



The effects of shared reading and phonological awareness for an improvement in learning reader [

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Analítica

The study of learning to read in early ages has been the subject of numerous investigations in recent years. Currently there is agreement that learning to read requires the development of spoken language, so mastering oral language at an early age is necessary to facilitate learning of written language. In alphabetic systems such as Spanish, in which writing represents the phonological structure of speech, when children start in the process of reading acquisition they should know that our system of representation of written code is based on the segmentation of the spoken chain and that letters are graphic symbols that correspond to the sound elements. This is a necessary requirement but not sufficient, since an appropriate relationship between phonemes and graphemes that represent them have to be established because success in learning to read involves this skill. The purpose of this study was to analyse whether the use of programs that integrate dynamic shared reading along with the development of phonological awareness skills encourage learning to read in the early ages. A quasi-experimental design was employed which compared groups with pre-test post-test measures. 424 students aged between 5 and 6 years of age participated in this study. The results weigh the potential value of the instruction and support the development of teaching models that integrate phonological awareness along with dialogic reading practices in classroom dynamics

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