


ENHANCING READING INTERVENTION FOR AT RISK STUDENTS

University of Melbourne and Catholic Education Office Melbourne

SESSION OUTLINE - PHONOLOGICAL AWARENESS (Sessions 1 – 25)

1:1 30 minutes

Group of 2/3: 45 minutes

Activity	Task Description	Time
Text Reading (Shared Reading Strategy)	Student(s) re-reads passage from previous session. (Cue students to think about the title, what they know about the topic, etc.)	5 mins
Rhyming activities (Use Picture Cards)  Note: It is important that the teacher names the items, when first presented to prevent mis-naming eg. “jet” (not plane)	<p>Show the student(s) three pictures, two of which rhyme. Demonstrate identification of the non-rhyme word. Then get the student(s) to identify the non-rhyme word in a series of trials. <i>(Only have 3 cards showing at any one time, to prevent visual overload.)</i></p> <p>If they make an error, tell the student which one was the non-rhyme word with an appropriate explanation then move on to the next trial. (10 trials per student)</p>	3 – 6 mins
Blending Task (Oral Presentation) * No cards presented to student	<p>Teacher sounds out a target word and student has to say whole word. Provide one demonstration before introducing the trial series with the student(s). Eg. j-e-t - jet</p> <p>If a student makes an error, present the word again, this time the teachers says the onset and the rime unit (eg. “j” - “et”). If the student again makes an error, provide the student with the answer and an appropriate explanation. (10 trials per student)</p>	3 – 6 mins
Segmentation Task (Use picture cards and card with three box sequence)	<p>Student(s) presented with three box card. Demonstrate the task by saying one of the target words then sounding it out. As each sound is said, place a counter in the appropriate box of the card.</p> <p>If the student makes an error, cue the student by giving them the initial sound and the vowel sound asking them to give you the final sound. Then follow this up with a word from the same rime unit group.</p>	3 - 6 mins

ENHANCING READING INTERVENTION FOR AT RISK STUDENTS

University of Melbourne and Catholic Education Office Melbourne

SESSION OUTLINE - PHONOLOGICAL AWARENESS (Sessions 26 - 39)

1:1 30 minutes

Group of 2/3: 45 minutes

Activity	Task Description	Time
Text Reading (Shared Reading Strategy)	Student(s) re-reads passage from previous session. Cue student(s) to think about the title, what they know about the topic, etc.	5 mins
Rhyming activities (Oral Presentation) No pictures beginning with Session 26	<p>Say three words to the student(s), two of which rhyme. Demonstrate identification of the non-rhyme word. Ask the student to say the 3 words aloud (eg. moth, gull, cloth). Then get the student(s) to identify the non-rhyme word in a series of trials.</p> <p>If they make an error, tell the student which one was the non-rhyme word with an appropriate explanation then move on to the next trial. (10 trials per student)</p>	3 – 6 mins
Blending Task (Oral Presentation) *No cards presented to student Use the onset & rime cards, if the student makes an error.	<p>Teacher sounds out a target word and student has to say whole word (eg. d-u-ck - duck). Provide one demonstration before introducing the trial series with the student(s).</p> <p>If a student makes an error, present the word again, this time saying the onset and the rime unit (eg. b ag). If the student again makes an error, provide them with the answer and an appropriate explanation. (10 trials per student)</p>	3 – 6 mins
Segmentation Task (Use the four or five box sequence)	<p>Student(s) presented with the four or five box card. Demonstrate the task by saying one of the target words then sounding it out. As each sound is said, place a counter in the appropriate box of the card. Let the student know that different words may have a different number of sounds.</p> <p>If the student makes an error, cue the student by giving them the initial sound and the vowel sound asking them to give you the final sound. Then follow this up with a word from the same rime unit group.</p>	3 - 6 mins

Segmentation Task (continued)	If consistent errors occur (ie. the first three trials are incorrect), remove the four or five box card and target segmentation using onset and rime units (eg. b ag). (10 trials per student)	
Reading Target Words (Use Word Cards)	Teacher presents the target words on flash cards. Provide a cue that the words contain the target rime units. Present the words in a random order, one at a time. Ask the student to read each word. If an error occurs, read the word for the student then present the next word from the same rime unit. (Student to attempt to read all target words)	3 – 6 mins
Writing Target Words	Teacher reads target words in random order. Student(s) write the word as it is said. If an error occurs, teachers shows the student(s) the word card, say the word again for the student and student(s) copies the word. Then present the next word from the same rime unit. (Student to attempt to write all target words)	3 mins
Reflection	Student(s) comment on 1. what they have learned (knowledge / strategy), 2. what they know now that that they didn't know before and 3. how they can use what they have learned in new tasks and contexts.	3 mins
Text Reading	Introduce the new story title. Discuss the topic and cue prior knowledge. Read with the students if difficulties noted. Student (s) reads new story. Cue student(s) that they will have to retell the story. In a small group format, ask one student to read one section with the other student reading the next section. Make sure the student not reading is following the text appropriately. The text only needs to be read once. Then ask student(s) to retell the story.	7 - 10 mins
*Note: If retelling as part of the group, retell with a partner, or page-by-page or by paragraphs for older students.		
	Total Session Time	30 - 45 mins

ENHANCING READING INTERVENTION FOR AT RISK STUDENTS

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SESSION OUTLINE - PHONOLOGICAL AWARENESS (Compound Words) (Session 40 – 45)

Activity	Task Description	Time
Text Reading (Shared Reading Strategy)	Student(s) re-reads passage from previous session Cue student(s) to think about the title, what they know about the topic, etc.	5 mins
Rhyming activities (Oral Presentation)	For the compound words, say each compound word. Ask student(s) to say the word after you and then ask them to suggest the separate words they hear in it and say other words that contain these words. You may need to give them 1 or 2 examples. (Eg. Sunday = sun & day. Other examples you may suggest are <u>sun</u> shine, <u>sun</u> flower, <u>Fri</u> day, <u>to</u> day.	3 – 6 mins
Segmentation Task (Oral Presentation)	Teach the task by saying one of the target words then say each syllable (eg. day-time). Then segment each syllable into sounds (d-ay-t-i-me). Use the counters or boxes you used for the 1-syllable words. If student(s) makes an error segmenting a word into syllables, cue the student by saying the first syllable and ask them to say the second syllable. If they make an error with segmenting one of the syllables, say the syllable and have them say it after you, Then say the initial sound of the syllable and ask them to give you the remaining rime unit. If consistent errors occur provide additional scaffolding, say a bigger portion of each word the student needs to work on and guide them to do more.	3 – 6 mins
Blending Task (Oral Presentation)	Teacher says the two syllables that make up a target word with equal stress on the 2 syllables. Join them and say “If I join them as they are, they make up a longer word”. Have the student practise on 3 or 4 words before beginning the trial words.	3 – 6 mins

<p>Reading Target Words</p> <p>(Use Word Cards)</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">sandpit</div> <p>* Not syllable cards</p> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <div style="border: 1px solid black; padding: 2px 5px;">sand</div> <div style="border: 1px solid black; padding: 2px 5px;">pit</div> </div>	<p>Teacher presents the target words on flash cards. Provide a cue that the words contain two smaller words.</p> <p>Present the words in a random order, one at a time. Ask the student to read each word. If an error occurs, read the word for the student then present the next word from the same group.</p> <p>(Student to attempt to read all target words)</p>	<p>3 – 6 mins</p>
<p>Writing Target Words</p> <ol style="list-style-type: none"> 1. “sandpit” “sand – pit” “sandpit” 2. “sand – pit” “s-a-n-d-p-i-t” 	<p>Teacher reads target words in random order. Then says each syllable. Then teacher says the word again. (1)</p> <p>Student(s) write the word as it is said. If an error occurs, read the word in syllables for the student and student writes it, as you sound it out aloud to the student. Then present the next word from the same group. (2)</p> <p>(Student to attempt to write all target words)</p>	<p>3 mins</p>
<p>Reflection</p>	<p>Student(s) comment on 1. what they have learned (knowledge / strategy), 2. what they know now that that they didn't know before and 3. how they can use what they have learned in new tasks and contexts.</p>	<p>3 mins</p>
<p>Text Reading</p>	<p>Introduce the new story title. Discuss the topic and cue prior knowledge.</p> <p>Student(s) reads new story. Cue students that they will have to retell the story. Teacher reads with the students if difficulties noted.</p> <p>In a small group format, ask one student to read one section with the other student reading the next section.</p> <p>After the reading, cue the student to indicate what the story was about (ie. the main idea / theme) then ask them about the sequence of story events.</p>	<p>7 - 10 mins</p>
	<p>Total Session Time</p>	<p>30 - 45 mins</p>

ENHANCING READING INTERVENTION FOR AT RISK STUDENTS

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SESSION OUTLINE - PHONOLOGICAL AWARENESS Two Syllable: De-stressed second syllable (Session 46 - 50)

Activity	Task Description	Time
Text Reading (Shared Reading Strategy)	Student(s) re-reads passage from previous session. Cue student(s) to think about the title, what they know about the topic, etc.	5 mins
Rhyming activities (Oral Presentation)	For the 2-syllable words, select words with a similar syllable. Select 4 words, three from the same group and one different group word. Say the words and ask the student which one did not fit. Focusing on the three words from the same group, ask the student to tell what the words had in common. Ask the students to suggest other words that have the same syllable.	3 – 6 mins
Segmentation Task (Oral Presentation)	Teach the task by saying one of the target words then say each syllable. Then segment each syllable into sounds. Use the counters or boxes you used for the one syllable words. If the student makes an error segmenting a word into syllables, cue the student by saying the first syllable and ask them to say the second syllable, If they make an error with segmenting one of the syllables, say the syllable and have them say it after you, Then say the initial sound of the syllable and ask them to give you the remaining rime unit. If consistent errors occur provide additional scaffolding, say more of the portion of each word the student needs to work on and guide them to do more.	3 – 6 mins
Blending Task (Oral Presentation)	Teacher says the two syllables that make up a target word with equal stress on the 2 syllables. Join them and say “If I join them as they are, it doesn’t sound like a word that you know. If I say the <u>second</u> part quicker, it will make a word you know”. Say the blended syllables with the <u>second</u> syllable de-stressed and then say the word. Have the student practise on 3 or 4 words before beginning the trial words.	3 – 6 mins

Blending Task (continued)	<p>During the practice, stress the importance of de-stressing the vowel in the <u>second</u> syllable.</p> <p>When breaking words into syllables the usual practice is to break double consonant letters. For example: mid - dle. However, when teaching <i>de-stressing the second syllable</i>, break the word orthographically as midd – le. Therefore, for middle student says “midd” – “le”.</p>	
Reading Target Words (Use Word Cards) <div style="border: 1px solid black; padding: 2px; display: inline-block;">chicken</div>	<p>Teacher presents the target words on flash cards. Remind the child to say the <u>second</u> syllable ‘quickly’ (that is de-stressed).</p> <p>Present the words in a random order. If an error occurs, read the word for the student then present the next word from the same group.</p>	3 – 6 mins
Writing Target Words	<p>Teacher reads a target word. Then says each syllable. Initially say the <u>second</u> syllable de-stressed. Then say “We say it like this (say it de-stressed) but you need to write it so that it says (say the <u>second</u> syllable with stress, so that the child can hear the vowel). Cue the student to “stretch out the word” as they write it.</p> <p>Present the words in a random order. If an error occurs, read the word in syllables for the student and write it.</p>	3 mins
Reflection	<p>Student(s) comment on 1. what they have learned (knowledge / strategy), 2. what they know now that that they didn’t know before and 3. how they can use what they have learned in new tasks and contexts.</p>	3 mins
Text Reading	<p>Introduce the new story title. Discuss the topic and cue prior knowledge. Read with students if difficulties noted.</p> <p>Student (s) reads new story. Cue student(s) that they will have to retell the story. In a small group format, ask one student to read one section with the other student reading the next section.</p> <p>After the reading, cue the student to indicate what the story was about (ie. the main idea / theme) then ask them about the sequence of story events.</p>	7 - 10 mins
	Total Session Time	30 - 45 mins

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SESSION OUTLINE - PHONOLOGICAL AWARENESS Two Syllable: De-stressed first syllable (Session 51 - 60)

Activity	Task Description	Time
Text Reading (Shared Reading Strategy)	Student(s) re-reads passage from previous session. Cue student(s) to think about the title, what they know about the topic, etc.	5 mins
Rhyming activities (Oral Presentation)	For the 2-syllable words, select words with a similar syllable. Select 4 words, three from the same group and one different group word. Say the words and ask the student which one did not fit. Focusing on the three words from the same group, ask the student to tell what the words had in common. Ask the students to suggest other words that have the same syllable.	3 – 6 mins
Segmentation Task (Oral Presentation)	Teach the task by saying one of the target words then say each syllable. Then segment each syllable into sounds. Use the counters or boxes you used for the one syllable words. If the student makes an error segmenting a word into syllables, cue the student by saying the first syllable and ask them to say the second syllable, If they make an error with segmenting one of the syllables, say the syllable and have them say it after you, Then say the initial sound of the syllable and ask them to give you the remaining rime unit. If consistent errors occur provide additional scaffolding, say more of the portion of each word the student needs to work on and guide them to do more.	3 – 6 mins
Blending Task (Oral Presentation)	Teacher says the two syllables that make up a target word with equal stress on the 2 syllables. Join them and say “If I join them as they are, it doesn’t sound like a word that you know. If I say the <u>first</u> part quicker, it will make a word you know”.	3 – 6 mins

<p>Blending Task (continued)</p>	<p>Say the blended syllables with the <u>first</u> syllable de-stressed and then say the word. Have the student practise on 3 or 4 words before beginning the trial words.</p> <p>During the practice, stress the importance of de-stressing the vowel in the <u>first</u> syllable.</p> <p>When breaking words into syllables the usual practice is to break double consonant letters. For example: ac -cept. However, when teaching <i>de-stressing the second syllable</i>, break the word orthographically as a - ccept. The student will see a - ccept and say “a” - “cept”.</p>	
<p>Reading Target Words (Use Word Cards)</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>belong</p> </div>	<p>Teacher presents the target words on flash cards. Remind the child to say the <u>first</u> syllable ‘quickly’ (that is de-stressed)</p> <p>Present the words in a random order. If an error occurs, read the word for the student then present the next word from the same group.</p>	<p>3 – 6 mins</p>
<p>Writing Target Words</p>	<p>Teacher reads a target word. Then say each syllable. Initially say the <u>first</u> syllable de-stressed. Then say “We say it like this (say it de-stressed) but you need to write it so that it says (say the <u>first</u> syllable with stress, so that the child can hear the vowel). Cue the student to “stretch out the word” as they write it.</p> <p>Present the words in a random order. If an error occurs, read the word in syllables for the student and student attempts to write it. If errors continue, student copies word.</p>	<p>3 mins</p>
<p>Reflection</p>	<p>Student(s) comment on 1. what they have learned (knowledge / strategy), 2. what they know now that that they didn’t know before and 3. how they can use what they have learned in new tasks and contexts.</p>	<p>3 mins</p>
<p>Text Reading</p>	<p>Introduce the new story title. Discuss the topic and cue prior knowledge. Read with students if difficulties noted.</p> <p>Student (s) reads new story. Cue student(s) that they will have to retell the story. In a small group format, ask one student to read one section with the other student reading the next section.</p> <p>After the reading, cue the student to indicate what the story was about (ie. the main idea / theme) then ask them about the sequence of story events.</p>	<p>7 - 10 mins</p>
	<p>Total Session Time</p>	<p>30 - 45 mins</p>

ENHANCING READING INTERVENTION FOR AT RISK STUDENTS

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SESSION OUTLINE - ORTHOGRAPHIC PROCESSING (Sessions 1 - 39)

1:1 30 minutes

Group of 2/3: 45 minutes

Activity	Task Description	Time
Text Reading	<p>Student(s) re-reads passage from previous session.</p> <p>Cue student(s) to think about the title, what they know about the topic, etc.</p>	5 mins
Reading Target Words (Use Word Cards)	<p>Student(s) reads target words on provided cards. Present the words in a random order. As words are read, leave the cards on the table.</p> <p>After all words have been shown, get the student(s) to put the words in groups based on rime units and cue for an explanation for this grouping.</p> <p>If each word has been read accurately, move directly on to Writing Target Words. If not, continue the session sequence.</p>	3 – 6 mins
Blending Task (Use Onset & Rime Cards)	<p>Teacher presents a written onset and written rime unit and demonstrates blending the two parts to read a word.</p> <p>Present the student(s) with the same task working through all target words for one rime unit then all target words for the next rime unit. The final two words can be randomly selected from the target group for the session.</p> <p>(10 trials per student)</p>	3 – 6 mins
Segmentation Task (Use Word Cards)	<p>Teacher demonstrates by putting down one of the word cards. Read the word, cover it and then sound it out (eg. b-r-u-sh)</p> <p>If successful, continue to present words in random order. (10 trials per student)</p> <p>If unsuccessful at segmenting into sounds, teacher says the word again for the student, providing them with the initial sound and cueing them to say the rime unit , (eg. br – ush).</p>	3 – 6 mins

Segmentation Task (continued)	<p>If the student again cannot provide the correct response, provide the answer (eg. b-r-u-sh).</p> <p>Make sure the next word presented is then from the same rime unit group. (10 trials per student)</p>	
Writing Target Words	<p>Teacher says a target word. Student(s) write the word as it is said. Present the words in a random order.</p> <p>If an error occurs, teachers shows the student(s) the word card, say the word again for the student and student(s) copies the word. Then present the next word from the same rime unit.</p> <p>(Student to attempt to write all target words)</p>	6 – 9 mins
Reflection	<p>Student(s) comment on 1. what they have learned (knowledge / strategy), 2. what they know now that that they didn't know before and 3. how they can use what they have learned in new tasks and contexts.</p>	3 mins
Text Reading	<p>Introduce the new story title. Discuss the topic and cue prior knowledge. Read with the students if difficulties noted.</p> <p>Student(s) reads new story. Cue student(s) that they will have to retell the story.</p> <p>In a small group format, ask one student to read one section with the other student reading the next section. Make sure the student not reading is following the text appropriately. The text only needs to be read once.</p> <p>Then ask student(s) to retell the story.</p>	7 – 10 mins
<p>*Note: If retelling as part of the group, retell with a partner, or page-by-page or by paragraphs for older students.</p>	Total Session Time	30 - 45 mins

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SESSION OUTLINE - ORTHOGRAPHIC PROCESSING Compound Words (Sessions 40 - 45)

1:1 30 minutes

Group of 2/3: 45 minutes

Activity	Task Description	Time
Text Reading	Student(s) re-reads passage from previous session. Cue student(s) to think about the title, what they know about the topic, etc.	5 mins
<p>Reading Target Words</p> <p>(Use Word Cards)</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">sandpit</div> <p>* Not syllable cards</p> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <div style="border: 1px solid black; padding: 2px 5px;">sand</div> <div style="border: 1px solid black; padding: 2px 5px;">pit</div> </div>	<p>Student(s) reads target words on provided cards. Present the words in a random order, one at a time. As words are read, leave the cards on the table so they can read them. *If visual overload is occurring, remove some of the cards.</p> <p>For the compound words, ask them to point and say the smaller words in each written word.</p> <p>If each word has been read accurately and automatically, without having to break the word into syllables, move directly on to Writing Target Words. If not, continue the session sequence.</p>	3 – 6 mins
<p>Segmentation Task</p> <p>(Use word Cards)</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">sandpit</div> <p>* Not syllable cards</p> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <div style="border: 1px solid black; padding: 2px 5px;">sand</div> <div style="border: 1px solid black; padding: 2px 5px;">pit</div> </div>	<p>Teacher demonstrates by putting down one of the word cards. Read the word with each syllable equally stressed.</p> <p>Ask student(s) to segment each of the words into syllables.</p> <p>If the student makes an error, say the word again for the student, say the first syllable and ask them to say the second syllable and then blend them.</p> <p>If the student again cannot provide the correct response, provide the answer.</p>	3 – 6 mins
<p>Blending Task</p> <p>(Use Syllable Cards)</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px 5px;">sand</div> <div style="border: 1px solid black; padding: 2px 5px;">pit</div> </div>	<p>Show the two syllables written on separate cards. Ask the student to say each syllable and then blend them to a word they know. (10 trials per student)</p>	3 – 6 mins

<p>Writing target words</p> <p>“sandpit”</p> <p>“sand – pit”</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">sandpit</div>	<p>Teacher reads a target word. Then says each syllable. Then the teacher says the word again. Ask the student(s) to write the word.</p> <p>Present the words in a random order. If an error occurs, read the word in syllables for the student and student writes it, as you sound it out aloud to the student. Then present the next word from the same group.</p> <p>If the student continues to make an error, teacher shows the word card to the student and the student copies the word.</p> <p>(Students should make an attempt at all word targets)</p>	<p>6 – 9 mins</p>
<p>Reflection</p>	<p>Student(s) comment on 1. what they have learned (knowledge / strategy), 2. what they know now that that they didn't know before and 3. how they can use what they have learned in new tasks and contexts.</p>	<p>3 mins</p>
<p>Text Reading</p>	<p>Introduce the new story title. Discuss the topic and cue prior knowledge. Read with the students if difficulties noted.</p> <p>Student (s) reads new story. Cue student(s) that they will have to retell the story.</p> <p>In a small group format, ask one student to read one section with the other student reading the next section.</p> <p>After the reading, cue the student to indicate what the story was about (ie. the main idea / theme) then ask them about the sequence of story events.</p> <p>Then ask student(s) to retell the story.</p>	<p>7 – 10 mins</p>
	<p>Total Session Time</p>	<p>30 - 45 mins</p>

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SESSION OUTLINE - ORTHOGRAPHIC PROCESSING Two Syllable: De-stressed second syllable (Sessions 46 - 50)

1:1 30 minutes

Group of 2/3: 45 minutes

Activity	Task Description	Time
Text Reading	Student(s) re-reads passage from previous session. Cue student(s) to think about the title, what they know about the topic, etc.	5 mins
Reading Target Words (Use Word Cards) <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">chicken</div>	<p>Student (s) reads target words on provided cards. Present the words in a random order. As words are read, leave the cards on the table.</p> <p>For the 2- syllable words, ask the students to indicate what the words have in common.</p> <p>If each word has been read accurately and automatically, without having to break the word into syllables, move directly on to Writing Target Words. If not, continue the session sequence.</p>	3 – 6 mins
Segmentation Task (Use Word Cards) <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">chicken</div>	<p>Teacher demonstrates by putting down one of the word cards.</p> <p>Read the word with equal syllable stress, then say the word a second time with the <u>second</u> syllable de-stressed.</p> <p>Ask student(s) to segment each of the words into syllables, say each syllable with the <u>second</u> syllable stressed and then de-stressed and then read the word. If the student makes an error, say the word again for the student, say the first syllable and ask them to say the second syllable and then blend them.</p> <p>If the student again cannot provide the correct response, provide the answer.</p>	3 – 6 mins

Note for Blending Task: When breaking words into syllables the usual practice is to break double consonant letters. For example: mid - dle. However, when teaching *de-stressing the second syllable*, break the word orthographically as midd - le. Therefore, for middle student says “midd” - “le”.

<p>Blending Task (Use Syllable Cards)</p>	<p>Show the two syllables written on separate cards. Ask the student to say each syllable, then de-stress the <u>second</u> syllable and blend to a word they know.</p> <p>Repeat for other target words with each syllable on cards. Then show the students a list of the target words. Point to particular words and have them read each, initially saying each syllable and then de-stressing. (10 trials per student)</p>	<p>3 – 6 mins</p>
<p>Writing target words</p>	<p>Teacher reads a target word. Then says each syllable. Initially say the <u>second</u> syllable de-stressed. Then say “We say it like this (say it de-stressed) but you need to write it so that it says (say the <u>second</u> syllable with stress, so that the child can hear the vowel).</p> <p>Present the words in a random order. If an error occurs, read the word in syllables for the student and student copies it.</p> <p>(10 trials per student)</p>	<p>6 – 9 mins</p>
<p>Reflection</p>	<p>Student(s) comment on 1. what they have learned (knowledge / strategy), 2. what they know now that that they didn’t know before and 3. how they can use what they have learned in new tasks and contexts.</p>	<p>3 mins</p>
<p>Text Reading</p>	<p>Introduce the new story title. Discuss the topic and cue prior knowledge. Read with the students if difficulties noted.</p> <p>Student (s) reads new story. Cue student(s) that they will have to retell the story.</p> <p>In a small group format, ask one student to read one section with the other student reading the next section.</p> <p>After the reading, cue the student to indicate what the story was about (ie. the main idea / theme) then ask them about the sequence of story events.</p>	<p>7 – 10 mins</p>
	<p>Total Session Time</p>	<p>30 – 45 mins</p>

ENHANCING READING INTERVENTION FOR AT RISK STUDENTS

University of Melbourne and Catholic Education Office Melbourne

SESSION OUTLINE - ORTHOGRAPHIC PROCESSING Two Syllable: De-stressed first syllable (Sessions 51 - 60)

1:1 30 minutes

Group of 2/3: 45 minutes

Activity	Task Description	Time
Text Reading	Student(s) re-reads passage from previous session. Cue student(s) to think about the title, what they know about the topic, etc.	5 mins
Reading Target Words (Use Word Cards) <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">belong</div>	<p>Student (s) reads target words on provided cards. Present the words in a random order. As words are read, leave the cards on the table.</p> <p>For the 2- syllable words, ask the students to indicate what words have in common.</p> <p>If each word has been read accurately and automatically, without having to break the word into syllables, move directly on to Writing Target Words. If not, continue the session sequence.</p>	3 – 6 mins
Segmentation Task (Use Word Cards) <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">belong</div>	<p>Teacher demonstrates by putting down one of the word cards.</p> <p>Read the word with equal syllable stress, then say the word a second time with the <u>first</u> syllable de-stressed.</p> <p>Ask student(s) to segment each of the words into syllables, say each syllable with the <u>first</u> syllable stressed and then de-stressed and then read the word. If the student makes an error, say the word again for the student, say the first syllable and ask them to say the second syllable and then blend them.</p> <p>If the student again cannot provide the correct response, provide the answer.</p>	3 – 6 mins

Note for Blending Task: When breaking words into syllables the usual practice is to break double consonant letters. For example: ac -cept. However, when teaching *de-stressing the second syllable*, break the word orthographically as a - ccept. The student will see a - ccept and say “a” - “cept”.

<p>Blending Task (Use Syllable Cards)</p>	<p>Show the two syllables written on separate cards. Ask the student to say each syllable, then de-stress the <u>first</u> syllable and blend to a word they know.</p> <p>Repeat for other target words with each syllable on cards. Then show the students a list of the target words. Point to particular words and have them read each, initially saying each syllable and then de-stressing. (10 trials per student)</p>	<p>3 – 6 mins</p>
<p>Writing Target Words</p>	<p>Teacher reads a target word. Then says each syllable. Initially say the <u>first</u> syllable de-stressed. Then say, “We say it like this (say it de-stressed) but you need to write it so that it says (say the <u>first</u> syllable with stress, so that the child can hear the vowel).</p> <p>Present the words in a random order. If an error occurs, read the word in syllables for the student and student copies it. (10 trials per student)</p>	<p>6 – 9 mins</p>
<p>Reflection</p>	<p>Student(s) comment on 1. what they have learned (knowledge / strategy), 2. what they know now that that they didn’t know before and 3. how they can use what they have learned in new tasks and contexts.</p>	<p>3 mins</p>
<p>Text Reading</p>	<p>Introduce the new story title. Discuss the topic and cue prior knowledge. Read with the students if difficulties noted.</p> <p>Student (s) reads new story. Cue student(s) that they will have to retell the story.</p> <p>In a small group format, ask one student to read one section with the other student reading the next section.</p> <p>After the reading, cue the student to indicate what the story was about (ie. the main idea / theme) then ask them about the sequence of story events.</p>	<p>7 – 10 mins</p>
	<p>Total Session Time</p>	<p>30 – 45 mins</p>

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SESSION OUTLINE - COMPREHENSION (Visualising) (Sessions 1 - 30)

Activity	Task Description	Time
Text Retelling (Passage from Previous Session)	<p><u>In the first session</u> The teacher demonstrates the use of RIDER strategy during reading.</p> <p><u>In future sessions</u> Student(s) re-tell/s passage from the previous session. They describe the pictures they have in their minds about the story. They use these pictures to say what the story was about.</p>	3 – 5 mins
Text Reading (Shared Reading Strategy - Passage from Previous Session)	Student(s) and teacher re-read passage from previous session. Teacher cues use of the RIDER strategy during the reading.	5 - 8 mins
Picture Drawing (Draw story from previous session)	Student(s) cued to draw a picture imaged in their mind about the story from the previous session. <i>* Include this step for initial sessions only, or as required.</i>	5 mins
Reading Target Words (New Passage) Key content words / Target words	Student(s) matches key content word cards (Target Words) to pictures in the story. They can do this by sorting word cards and placing each card on/near pictures in the story. If no picture available, discuss the word to ensure meaning.	3 - 6 mins
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px 10px;">park</div> <div style="border: 1px solid black; padding: 2px 10px;">butterfly</div> <div style="border: 1px solid black; padding: 2px 10px;">net</div> </div>		
Writing Target Words (New Passage) <i>If the student is finding this task too difficult, have them copy the work directly from the outset.</i>	Teacher presents key content words, one at a time, in random order. Student repeats each word. Student(s) writes key content words by copying each word from its card, one at a time. Writing the words helps to store the visual pattern of the word in long term memory.	3 - 6 mins
Reflection	Student(s) comment on 1. what they have learned (knowledge / strategy), 2. what they know now that that they didn't know before and 3. how they can use what they have learned in new tasks and contexts.	3 mins
Text Reading (Shared Reading Strategy) (New Passage)	Student(s) say the RIDER strategy before they begin to read. Student reads passage. Teacher cues use of RIDER strategy after each sentence /paragraph / page of the story.	8 - 12 mins

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COMPREHENSION INTERVENTION - VISUALISING

TARGET STRATEGY

Read
Image
Describe
Evaluate
Repeat (or **Re**-read)

Activity	Task Description
Text R ead (Shared Reading Strategy)	<p><u>In the first session</u> The teacher demonstrates the use of the RIDER strategy during reading.</p> <p><u>In future sessions</u> Student and teacher re-read passage from previous session. The teacher cues the use of the RIDER strategy during reading.</p>
I mage and D escribe	Student cued to describe the picture imaged in their own mind, (at end of each sentence, or after a few sentences/paragraph, depending on the reader & text). They then describe the image.
E valuate	Students listen to other children describe what they imagined, and then evaluate their own description in light of other descriptions. (If working one to one evaluate the reader's description with them.)
Text Reading (Shared Reading Strategy) R epeat/ Re -read	Student repeats steps 1, 2, 3 (read, make an image, describe) by reading on and continues to use the RIDER strategy. Teacher cues student use of the RIDER strategy during the reading. *At the teacher's discretion, the student may re-read a sentence or two.
Reflection	Student(s) comment on 1. what they have learned (knowledge / strategy), 2. what they know now that they didn't know before and 3. how they can use what they have learned in new tasks and contexts.

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SESSION OUTLINE - COMPREHENSION : PARAPHRASING (Sessions 31 - 60)

1:1 30 minutes

Group of 2/3: 45 minutes

Activity	Task Description	Time
Text Retelling (Story from Previous Session)	Students re-tell story from the previous session. They say what they remember about the story. (Students retell from memory, details of the story, <u>not</u> sentence by sentence while looking at the text. You may need to use the front cover as a prompt.) The aim is to improve story recall.	3 – 5 mins
Text Reading – Shared Reading Strategy (Story from Previous Session)	Students (and/or teacher) re-read a <i>chosen section</i> from the story from previous session. Teacher cues (or models) use of paraphrasing during the reading. The student reads each sentence and then retells in his/her own words, changing as many words as possible, <i>while retaining the meaning</i> . (The <i>chosen section</i> is pre-selected by teacher.)	5 - 8 mins
Synonyms Task (Story from Previous Session)	Teacher selects 3-5 words from the story from previous session, suitable for students to use for the Synonyms Task. Students are supported by the teacher to create a list of synonyms using words selected from the story from the previous session.	5 mins
Reading Target Words (New Story)	Students read the three target words (key content words) on flashcards. Students then place each card on the word from the story. Together, the group can discuss the word to ensure meaning of each target word.	3 - 6 mins
Writing Target Words (New Story)	Students write key content words (from the new text) by copying each from its card. Extension: Some students may like to write the word without referring back to the card.	3 - 6 mins
Reflection	Student(s) comment on 1. what they have learned (knowledge / strategy), 2. what they know now that that they didn't know before and 3. how they can use what they have learned in new tasks and contexts.	3 mins
Text Reading - Shared Reading Strategy (New Story)	Students say the paraphrasing strategy before they begin to read: <i>“After I have read each sentence I will try to say it my way. I will change as many words as I can.”</i> Student reads passage. Teacher cues the student to paraphrase aloud after each sentence read in the story.	8 - 12 mins

Note: Students are encouraged to paraphrase sentence by sentence. If this is taking too long in a small group, your options are: to paraphrase a pair of sentences OR continue sentence by sentence and only paraphrase every second sentence. Once your students have mastered the skill of paraphrasing sentence by sentence, then move to paragraphs (or page for Yr1/2 texts).

Encourage the continued use of visualising. Even though the teaching focus has moved to paraphrasing, students are encouraged to utilise more than one strategy at a time, while reading.

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SESSION PLANNER - COMPREHENSION : PARAPHRASING (Sessions 31 - 60)

*Support material for optional use with Session Outline - Paraphrasing

<p>Text Retelling (Story from Previous Session)</p>	<p>Title of text: _____ <i>*Have a copy of this text available for students who need to use the front cover as a prompt.</i></p>
<p>Text Reading – Shared Reading Strategy (Story from Previous Session)</p>	<p>Title of text: (as above) Page no. _____ Chosen section of text to be used for revising paraphrasing: Reason for choosing this passage:</p>
<p>Synonyms Task (Story from Previous Session)</p>	<p>3-5 words chosen from the story, suitable for the Synonyms Task. 1. 2. 3. 4. 5.</p>
<p>Reading Target Words (New Story)</p>	<p>The three target words (use the key content words as outlined in Session details) 1. 2. 3.</p>
<p>Writing Target Words</p>	
<p>Reflection</p>	<p>An aspect of the lesson that you would like to reflect on:</p>
<p>Text Reading - Shared Reading Strategy (New Story)</p>	<p>Students say the paraphrasing strategy before they begin to read: <i>“After I have read each sentence I will try to say it my own way. I will change as many words as I can.”</i> Student reads passage. Teacher cues the student to paraphrase aloud after each sentence read in the story.</p>