



Lindamood Phoneme Sequencing® (LiPS®) program

Teaching Reading, Spelling and Speech through Developing Phonemic Awareness

The Lindamood Phoneme Sequencing® program, created by the late Patricia Lindamood, a speech pathologist, is a program which is designed to teach students skills to decode words and to identify individual sounds and blends in words. Students focus on the articulatory features of consonant and vowel sounds. They discover with their teacher that the sounds are not just heard, but seen and felt. They use the sensory information they discover about the actions of the lip, tongue and mouth necessary to produce specific sounds. They learn to label the sounds, and using this concrete knowledge of sounds, students are then able to map the abstraction of letter onto the sound in order to develop sound/letter correspondences. (It should be noted that other phonics approaches to reading map the abstract sound onto the abstract letter without providing a means of confirming in a physical way.)

The teacher's approach to the program, termed "guided discovery", is an essential factor in the program. Throughout the process summarized above the teacher intentionally structures and mediates questioning and responses so that the student discovers the sounds, labels and letters. The teacher can engage the student in questioning in order to confirm correct responses or to remediate errors. This approach provides the teacher and learner with a common vocabulary with which to communicate about sounds and words.

The Steps to the LiPS® program are summarized as follows:

1. The teacher allows the students to understand the basis of the LiPS® program: that sounds are not just heard, but felt and seen. Students come to realize that there is a relationship between the auditory, visual and motor skill needed to think about sounds.
2. The teacher leads the students to discover consonant groups and vowel groups according to what is felt in the mouth. He/she learns to label the sounds based on the feelings, and learns sound/letter correspondences. These labels give the students additional important information about the sound.
3. Students use colored blocks to "track" sounds. They hold words in memory and compare in order to make changes based on the way the sounds are felt, seen and heard.
4. Students use information about the feelings of sounds to decode words and to spell words by feeling the order of the sounds. Students learn to decode and spell both single syllable and polysyllabic words.