What Does Research Say About the Alphabet?

Letter knowledge has been identified as a **strong predictor** of reading success (Ehri & Sweet, 1991).

While teaching children letter names does not in itself result in success in learning to read (Jenkins, Bausell, & Jenkins, 1972), it can facilitate memory for the forms or shapes of letters and can serve as a mnemonic for letter-sound associations or phonics (Adams, 1990).

**Knowledge of the alphabet is essential in early reading instruction**. It provides teachers and students with common language for discussing graphophonic relationships. Assessment of alphabet knowledge should occur in two contexts: letter recognition within words and sentences, and letters in isolation. (Reutzel and Cooter, 1996)

A child who can recognize most letters with thorough confidence will have an **easier time** learning about letter sounds and word spellings than a child who also has to work at distinguishing the individual letters . . . In general, because the names of most letters are closely associated with their sounds, children who learn the name letters also begin to learn their sounds. (Adams, 1990)

**To sum up, it is VERY important for your child to identify and know the sound (s) of the alphabet. This is an important part of the building block to becoming a great reader. I need your help. On the back of this research, is an alphabet. Please point to a random letter and ask your child to name it and tell you the sound. Printing the letter would be great too. Thanks for being involved in your child’s education.**