

EHRI'S PHASES

BECOMING SKILLED READERS

Understanding how students grow as readers makes reading instruction more targeted and effective for every student. Each phase shows what a child can do now and what they need next. When you know the phase a child is in, you can match your instruction to the child's level. This helps you choose the right kind of practice, books, and skills to teach. Phases also help teachers notice when a child is not making progress, so they can give support early.



PRE-ALPHABETIC PHASE

- “Reads” by guessing from pictures or context
- No awareness that letters represent sounds
- Errors are semantic guesses based on meaning (Reading puppy as dog)

✓ Learning Priorities

- Foundational skills (letter knowledge, phonemic awareness, alphabetic principle, oral language)



PARTIAL ALPHABETIC PHASE

- Uses some letter information (usually the first letter)
- Combines the initial letter with semantic guessing
- Errors show first-letter overlap (Reading tag as train)

✓ Learning Priorities

- Phonemic awareness
- Explicit phonics: letters map to sounds
- Short oral reading at the sentence level
- Decodable readers

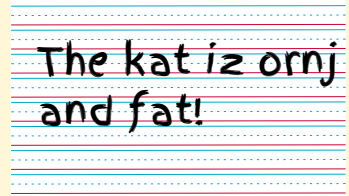


FULL ALPHABETIC PHASE

- Accurately decodes unfamiliar words
- Self-teaching with accurate decoding stores word memories
- Errors show initial and final letter overlap (Reading tag as twig)

✓ Learning Priorities

- Continued phonemic awareness + phonics
- Longer text oral reading to build stamina
- Practice applying decoding to automaticity



CONSOLIDATED ALPHABETIC PHASE

- Large “instant word” bank
- Orthographic, phonological, and semantic information fused into high-quality word representations
- Errors are rare

✓ Learning Priorities

- Fluent text reading with increased stamina
- Morphology for vocabulary + spelling
- Applying patterns, syllables, and morphemes in reading and writing

