**Nonsense Words, Syllables, Phonics**

**Nonsense Words:**

**What is nonsense word fluency?**

The DIBELS **Nonsense Word Fluency** (NWF) measure is a standardized, individually administered test of the alphabetic principle including letter-sound correspondence in which letters represent their most common sounds and of the ability to blend letters into **words** in which letters represent their most common sounds.

**Why is being able to make nonsense words important?**

When students practice reading **nonsense words**, they are practicing an **important** reading skill: breaking apart a **word** into a syllable that may not hold meaning by itself.

**Why is nonsense word ability important?**

Nonsense word **fluency** measures a student's ability to decode individual phonemes and then blend them together to read. They're an indicator of a student's progress in acquiring early alphabetic principle skills.

**What do nonsense word ability measure?**

Nonsense word fluency measures a student's ability to **decode** individual phonemes (use of the **alphabetic** principle) and then blend the sounds together to **read** words. There is a large body of evidence that supports the use of pseudowords (nonsense words) for assessment purposes.

**What is a CVC word?**

A **CVC word** is a **word** that is made up of a consonant, vowel and consonant sound. Cat, hot, tip, man and hut are all **CVC words**. These words will be the first words your child will be introduced to and will create. These will also serve as a platform for making nonsense words.

**Phonics and nonsense words:**

**What are nonsense words in phonics?**

**Nonsense word** fluency measures a student's ability to decode individual phonemes and then blend them together to read. They're an indicator of a student's progress in acquiring early alphabetic principle skills.

**Syllables:**

**Why do we teach syllables?**

Why **teach** about **syllables**? Dividing words into parts, or "chunks" helps speed the process of decoding. Knowing the rules for **syllable** division can students read words more accurately and fluently. Understanding **syllables** can also help students **learn** to spell words correctly.

**What is the use of syllables?**

English words are pronounced as a group of **syllables** – a **syllable** is a group of letters spoken as a single sound. Thus, in an English word, letters group together to form a **syllable** (1 **syllable** = 1 sound) and **syllables** join together to form a word. For example, in “English”, there are two **syllables**: Eng-lish.

**What is the purpose of learning syllables?**

Dividing words into parts, or "chunks" helps speed the process of decoding. Knowing the rules for **syllable** division can students read words more accurately and fluently. Understanding **syllables** can also help students learn to spell words correctly.

**Phonics:**

**Why do we teach phonics?**

Children can then use this knowledge to 'decode' new words that they see or hear. ... Research shows that when **phonics** is **taught** in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of **teaching** young children to read.

**What is the difference between phonics and spelling?**

**Phonics** involves the relationship **between** sounds and written symbols, whereas phonemic awareness involves sounds in spoken words. Therefore, **phonics** instruction focuses on teaching sound-**spelling** relationships and is associated with print.