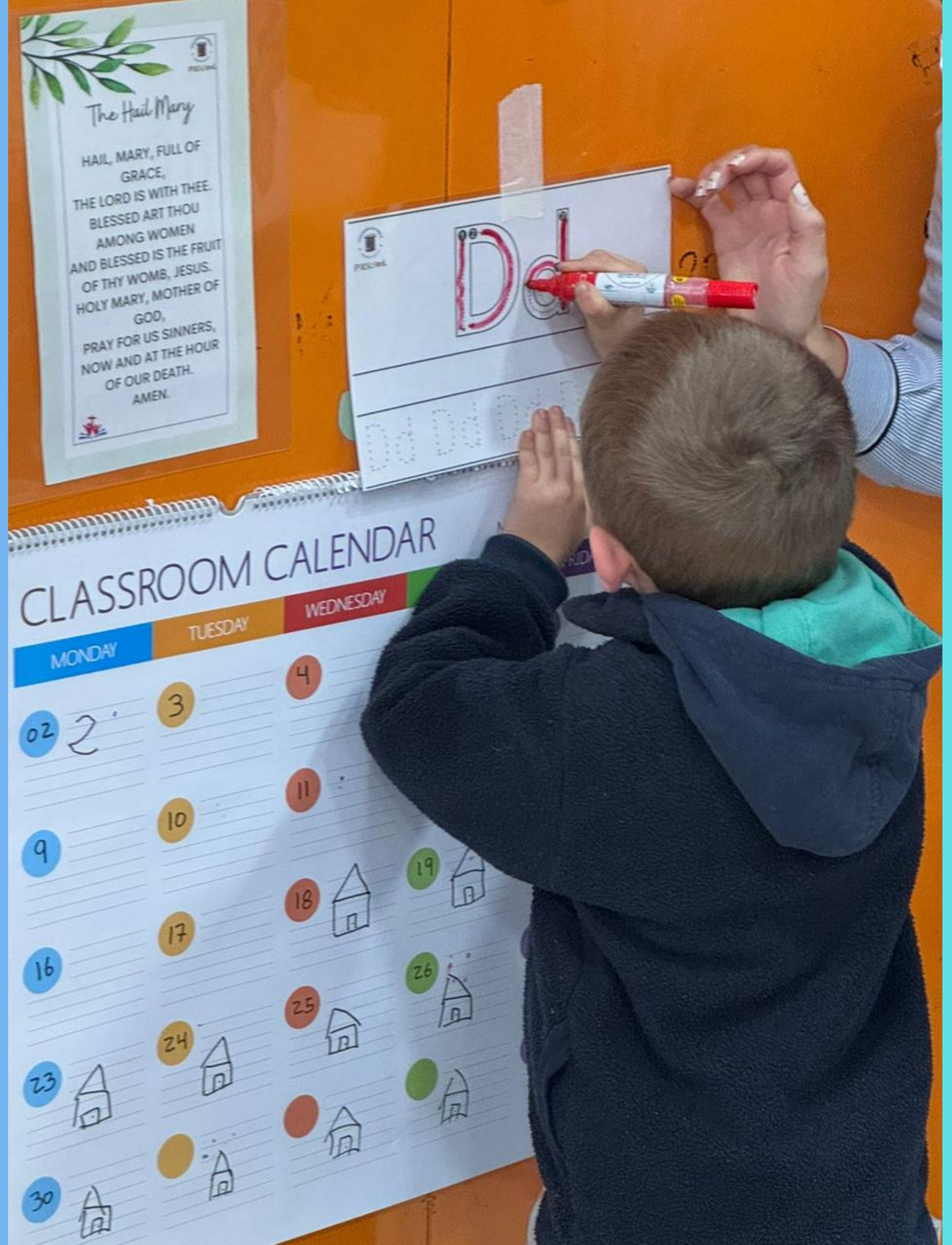




Fingerpaints

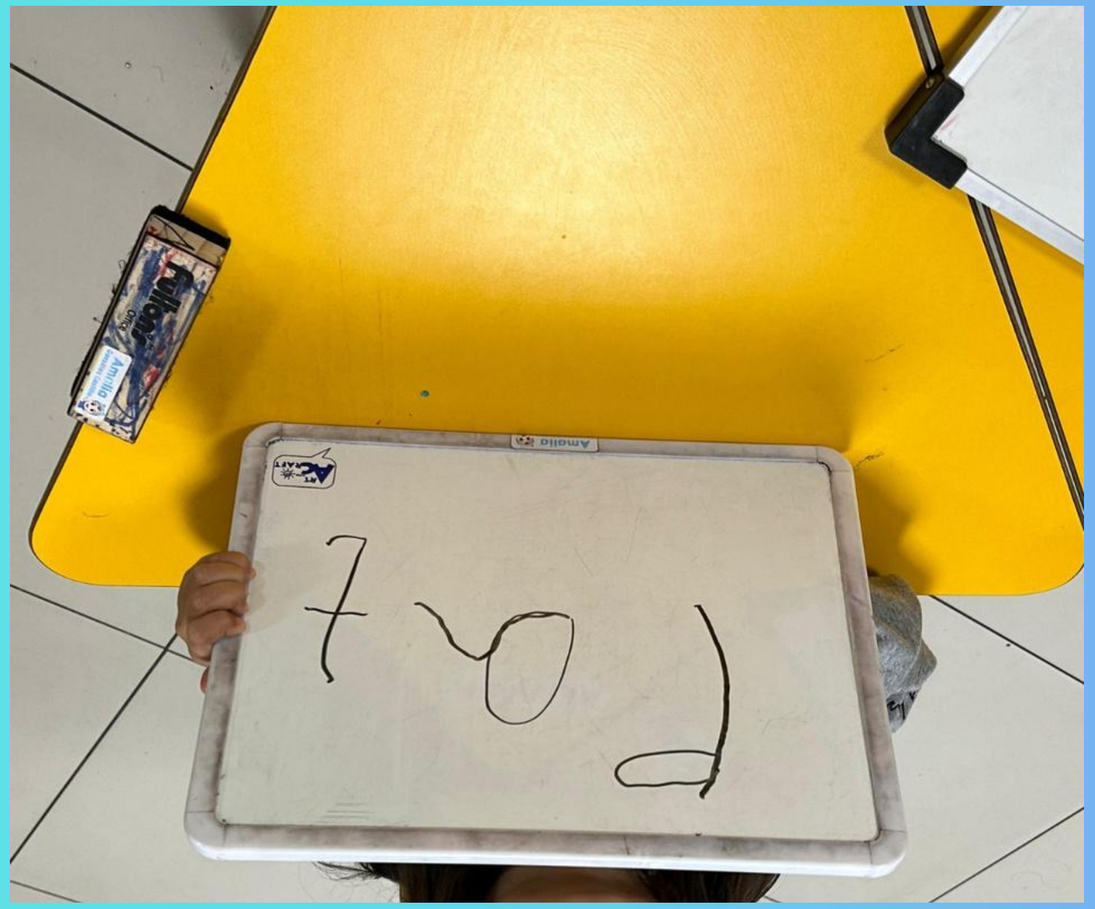

I can make the letter.
I can trace the letters.
Ss
I can make the sound.
S is for socks.


OSVALDO
Dd


The Hail Mary
HAIL, MARY, FULL OF GRACE,
THE LORD IS WITH THEE.
BLESSED ART THOU AMONG WOMEN
AND BLESSED IS THE FRUIT OF THY WOMB, JESUS.
HOLY MARY, MOTHER OF GOD,
PRAY FOR US SINNERS,
NOW AND AT THE HOUR OF OUR DEATH.
AMEN.
CLASSROOM CALENDAR
MONDAY
TUESDAY
WEDNESDAY


CATALINA O.




Amolla
ART


CLEMENTE
torre

Al final de la fase 2

Captions:

Can children read and write these captions?

- Pat a dog
- A cat in a hat
- A sad man
- A pin on a map
- Pots and Pans
- Dad and nan
- Get the mop
- Cats and dogs
- A red rug
- A tin can
- A kid in a cap
- A nap in a cot

Sound Buttons:



Real and Alien Words:

Can children read these words?

Real	Alien
gap fuss sip it tip tag lap sap big dig is dad can pip lot had nap in	fap nud bab duss meck uck hom sut pag ket ess gan 



FASE 3

EXPANSIÓN

5 A 6 AÑOS

Phase 3 Sound Mat							
j	v	w	x	y	z	zz	qu
ch	sh	th	ng	ai	ee	igh	oa
oo	oo	ar	or	ur	ow	oi	ear
air	ure	er					

Phase 3 High Frequency Words			
will	with	my	we
that	for	see	you
then	he	too	her
now	them	was	be
she	down	all	they
this	me	look	are

Phase 3 Tricky Words			
he	she	you	they
we	me	all	are
be	was	my	her

Knowledge - What I need to know:

Children build on the letter-sound correspondences learned in Phase 2. They learn consonant digraphs (sounds made up of two letters together such as 'ch' or 'll') and long vowel sounds (such as 'igh' or 'ai').

Set 6:	Set 7:	Consonant digraphs:	Vowel digraphs and trigraphs:	
j – jet, jam, jog, Jan **v** – van, vet, velvet **w** – wig, will, web **x** – fox, box, six	**y** – yes, yet, yell **z** – zip, zig-zag **zz** – buzz, jazz **qu** – quit, quick, liquid	**ch** – chip, chat, rich **sh** – shop, shed, fish **th** – thin, moth, that **ng** – ring, thing, song	**ai** – rain, tail, aim **ee** – bee, leek, see **igh** – high, sigh, might **oa** – boat, toad, foal **oo** – boot, food, moon **oo** – book, wood, foot **ar** – park, art, car **or** – for, torn, fork	**ur** – hurt, fur, surf **ow** – cow, owl, town **oi** – coin, boil, oil **ear** – dear, shear, year **air** – fair, pair, hair **ure** – sure, pure, manure **er** – dinner, summer, letter

- To read VC/ CVC real words and alien words.
- To read tricky words – he, she, we, me, be, was, you, they, all, are, my, her
- To read captions.
- To spell Phase 2 tricky words – no, go, I, to, the, into
- To write CVC words.

The

The cat

The cat is

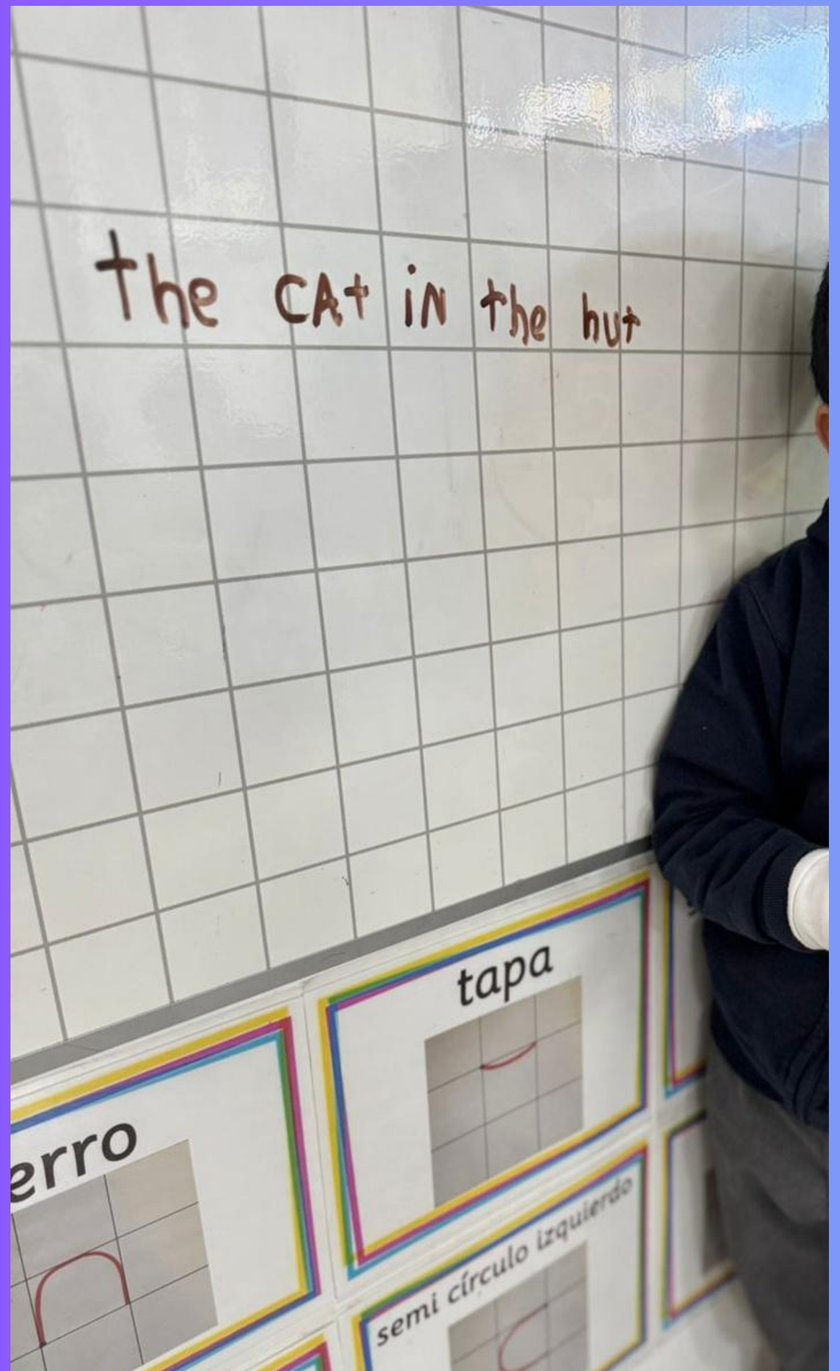
The cat is on

The cat is on the

The cat is on the mat



They can read decodable readers


the CAt iN the hut
tapa
semi círculo izquierdo


A rat ON the
Rock.
tapa
gancho derec
semi círculo izquierdo
onda

Al final de la fase 3

Captions:

Can children read and write these captions?

- Tools in the shed
- Ships in the port
- Boats on the river
- Fish and chips on a dish
- A goat and a cow
- Sixteen trees
- Looking at books
- The light of a torch

Real and Alien Words:

Can children read these words?

Real	Alien
fear cash turn join cook will shock waiter jam song chair pure boxer	quoop goap jight chax chang chep cofer thip yexot zog yair weeb





FASE 4

CONSOLIDACIÓN

6 A 7

Phase 4 Initial Sound Mat							
bl	br	cl	cr	dr	fl	fr	gl
gr	sm	sn	pl	pr	sc	scr	shr
sk	sl	sp	st	str	thr	tr	tw

Phase 4 Final Sound Mat						
ft	nth	lk	lp	lt	mp	nch
nd	nk	nt	pt	sk	st	xt

Phase 4 High Frequency Words			
went	just	like	some
from	help	one	come
children	said	have	there
little	were	do	what
It's	out	when	so

Phase 4 Tricky Words				
said	have	come	were	when
like	so	there	little	what
do	some	one	out	

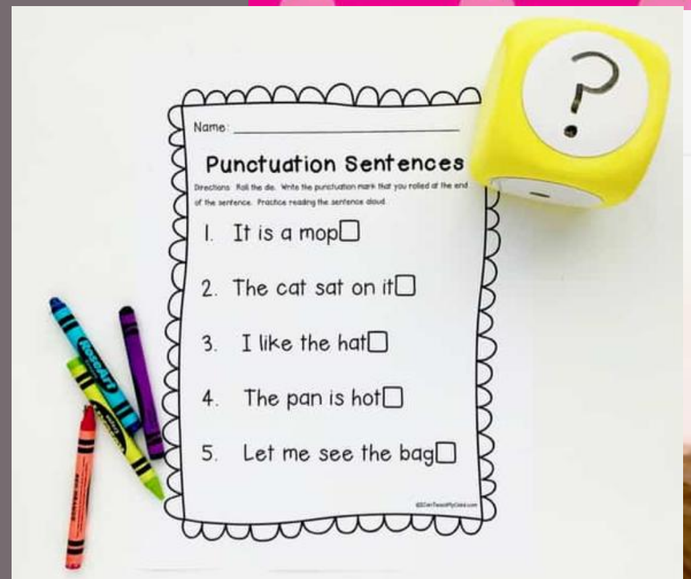
Knowledge - What I need to know:

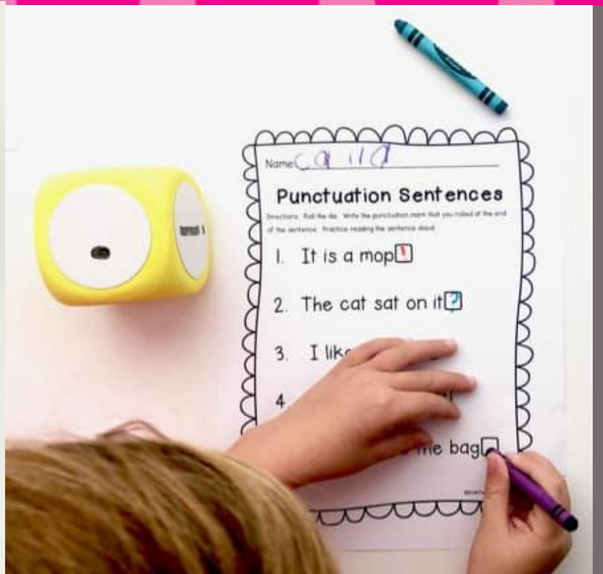
- Children will consolidate their knowledge during this phase and they will learn to read and spell words which have adjacent consonants (for example, **tr**ap, **str**ong, mi**lk** and **cr**ept**)**.
- To read tricky words - said, have, like, so, do, some, come, were, there, little, one, when, out, what
- To spell phase 3 tricky words – he, she, we, me, be, was, you, they, all, are, my, her



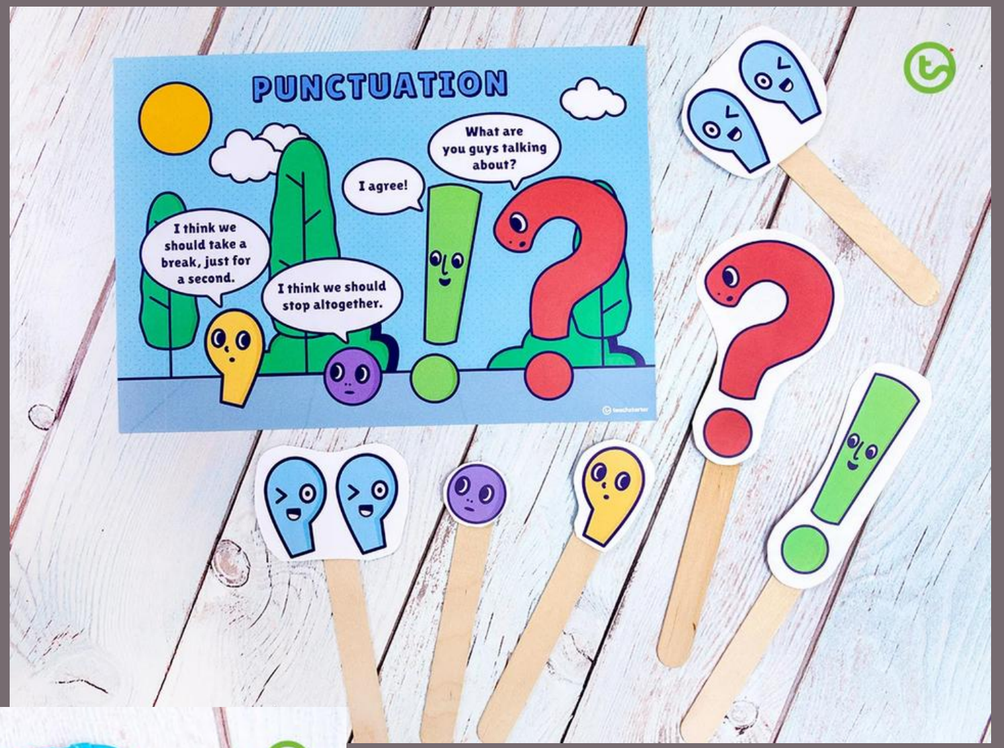
CVCC/CCVC words with a

⚀	hang	lamp	pant	rant	past
⚁	scab	grab	ramp	crab	glad
⚂	brag	drag	slam	swam	clam
⚃	plan	than	chap	clap	chat
⚄	trap	flat	that	glam	pang
⚅	bang	rang	sang	flan	gang

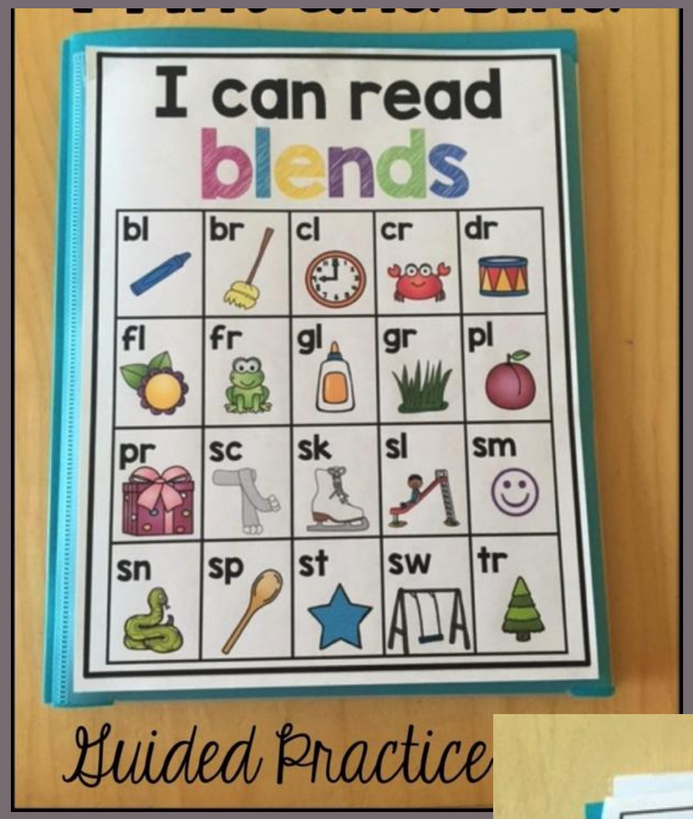


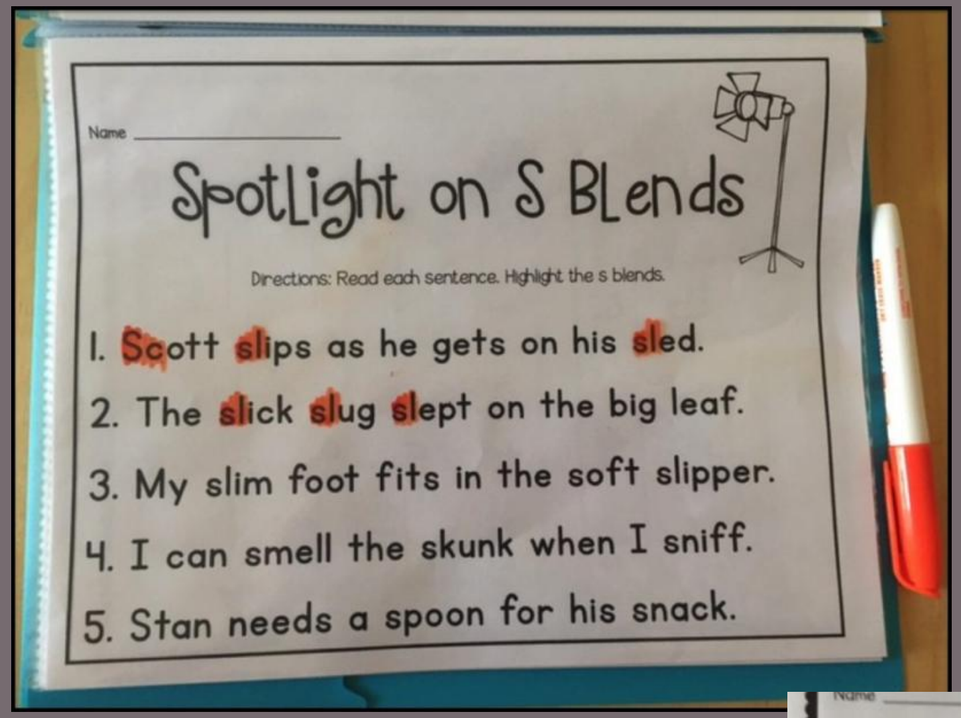


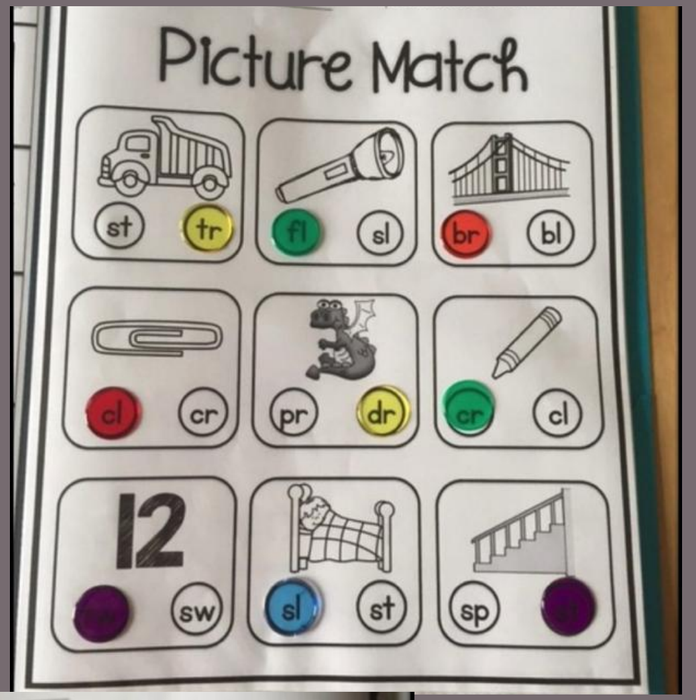

Sometimes i like to play in the rain
My goodness, I can't believe we won
Where is your sister
I can't believe how nice you are
I can't wait for tomor
What is your favo
football game
Are you all right
Capitals
we went to the zoo
I love to read dr

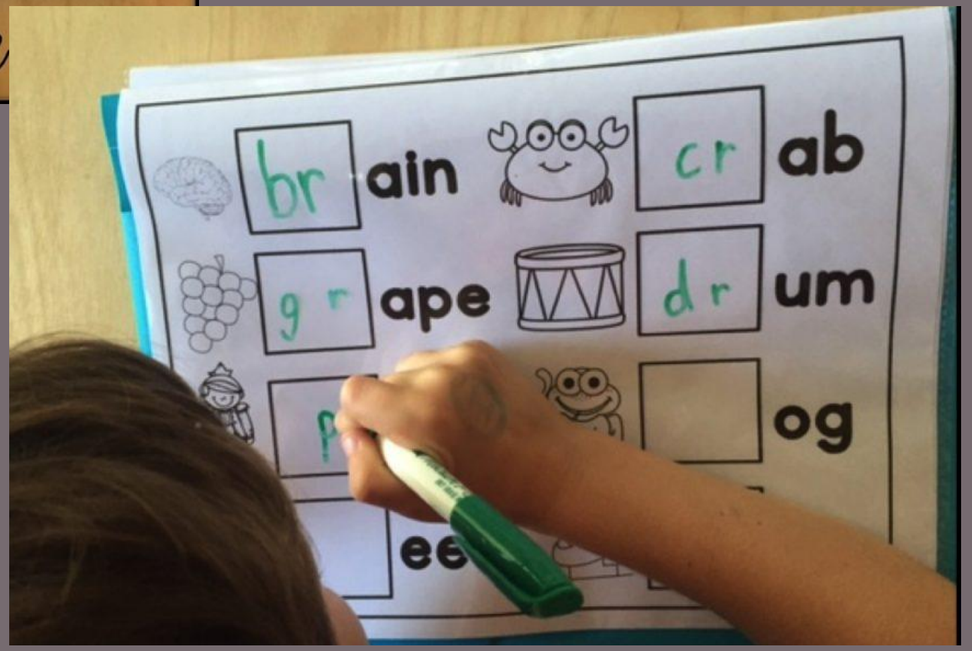

PUNCTUATION
I think we should take a break, just for a second.
I agree!
What are you guys talking about?
I think we should stop altogether.

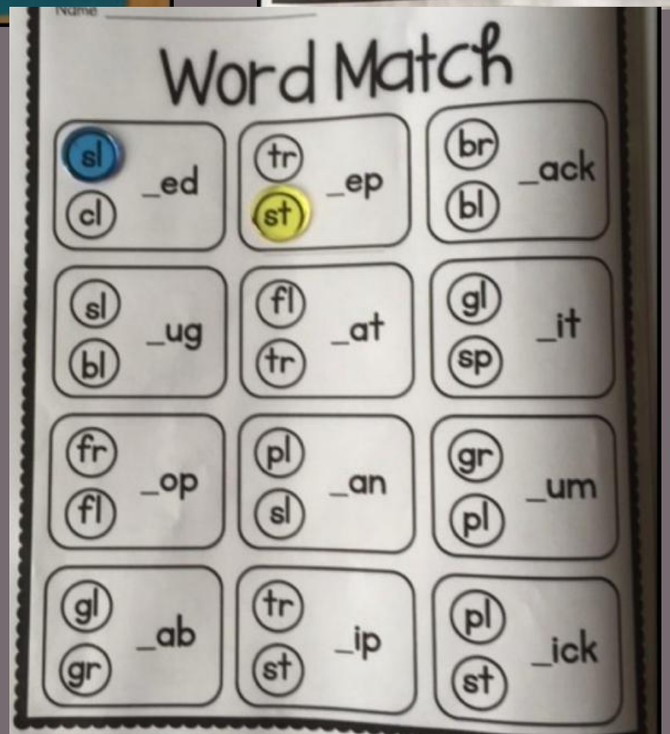

How are you
The cat is old

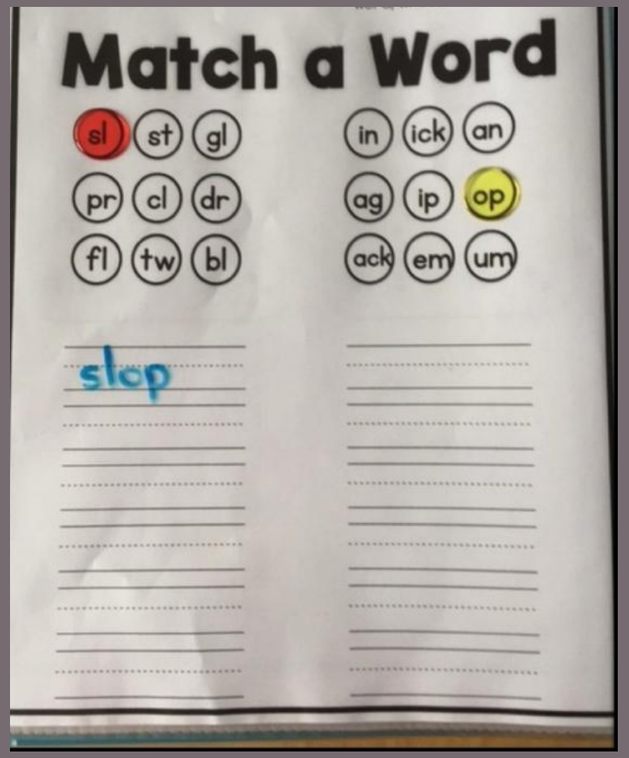

I can read
blends
bl br cl cr dr
fl fr gl gr pl
pr sc sk sl sm
sn sp st sw tr
Guided Practice

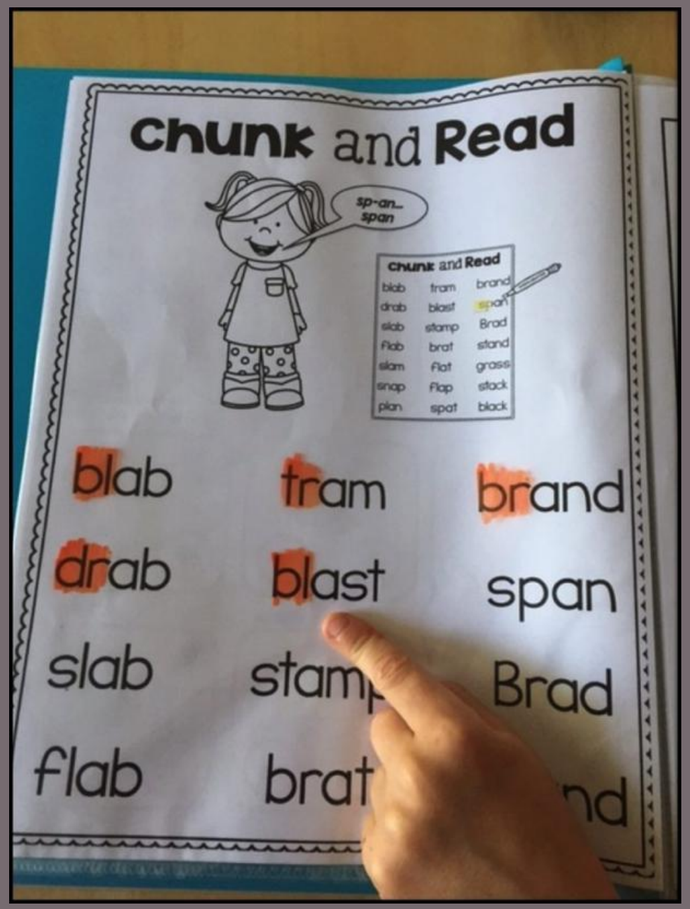

Name
SpotLight on S BLends
Directions: Read each sentence. Highlight the s blends.
1. Scott slips as he gets on his sled.
2. The slick slug slept on the big leaf.
3. My slim foot fits in the soft slipper.
4. I can smell the skunk when I sniff.
5. Stan needs a spoon for his snack.

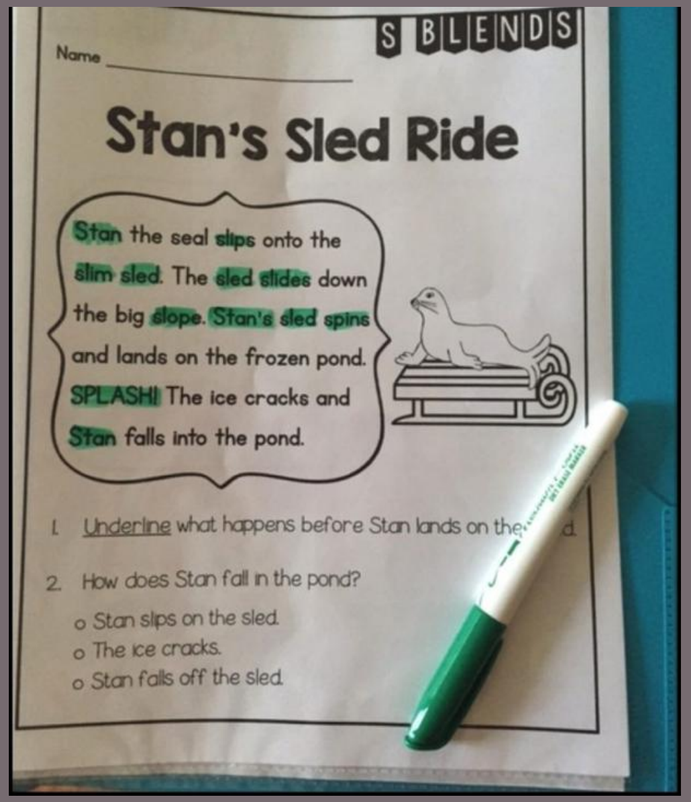

Picture Match
st tr
fl sl
br bl
cl cr
pr dr
cr cl
12
sw
sl st
sp


br ain
cr ab
g r ape
d r um
og
ee


Word Match
sl cl _ed
tr st _ep
br bl _ack
sl bl _ug
fl tr _at
gl sp _it
fr fl _op
pl sl _an
gr pl _um
gl gr _ab
tr st _ip
pl st _ick


Match a Word
sl st gl
pr cl dr
fl tw bl
in ick an
ag ip op
ack em um
slop


Chunk and Read
sp-an... span
Chunk and Read
blab tram brand
drab blast span
slab stamp Brad
flab brat stand
slam flat grass
snap flap stack
plan spat black
blab tram brand
drab blast span
slab stamp Brad
flab brat nd


Name
S BLENDS
Stan's Sled Ride
Stan the seal slips onto the slim sled. The sled slides down the big slope. Stan's sled spins and lands on the frozen pond. SPLASH! The ice cracks and Stan falls into the pond.
1. Underline what happens before Stan lands on the
2. How does Stan fall in the pond?
o Stan slips on the sled.
o The ice cracks.
o Stan falls off the sled.

Al final de la fase 4

Captions:

Can children read and write these captions?

- Fred and Brent spent a week in Spain.
- It is fun to camp in a tent.
- I kept bumping into things in the dark.
- The clown did tricks with a chimpanzee.
- Milk is good for children's teeth.
- I must not tramp on flowers.
- The frog jumps in the pond and swims off.
- A crab crept into a crack in the rock.

Real and Alien Words:

Can children read these words?

Real	Alien
stand brown clear milk frog spent crept street spring	plood grint theist dreet bamp fowspring skarb shreb spunch kelf pronk glorpid





FASE 5

DESARROLLO AVANZADO

Phase 5 Sound Mat							
ay	ou	ie	ea	oy	ir	ue	ue
aw	wh	ph	ew	ew	oe	au	ey
a-e	e-e	i-e	o-e	u-e	u-e		

Phase 5 High Frequency Words			
Mr	Mrs	called	could
looked	don't	old	about
made	asked	I'm	house
your	very	by	time
came	make	their	day
saw	put	oh	people
here			

Phase 5 Tricky Words			
oh	their	people	Mr
Mrs	looked	called	asked
could			

Knowledge - What I need to know:

- Children will learn some new graphemes for reading. They will also be taught alternative pronunciations for known graphemes. For example, they have already learned **ow** as in cow and will now learn **ow** as in blow.
- In addition, they will learn alternative spellings for known phonemes. For example, the sound /igh/ has been learned as the grapheme **igh** as in 'night', but can also be spelled **y**, **ie**, and **i-e**.

New Graphemes				Alternatives
ay, ou, ie, ea, oy	ir, ue, aw, wh, ph	ew, oe, au, ey	a-e, e-e, i-e, o-e, u-e	a (ai as in acorn), e (ee as in me), I (igh as in child), o (oa as in no), u (yoo as in unicorn) ow (oa as in grow), ie (ee as in field), ea (e as in head), y (igh as in sky), y (i as in crystal), y (ee as in happy), ch (k as in school), ch (sh as in chef), c (s as in cell), g (j as in gem), ey (ee as in donkey), ey (ai as in grey), ei (ai as in veil), ture (ch as in picture), tch (ch as in catch), dge (j as in bridge), mb (m as in lamb), gn (n as in gnome), kn (n as in knee), wr (r as in write), eer (ear as in cheer), ere (ear as in here), ere (air as in there), ear (air as in pear), are (air as in care), augh (or as in caught)

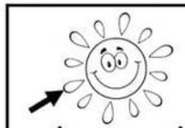
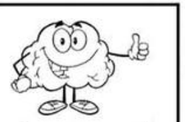
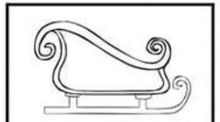
- To read tricky words – Mr, Mrs, oh, their, people, looked, called, asked, could
- To spell phase 4 tricky words – said, have, like, so, do, some, come, were, there, little, one, when, out, what

Sort it!

ay
ai
ei

Look, say and circle.



 ai ay ei	 ay ei ai	 ei ay ai
 ei ai ay	 ai ay ei	 ay ei ai
 ei ai ay	 ay ai ei	 ei ai ay
 ay ei ai	 ei ay ai	 ai ei ay

Sort it!



ai
ei
ay

Cut out the pictures and match them to the sounds.











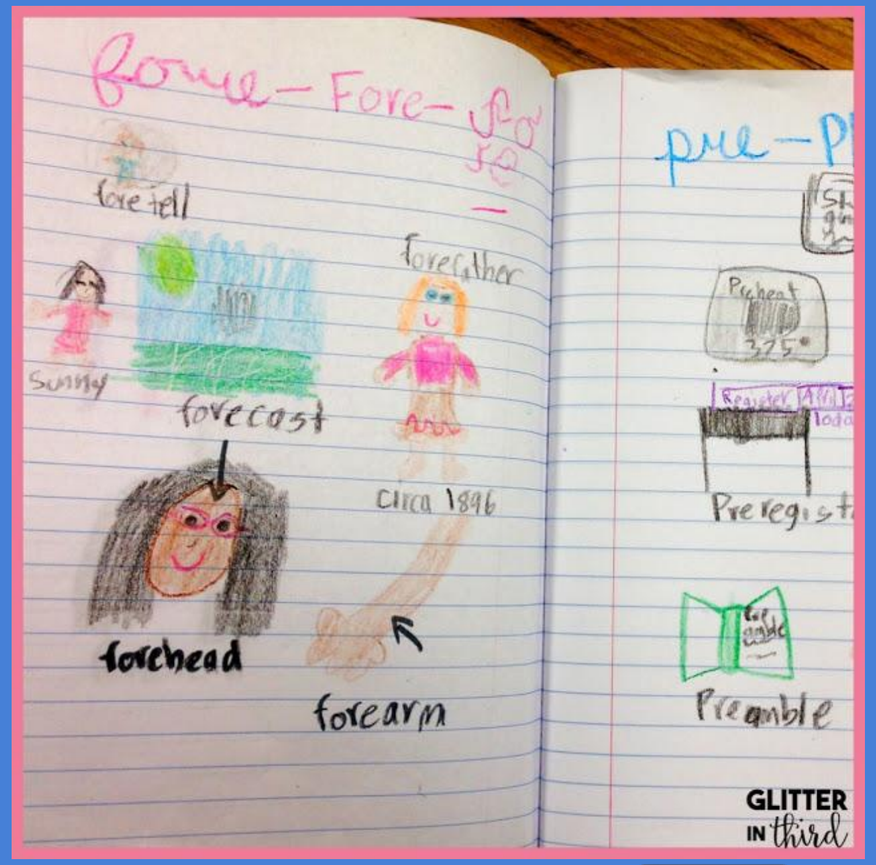
Sort it!

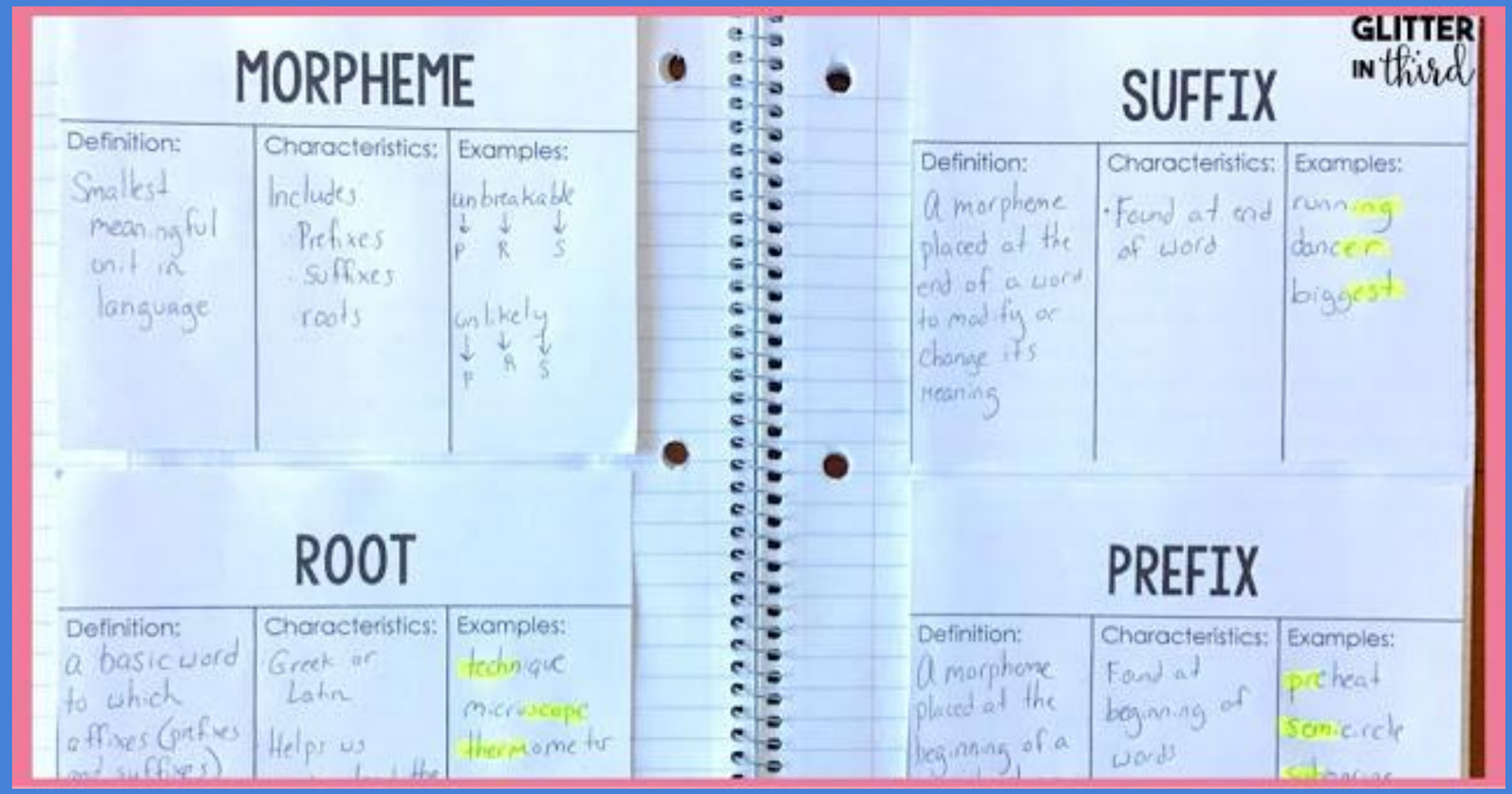
ei
ai
ay

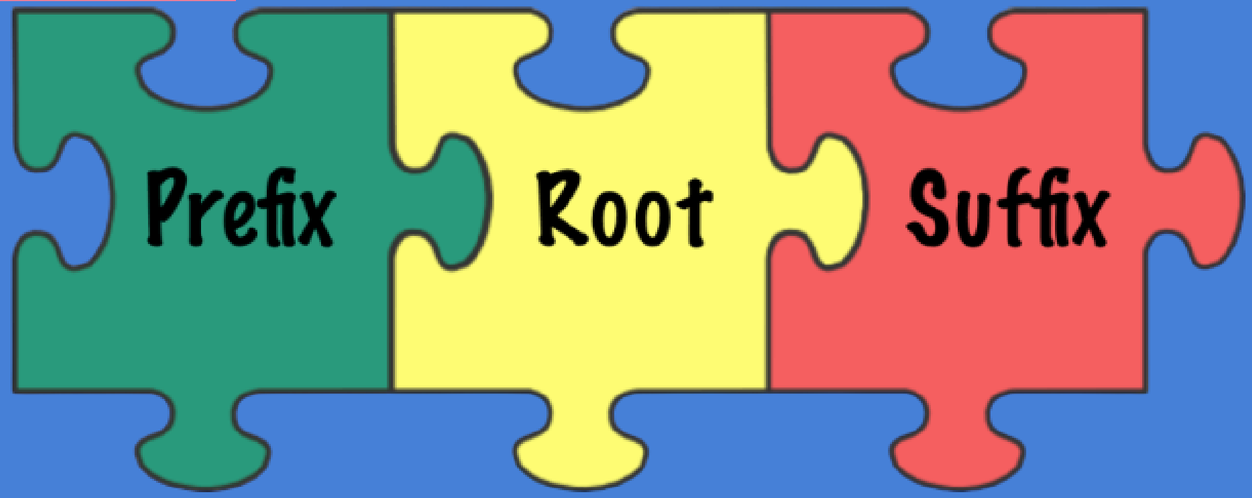
Roll, trace and read.

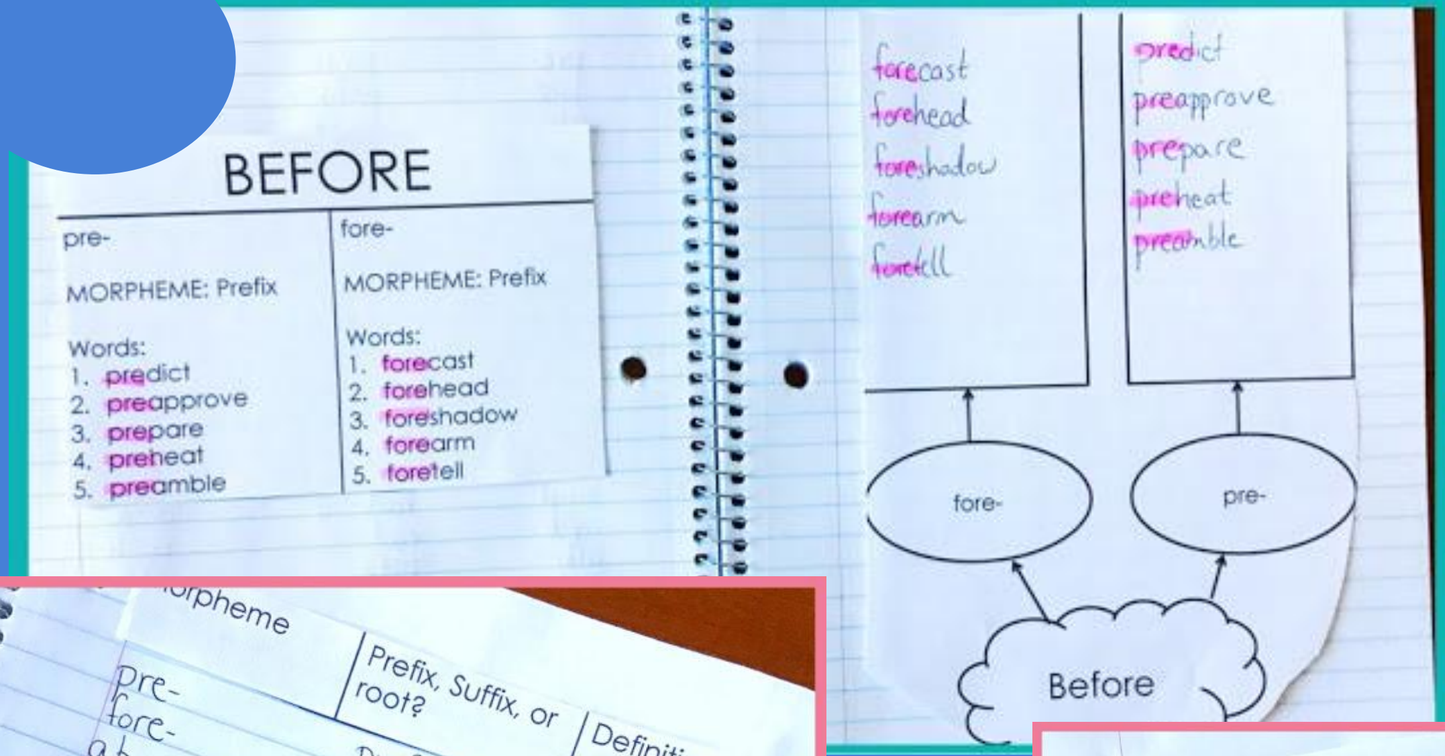


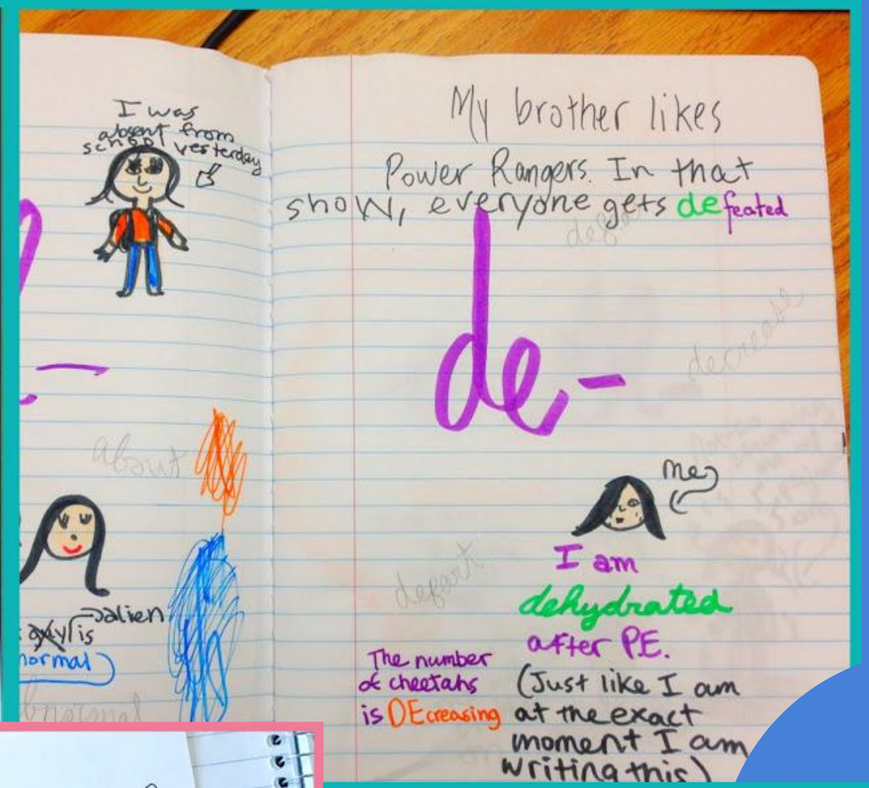
	clay stray lay
	weigh eight
	snail daisy
	vein reign veil
	pay way hay
	hail tail sail

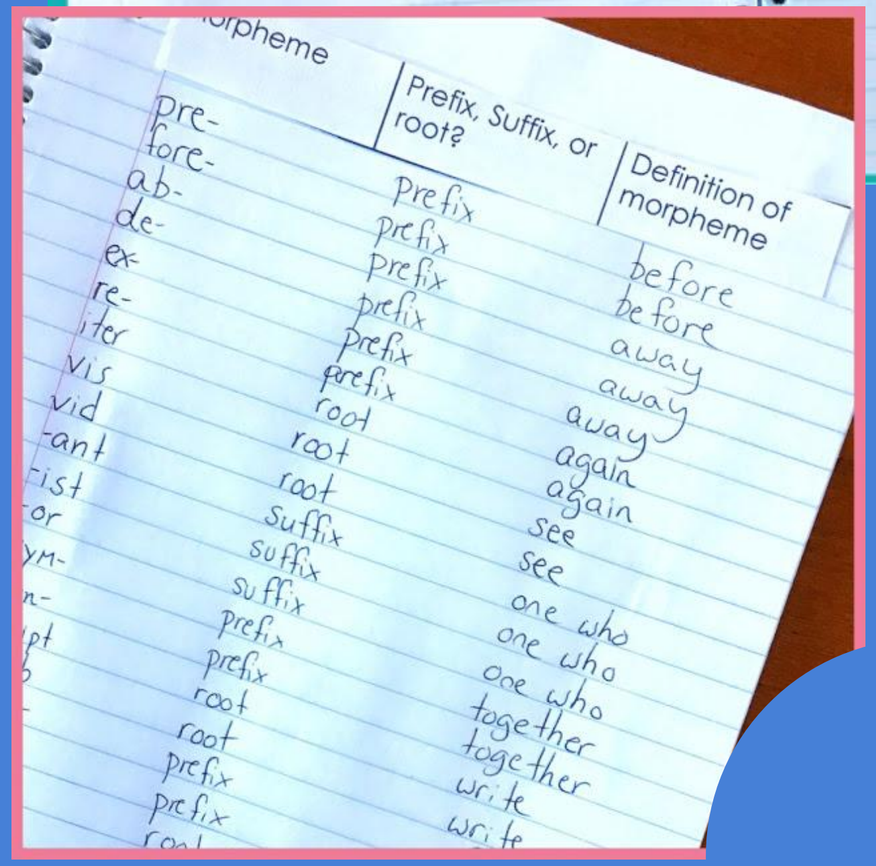

fore- Fore- fo
pre- p
tore tell
forefather
Sunny
forecast
Circa 1896
forehead
forearm
Preheat
375°
Preregist
Preamble
GLITTER IN third

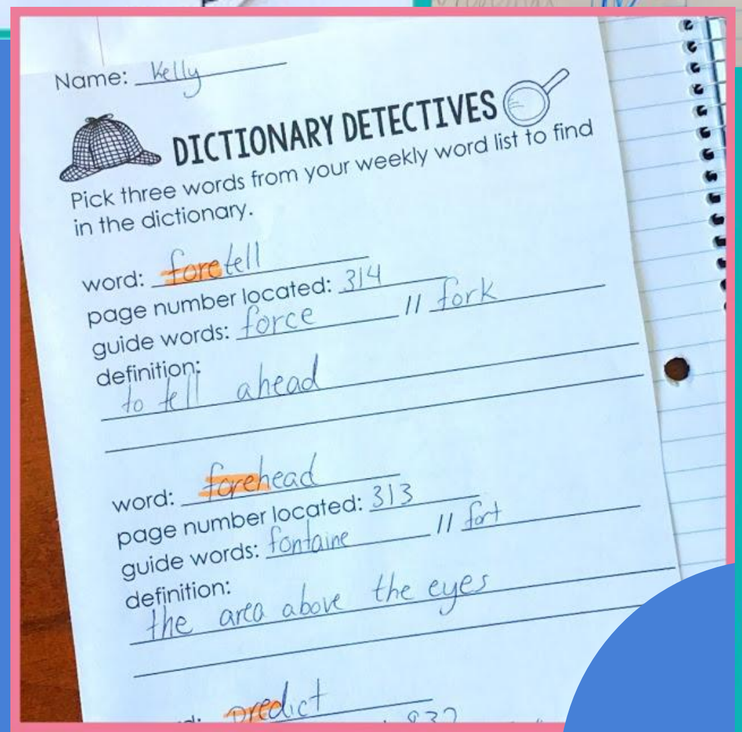

MORPHEME
Definition:
Smallest meaningful unit in language
Characteristics:
Includes
Prefixes
suffixes
roots
Examples:
unbreakable
P R S
unlikely
P R S
ROOT
Definition:
a basic word to which affixes (prefixes and suffixes)
Characteristics:
Greek or Latin
Helps us
Examples:
technique
microscope
thermometer
SUFFIX
Definition:
A morpheme placed at the end of a word to modify or change its meaning
Characteristics:
Found at end of word
Examples:
running
dancer
biggest
PREFIX
Definition:
A morpheme placed at the beginning of a
Characteristics:
Found at beginning of words
Examples:
preheat
Semicircle
GLITTER IN third

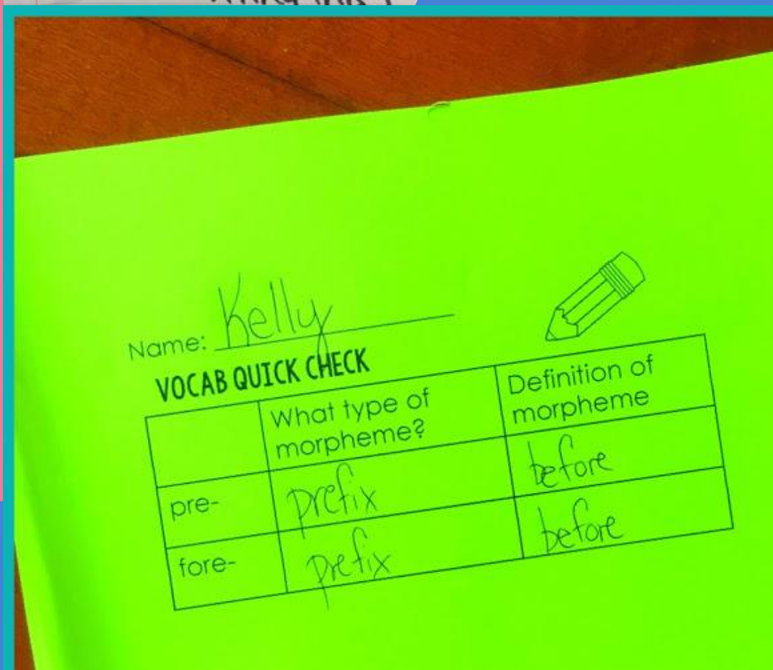

Prefix
Root
Suffix


BEFORE
pre-
MORPHEME: Prefix
Words:
1. predict
2. preapprove
3. prepare
4. preheat
5. preamble
fore-
MORPHEME: Prefix
Words:
1. forecast
2. forehead
3. foreshadow
4. forearm
5. foretell
forecast
forehead
foreshadow
forearm
foretell
predict
preapprove
prepare
preheat
preamble
fore-
pre-
Before


I was absent from school yesterday
My brother likes
Power Rangers. In that show, everyone gets defeated
de-
me
I am dehydrated after P.E.
(Just like I am at the exact moment I am writing this)
The number of cheetahs is DEcreasing


Prefix, Suffix, or root?
Definition of morpheme
pre- prefix before
fore- prefix before
ab- prefix away
de- prefix away
ex- prefix away
re- prefix again
iter prefix again
vis root see
vid root see
-ant suffix one who
-ist suffix one who
-or suffix one who
sym- prefix together
n- prefix together
pt root write
root write
prefix
prefix

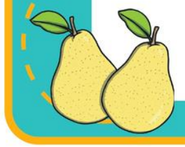

Name: Kelly
DICTIONARY DETECTIVES
Pick three words from your weekly word list to find in the dictionary.
word: foretell
page number located: 314
guide words: force // fork
definition: to tell ahead
word: forehead
page number located: 313
guide words: fontaine // fort
definition: the area above the eyes
word: predict


Name: Kelly
VOCAB QUICK CHECK
What type of morpheme?
Definition of morpheme
pre- prefix before
fore- prefix before

1 Syllable Words

cat
drink
hook
phone
hand
pig
sheep
horse
bed
bread
pear
blue



2 Syllable Words

bottle
apple
tissue
dinner
table
monkey
chicken
flower
puzzle
ladder
purple
lemon






3 Syllable Words

gorilla
telephone
dinosaur
ladybug
butterfly
banana
computer
pajamas
bulldozer
unicorn
screwdriver
motorbike






4 Syllable Words

caterpillar
helicopter
elevator
stegosaurus
watermelon
aquarium
calculator
television
pepperoni
cauliflower
binoculars
avocado



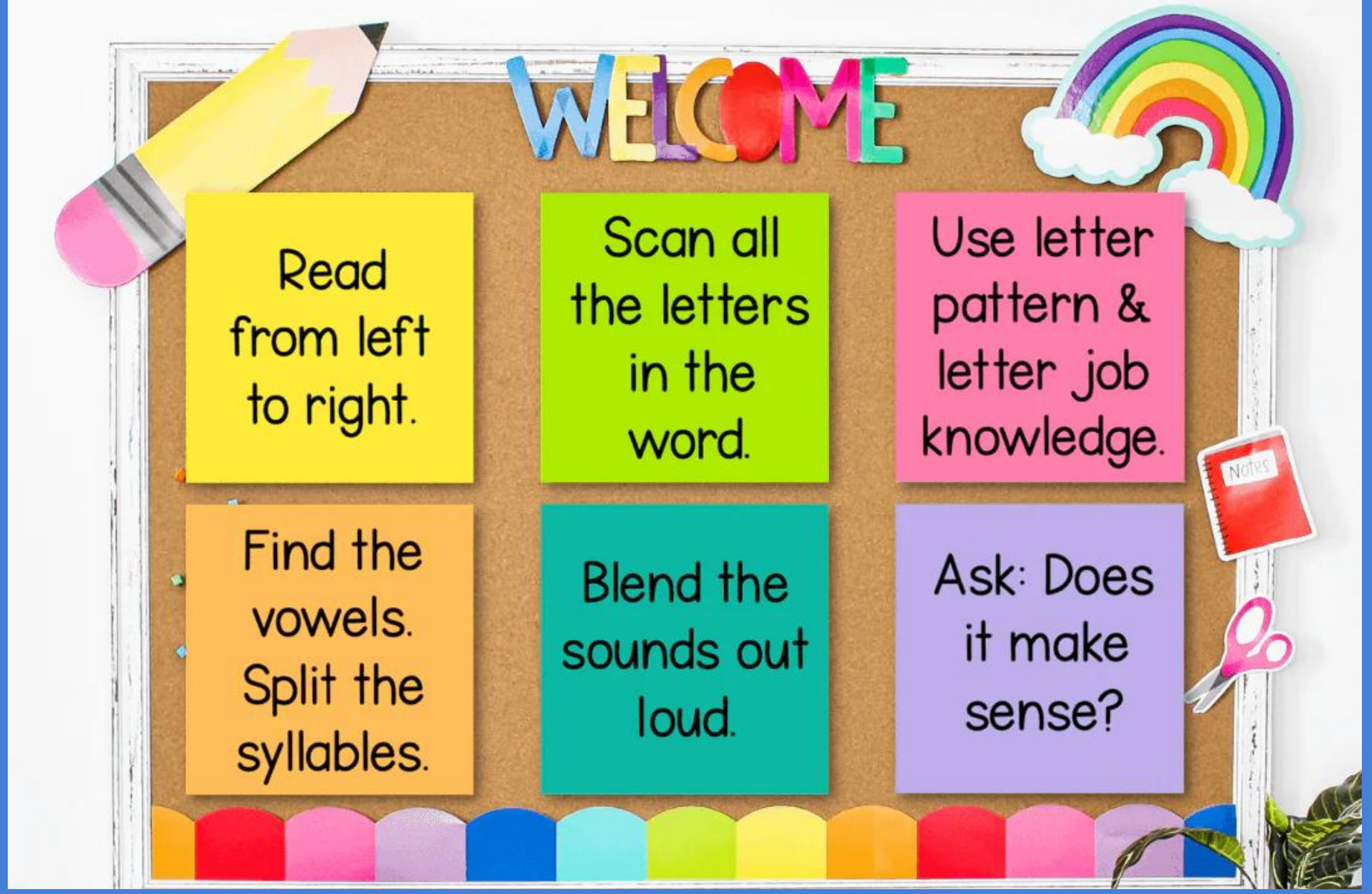


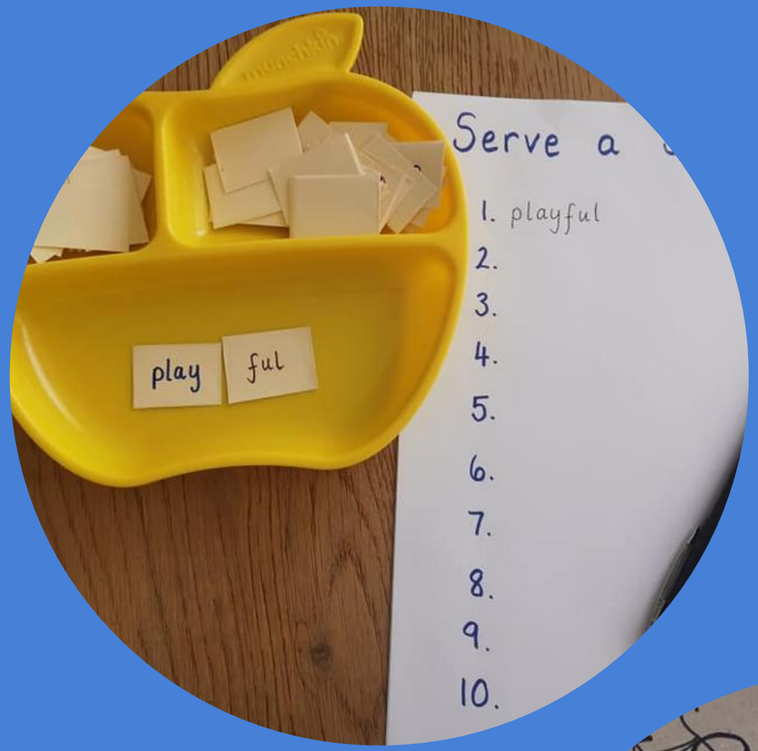
5 Syllable Words

hippopotamus
vocabulary
tyrannosaurus
electricity
refrigerator
technological
communication
imagination
archeology
immediately
abracadabra




DECODING STRATEGIES




play
ful
Serve a
1. playful
2.
3.
4.
5.
6.
7.
8.
9.
10.


u
e
e
e
o
a
e


ee
ur
or
igh
oi
oo
oa
bird
maik
mayk
make
kee
key
kea


bike
bighk
whale
snail
snayl


Splenda
Essential
WEANING
EQUIPMENT
Spoons
Bibs
Hand blenders
Beakers
Plastic bowls
Ice-cube trays

Al final de la fase 5

Captions:

Can children read and write these captions?

- Mr Paul called out how much time they had left to make a toy.
- The girl, called Whitney, saw a blue bird by the sea.
- The boy came here to the house to eat pies.
- We saw the people come down the mountain.
- An elephant stomped on Philip's toes.
- The crayons looked very new.
- I'm going to make something out of clay today.
- Oh, don't these clouds seem like puffs of smoke!

Real and Alien Words:

Can children read these words?

Real	Alien
spray	kray
found	voud
pie	jie
steam	feam
enjoy	froy
glue	huep
claw	goel
whisper	vaul
alphabet	baunted
chew	ronkey
goes	haney
August	vate
honey	gobe
amaze	pede
delete	gime
slide	drome
stone	
flute	





FASE 6

FLUIDEZ

8 A 9 AÑOS



Knowledge - What I need to know:

Rules for :

- Adding suffixes –ing, es, ful, less, ly, er, ed, est, ment, ness
- Adding prefixes – un, bi, dis, mis, pre, re, sub, tri, pro
- Possessive apostrophe
- Contractions
- Homophones

Suffix

Suffix	Meaning	Example
+ed	In the past	walked, climbed
+s/es	More than one	pencils, boxes
+ing	Doing something	singing, running
+ly	How something is done	quietly, angrily
+less	Without	fearless, hopeless
+ful	Full of	colourful, beautiful
+ness	State or condition	happiness, sadness
+ment	In the action of	movement, enjoyment
+er	More	lower, luckier
+est	Most	lowest, luckiest
+y	adjective	funny, scary

Prefix

Prefix	Meaning	Example
un-	Not, reversal of	unlucky, unhappy

Words do not change their spelling when a prefix is added.

Homophones

Homophones
be/ bee
bear/ bare
blew/ blue
hear/ here
knight/ night
see/ sea
son/ sun
to/ two/ too
there/ their/ they're

Possessive apostrophe

Singular nouns	Plural nouns
Dog's house	Boys' ball
Sally's book	Girls' hands
Car's engine	
Sister's room	
My mum's bag	

Contractions

Children need to learn not only how to spell the contracted form of the word but also how to correctly place the apostrophe to represent the missing letters.

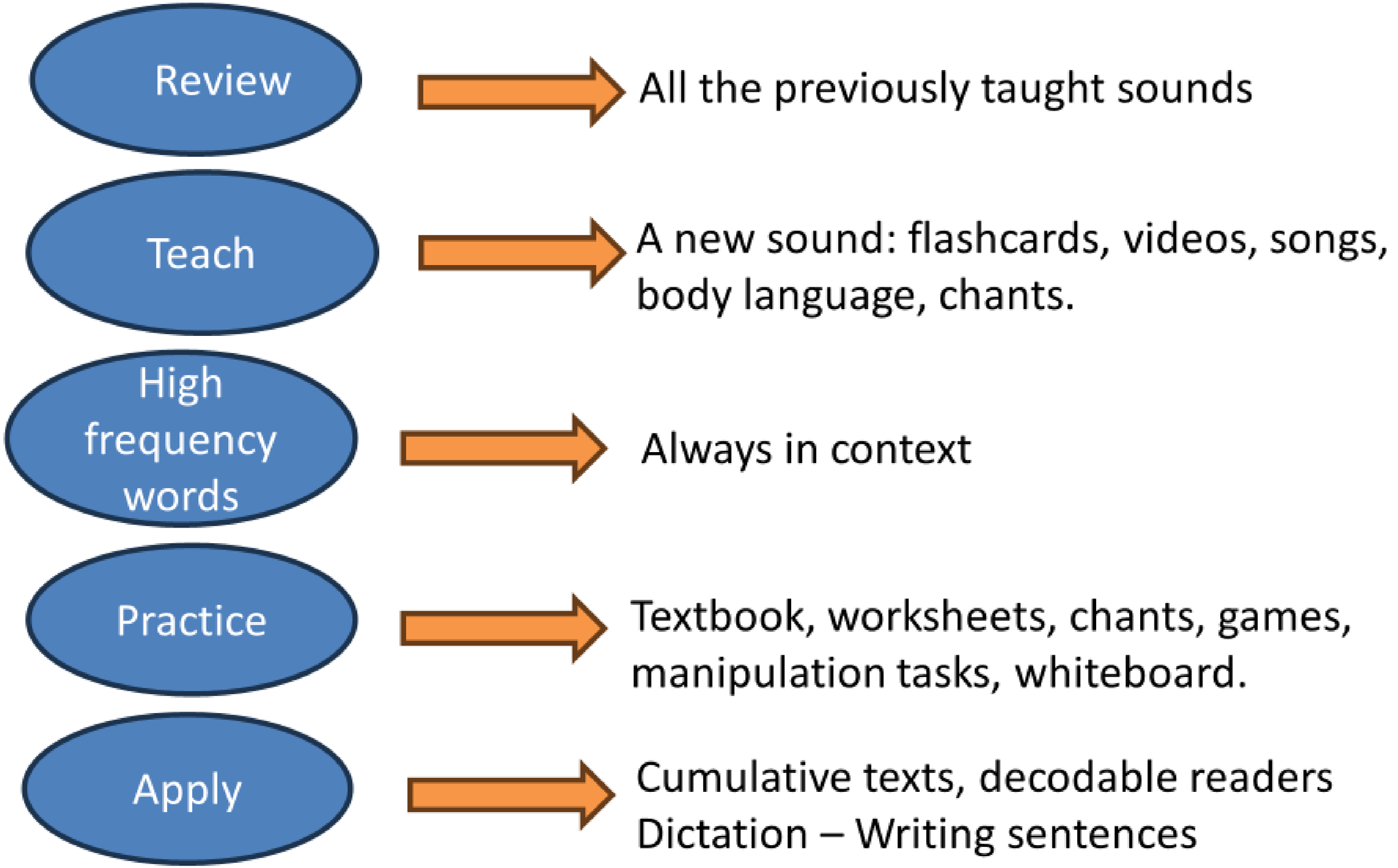
Original Words	Contracted Form
I am	I'm
you are	you're
he is	he's
she is	she's
we are	we're
they are	they're
cannot	can't
will not	won't
is not	isn't
are not	aren't
I have	I've
you have	you've
I would	I'd
you would	you'd
he would	he'd
she would	she'd
we would	we'd
let us	let's

Objetivos clave de la fase 6

- Desarrollar la Fluidez Lectora:
- Mejorar la Precisión en la Escritura (Spelling):
- Usar las Reglas de Ortografía:
- Fomentar la Autonomía:



Importante de considerar


Review
All the previously taught sounds
Teach
A new sound: flashcards, videos, songs, body language, chants.
High frequency words
Always in context
Practice
Textbook, worksheets, chants, games, manipulation tasks, whiteboard.
Apply
Cumulative texts, decodable readers
Dictation – Writing sentences

Practice practice practice



Incluir la práctica de Phonics cada clase de inglés



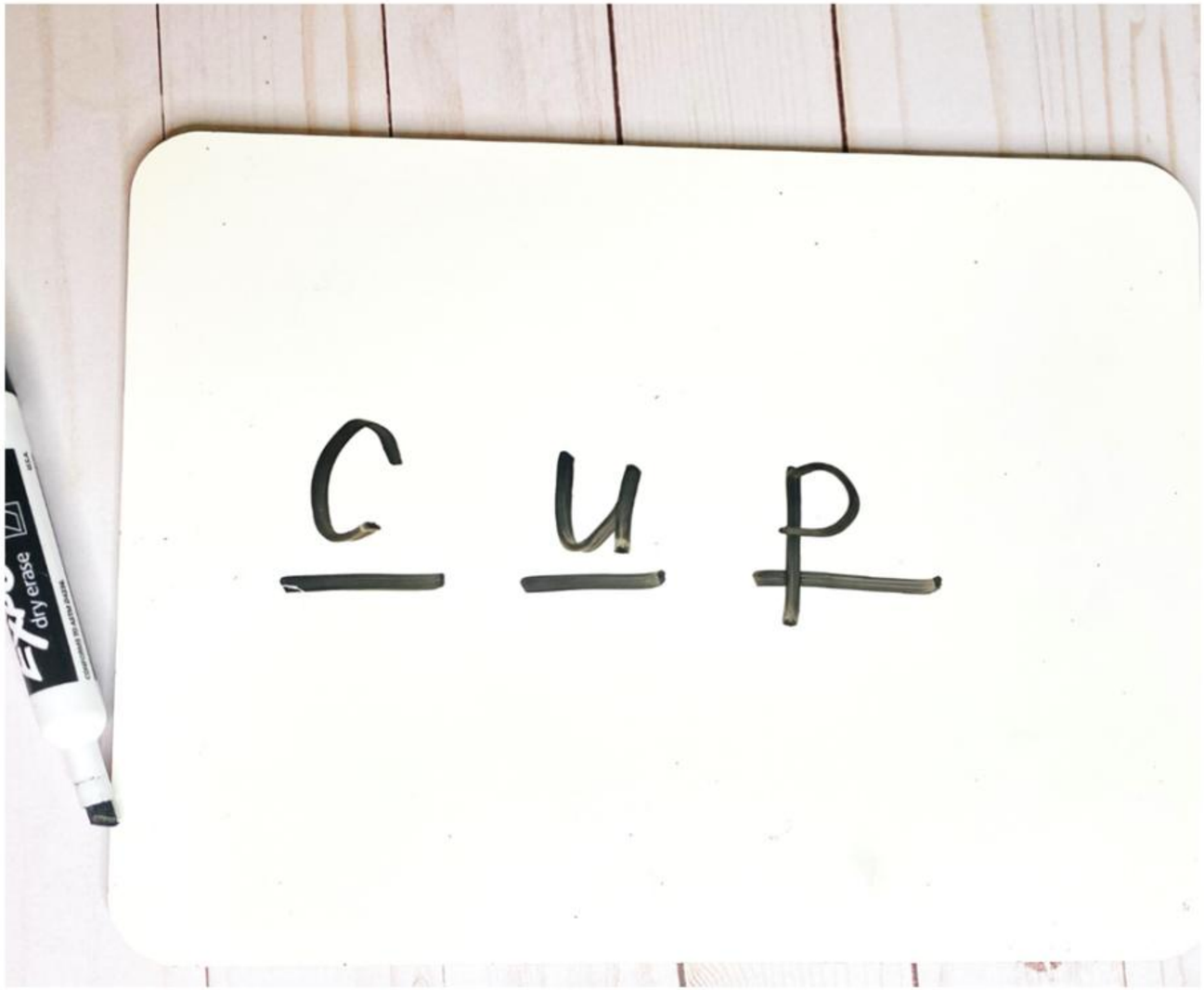
Monday	Tuesday	Wednesday	Thursday	Friday
REVIEW	REVIEW	REVIEW	REVIEW	REVIEW
TEACH NEW SOUND	PRACTICE	PRACTICE	PRACTICE	APPLICATION
		HFW		


Letterland
M
m
Munching Mike


Ss
Sammy Snake
Aa
Annie Apple
Tt
Talking Tess
Pp
Peter Puppy
Ii
Impy Ink
Nn
Nosy Nick


Aa
AUTO
Bb
BARCO
Cc
CASA
Dd
DINOSAURIO
Ee
ELEFANTE
Letterland
Rr
Red Robot
It
is
a
in
on
and
The
He
She

Practice



Games









Working with centers


Blending Line
c a t


cat
man
sit


c a t




can
the
a



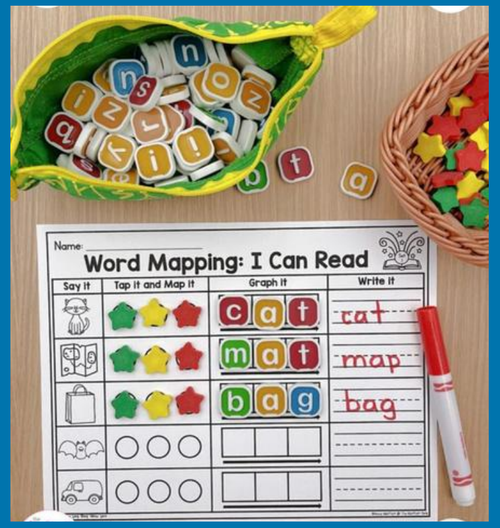

Word Building with
EGG CARTONS
teach-me-mommy.com
b oa t
h a t




up
up
cat
cat
cake
cake


p a t
Pool Noodle Phonics:
segmenting & blending


s a t

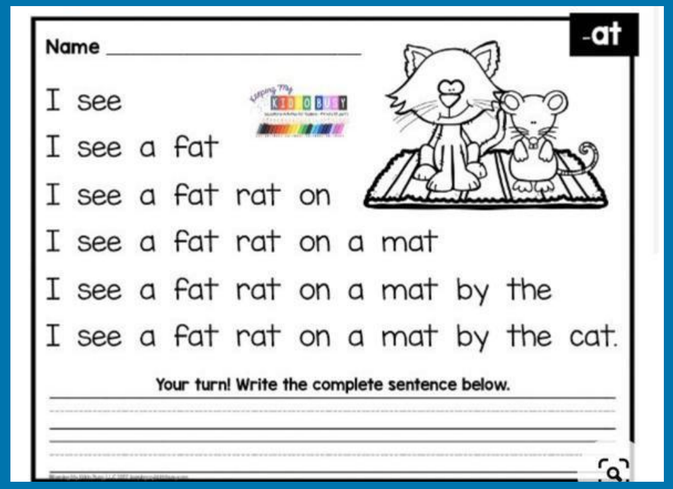

Name:
Word Mapping: I Can Read
Say it
Tap it and Map it
Graph it
Write it
cat
mat
bag
rat
map
bag

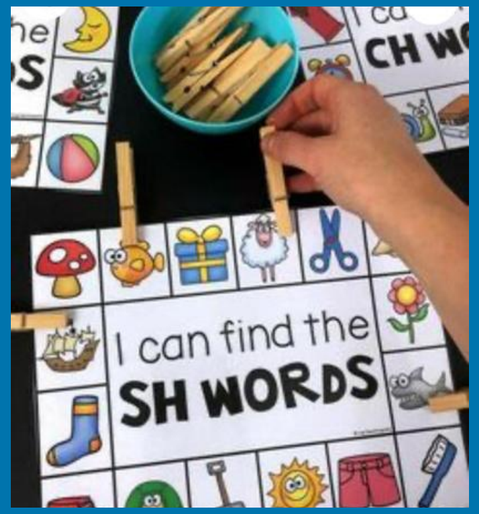

cat


BUILD + WRITE
The dog
The cat
I Can Make a Sentence
The bat
can sleep.
The bat can sleep.


c_t
eiou


me
go
the
no
to
Oceans and Seas


Name
-at
I see
I see a fat
I see a fat rat on
I see a fat rat on a mat
I see a fat rat on a mat by the
I see a fat rat on a mat by the cat.
Your turn! Write the complete sentence below.


I can find the
SH WORDS


Need a partner activity
for your readers and

Supporting Bibliography for Phonics Progression in LATAM





Early Stimulation and Language Development

Goswami, U. (2002). Phonology, Reading Development, and Dyslexia: A Cross-Linguistic Perspective.
Phonological awareness can be fostered in preschool years, before formal grapheme instruction.

Snow, C. & Juel, C. (2005). Teaching Children to Read: What Do We Know About How to Do It? Harvard.
Early exposure to sounds and language structures strengthens later literacy in any language.

Trehearne, M. (2011). Learning to Read and Write in the Multilingual Family.
Children can learn in parallel codes when teaching is structured and progressive.

Dual Literacy and Bilingual Contexts

- **Cummins, J. (2000). Language, Power and Pedagogy: Bilingual Children in the Crossfire.**

Literacy skills in L1 and L2 are interdependent; progress in one supports the other.

- **Genesee, F. (2008). Dual Language Development & Disorders.**

Bilingual children achieve equal or higher literacy outcomes with structured exposure.

- **August, D. & Shanahan, T. (2006). Developing Literacy in Second-Language Learners.**

Children can begin reading in a second language early when programs are well-sequenced.

Cada niño tiene el poder de leer y escribir desde una edad temprana; solo necesitan que creamos en ellos y que les brindemos el espacio para explorar con confianza.

- *Abigail Uribe*



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