

### **Abstract:**

A problem some junior year students may have is inefficient word-reading strategies and poor automatic naming (R.A.N) at a word level. The purpose of this study is to examine the relationship between explicit teaching of R.A.N of isolated words and its effect on prose reading, and therefore comprehension. In this research project, fourteen grade 1 students were nominated by their classroom teachers as “at risk” in literacy. They had poor reading, writing and spelling skills compared to other children. After appropriate assessment, an intervention program was developed. The teaching targeted explicit instruction in rapid automatised naming of certain high-frequency words.

The hypothesis being tested is

**The explicit teaching of Rapid Automatised Naming of high-frequency words to Grade 1 reading underachievers will improve their ability to recognise words quickly, and will subsequently improve their comprehension of reading prose.**

The students were withdrawn from the classroom for ten sessions over a two-week period. Each session went for thirty minutes and each lesson consisted of four, rotational activities. Every lesson started with a “tune-in” through the flashcards, and ended with an evaluation of the activities through a share-time.

The findings showed that explicit teaching of R.A.N. of high-frequency words improved the student’s knowledge of both isolated word reading and prose reading. Their sight-word knowledge and their prose reading was assessed showing that the students in the intervention group had made gains in their accuracy of word reading and prose reading, and their R.A.N. ability. Through this their comprehension showed improvement at a literal level. Their self-efficacy test showed that, while they generally didn’t feel more confident in the reading task, they had in fact developed a new enthusiasm and appreciation for the task of learning words. Their enjoyment was evident through an evaluation form sent home. One would assume that if the students were enjoying the tasks more and becoming more involved, their knowledge and comprehension of what they read would also expand.

### **Introduction:-**

Many Grade 1 students are just emerging as readers. They only recognise a few words automatically, and often they don’t understand what they have just read, because they fail to put words together quickly like talking. John Munro, in his extensive research refers to this phenomenon as a R.A.N. or “rapid automatised naming” difficulty. (Lecture notes John Monro, 2007.) Perhaps, these children don’t enjoy reading or lack the drive and opportunity to make reading a regular part of their day. If learning words was to become an easy and enjoyable activity, their reading may become a self-generating activity.

High-frequency words are learnt as sight words, not dissected or analysed for their orthographic components. To learn these words by rote, the students need to see these words quickly, frequently and repetitively. As their name suggests, high-frequency words are those words that occur most frequently in all written English. They are also often referred to as

'key' words or 'heavy duty' words. Knowledge of the first 300 high-frequency words enables a reader and writer to cope fluently with 65 % per cent of written English. (Foundation For Reading, Macmillan, 1997.)

Kenny gave credence to his ideas by referring to Biemiller 1970, Nicholson, 1991, and Stanovich, 1994, stating that "Good evidence exists that only beginning and struggling readers rely upon context to identify words", and he goes on to say, "Extensive and automatic word knowledge frees fluent readers to focus on the meaning of what they read rather than figuring out or guessing at unfamiliar words. (Kenny, The Reading Teacher. Vol 51 May, 1998.)

Stanovich, as cited by Hennenfent, also believes that comprehension is tied into the student's ability to decode words in a relatively quick fashion. His research concluded that the ability to comprehend what is being read can be predicted by the student's ability to decode at a sufficient rate of speed. (Hennenfent, 2001)

Hennenfent, found that better readers are more able to decode words and rely less on contextual information, and that, through direct teaching of high-frequency words the reading levels of the students improved. She concluded by saying that "students developed a new enthusiasm for reading that they had previously lacked". (Hennenfent & Russell, 2001). The reading task would become easier because the students knew the high-frequency words and could say them quickly.

Extensive and automatic word knowledge frees fluent readers to focus on the meaning of what they read rather than figuring out or guessing at unfamiliar words. (Perfetti 1985) Therefore, the present study examines the benefit of teaching the content of high-frequency words through rapid automatised naming to emergent readers, which will consolidate their comprehension. The implication for such activities in preparatory classrooms could be immense giving students a chance to learn a large number of sight-words before the reading task begins, It would give them a sound base from which to scaffold their future learning.

### **Method:**

To become fluent readers and writers then, children need to read and spell the high-frequency words to the point of over-learning. The knowledge must be at their 'fingertips'. In supporting the children to this end this project has designed a sequence of lessons (Appendix 5 & 6) to present the same words in a variety of interesting ways to enhance learning. These activities offer children practise in using and remembering words. Through text, flashcards and R.A.N strategies, the children commit the words to their long-term memory which will allow for efficient lexical access.

### **Design:-**

This case study uses a time series design, or OXO in which one group acts as its own control. The gain in high-frequency word reading accuracy and prose reading comprehension, following explicit R.A.N. unit instruction of high-frequency words, is monitored for Grade 1 students who are experiencing difficulties. Some of these children

appeared on the Tentative Selection list for Reading Recovery, suggesting they had done poorly on the Observation Survey Test at the beginning of the year. (See table 1)

**ENTRY LEVELS. May, 2008. TABLE 2:-**

Their entry levels are shown in Table 2.

	<b>Child number</b>	<b>Age</b>	<b>RAN 1</b>	<b>RAN 2</b>	<b>RAN 3</b>	<b>RAN 4</b>	<b>Level 5</b>	<b>Level 7</b>
<b>Control Group</b>	1	7.2	59	39	42	43	94%	97%
	2	6.11	36	41	45	47	92%	96%
	3	6.6	54	57	1.0	58	94%	98%
	4	7.4	48	48	1.05	1.02	100 %	94%
	5	6.5	36	43	51	50	96%	96%
	6	6.10	50	47	54	46	94%	98%
	7	6.8	40	44	1.02	55	99 %	89 %
<b>Intervention Group</b>	1	7.0	54	49	55	44	93%	87%
	2	6.10	49	56	1.02	1.01	89%	94%
	3	7.1	53	58	1.0	1.12	93%	87%
	4	7.1	41	35	45	46	97%	93%
	5	6.8	40	44	1.02	55	99 %	89 %
	6	6.11	47	45	47	53.	89%	75%
	7	6.6	55	49	44	44	96 %	92%

**Participants:-**

Eight grade 1 children, who are Emergent readers, were withdrawn for ten half-hour lessons. A control group of eight similar students were chosen for comparison .Intervention sessions were scheduled for 12.30 every morning, (See Appendix 1). and the students were drawn from the Grade One level at a regional primary school. All students have English as their primary language, and come from economically-advantaged backgrounds where education is valued. As well as the Ob. Survey results, the children were screened for their ability and self-confidence using the RAN test and a self-efficacy test, developed by Professor John Munro; a self-devised word reading test (see Appendix 2) and the Benchmark Reading Level Running Record Tests for Levels 5 & 7, (Marie Clay.)

First student pair (a child from the control group was compared to a child from the intervention group )

Both students use meaning and structural cues, and initial visual information, but need to look right to the end of the word. Level 5 was easy, their reading punctuation and fluency was poor .

Second student pair

When reading they both use meaning cues, visual information and self-correction. Level 5 was instructional and they lacked fluency.

Third student pair

Both students use meaning cues, visual information and self-correction. Level 5 was easy, but they lack fluency when reading prose.

#### Fourth student pair

Both students has Italian background, but speaks English at home. When reading they use visual information but they are just decoding, and they sound monotonous.

#### Fifth student pair

Both are youngest in family and both parents work. When reading they use visual information .Level 5 was easy and comprehension was satisfactory.

#### Sixth student pair

When reading they both use meaning cues and visual information, but with no self-corrections. Level 5 was instructional. Reading sounds slow and stilted.

#### Seventh student pair

Has Italian background, but speak English at home.

When reading they use meaning cues, visual information but no self-corrections. Level 5 was easy , but lacked fluency.

### **Materials:-**

#### **Testing materials.**

Self-efficacy test by John Munro.

P.M Benchmarks, Levels 5 “Sam and Little Bear.”

P.M Reader. Level 7 Ben’s Dad.

Wordlist A

Wordlist B. self made from targeted words.

RAN test from website: <http://online.edfac.unimelb.edu.au.Literacy>

#### **Lesson Materials.**

- List of target words.(see Appendix 1)
- Flashcards.(Wordlist A) (see Appendix 2)
- Magnetic letters and mini whiteboards.
- Laminated word sheet of target words.(see Appendix 7)
- Sandpaper words.(sheet of sandpaper used to make cut-out words.)
- Computer for PowerPoint display.
- Level 7 text-Ben’s Dad. PM Benchmark Assessment Kit.
- A timer .

### **Procedure:-**

Baseline data was gathered after students were subjected to the following pre-tests:- a high-frequency word test, the R.A.N. test, The PM Benchmarks running records and assessment sheet Level 5 & 7, and a comprehension- spontaneous/cued retell test. Their Observation Survey Tests were also taken into consideration.

The intervention, following the pre-tests, took the form of ten lessons, containing four activities each. There were eight activities in all, designed to promote rapid automatised naming. (see **Appendix 5. Lesson Overview.**)The lessons were conducted daily over ten days for 25- 30 minutes using high visual impact and rote learning strategies.

The students will spend time saying, writing, matching, making, tracing, reading and finding these words until they know them very well. The aim is to scaffold the children’s learning by explaining each activity, and offering the children combination of these activities in each lesson. The children will gain independence as the lessons progress.

On the fifth lesson children will given feedback on how they were progressing. They will record their own progress, particularly the time taken to complete each activity. Any difficulties they are having will discussed . Students will reflect on the positive changes noted and how it mkese them feel as readers. A group session will give the students time to talk about their improvement and offer praise to one another.

**Observation Survey Test, February,2008. TABLE 1:-**

<b>Child no.</b>	<b>TL</b>	<b>ROL</b>	<b>LI</b>	<b>C.A.P.</b>	<b>W.T.</b>	<b>W.V.</b>	<b>H.R.S.W</b>	<b>BURT</b>
<b>Control Group</b>								
1	7	24	53	18	12	28	30	23
2	6	25	54	19	14	30	34	24
3	7	23	54	23	13	11	33	18
3	5	24	53	19	14	23	36	25
4	5	22	52	17	13	12	30	20
5	7	26	54	21	14	27	30	20
6	7	29	54	22	14	24	35	24
<b>Intervention Group</b>								
1	5	24	51	20	12	25	35	18
2	6	29	53	18	14	21	33	22
3	4	30	54	19	12	30	32	17
4	5	30	52	19	12	23	35	19
5	8	24	54	20	13	19	33	25
6	3	27	53	23	13	15	33	22
7	3	327	53	17	12	25	30	18

N.b. Any child who has a Burt score of 20 + will have a Reading Age score of 6+ years.

The entering scores for the all children were strong in Record of Oral Language, Letter Identification and Concepts About Print. Hearing and Recording Sounds in Words was also quite good. The Text Levels and Word Tests were only satisfactory.

**Results:-**

One must remember that there are a number of confounding variables one needs to be aware of in this type of research, such as hidden learning disorders, children’s anxieties at being withdraw or missing out on something else.(eg, “Will I miss out on lunch !”) and the natural learning progression that is happening in the classroom. When the project begun, the

children had already shifted in word knowledge and reading levels, to when I began testing. This presented certain problems. It was difficult to pinpoint exactly where to begin with words and reading levels, because they kept changing. The children found Level 4 too easy, so I moved on to an easy level 5 and a harder level 7. For the purpose of this project I disregarded the Level 4 results and started again, because of time constraints. The children chosen all presented with similar needs.

The ‘Sight-Word’ and ‘Running Records’ tests, as seen below, were carried out in order to ensure that the RAN activities had successfully been taught. This was necessary in order to show that any improvement in the children’s comprehension was a direct result of the RAN teachings. The ‘Self Devised Spontaneous and Cued Retell’ and ‘PM Benchmark Assessment Record’ tests were used to present the effects that the RAN tests therefore had on the children’s comprehension capabilities.

**Sight Word Testing:-**

The Sight Word testing assesses how effectively the children have learnt the target high frequency words, in order to recognise any improvement in the rate at which they can recognise and name these words. Two Sight Word Tests were completed and both displayed aspects of similarity between the results. The results of Word List A (see Appendix 2) are shown:

All children in the intervention group improved their high-frequency word knowledge by 10 to 15 words. That is a vast improvement in just ten lessons. The continual timing of each activity, within these lessons seemed to have the desired effect of “switching the children on”. Each child has dropped the time needed to read all the words, by 30 secs to 1 minute. This result shows considerable improvement.

**Results of Word List A-**

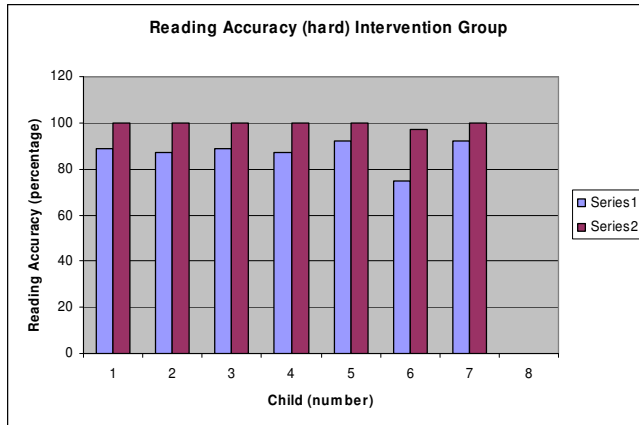
	Child number	Pre Testing		Post Testing	
		Time (sec)	Accuracy	Time (sec)	Accuracy
Control Group	1	52	26	50	27
	2	1.25	24	51	25
	3	2.05	20	51	25
	4	1.26	26	1.22	26
	5	1.25	26	1.20	27
	6	1.25	24	32	26
	7	36	24	34	26
Intervention Group	1	1.38	19	1.20	22
	2	1.40	21	1.18	25
	3	1.30	20	1.17	22
	4	1.58	20	1.28	25
	5	59	23	22	27
	6	1.20	22	25	27
	7	2.30	21	45	26

**PM Benchmark Running Record Testing:-**

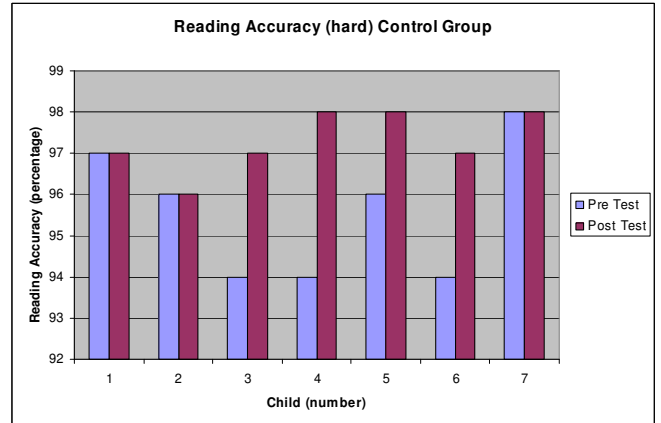
The Running Record testing records the errors and self corrections a child makes when reading and ultimately their reading accuracy. Two tests of differing levels were conducted and once again corresponded quite similarly. The results of the ‘Level 7’ testing are shown on the following page.

### Reading Accuracy Tests.

Graph 1(Intervention Group)



Graph 2. (Control Group)



The results from both the ‘Sight Word Testing’ and ‘PM Benchmark Running Record’ obviously suggest that the children have learnt the selected words successfully as a result of completing the RAN activities which has improved their ability to name and recognise these words quickly and confidently. The results that follow demonstrate the extent to which this learning strategy has therefore enhanced their reading comprehension, as predicted in the hypothesis.

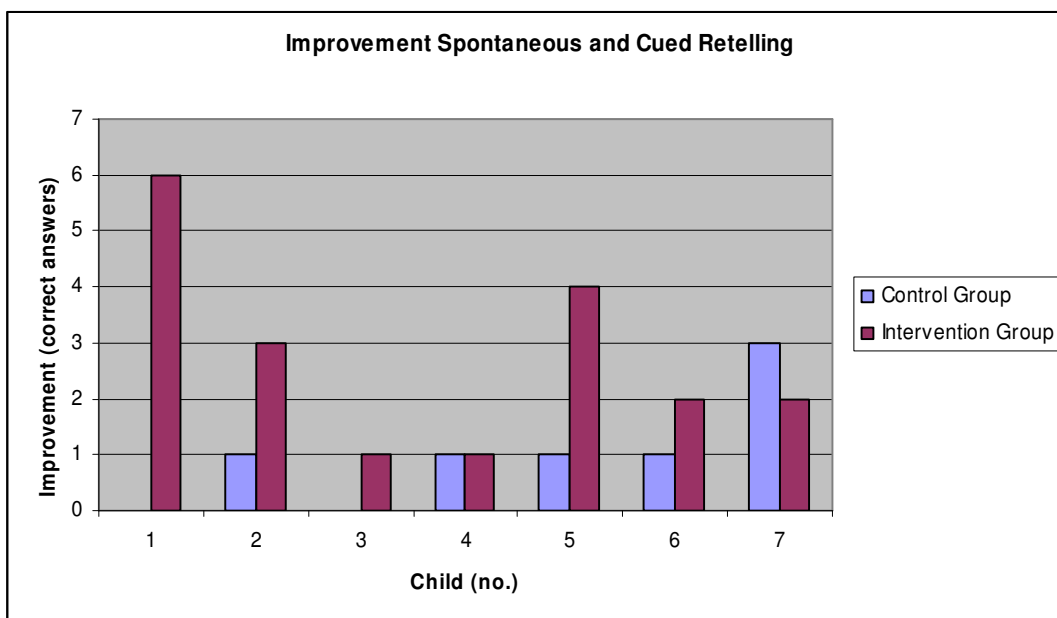
### Self Devised Spontaneous and Cued Retell Results:-

The self devised spontaneous and cued retell testing assesses the level to which the children have improved in their comprehension of the chosen literature.

Child no.	Pre Test Correct Answers		Post Test Correct Answers	
	Intervention Group	Control Group	Intervention Group	Control Group
1	12	11	18	11
2	11	12	14	13
3	13	12	14	12
4	12	10	13	11
5	10	12	14	13
6	12	11	14	12
7	11	8	13	11

Eg, Child one in the intervention group has improved by 5 points, as compared to child 1 in the control group, who has stayed the same. The other children in the intervention group showed slightly higher results than their counterparts.

**Graph of Children’s Improvement on the Devised Spontaneous and Cued Retell Test:-**



From the results and graph above it is evident that the children in the intervention group have all displayed an improvement in their understanding of the literature. Several children from the controlled group however, did not present any improvement and those that did, showed only a slight improvement. This suggests that although the results are minimal, the RAN activities have contributed to a greater awareness of the child’s ability to comprehend and recall facts from the seen texts.

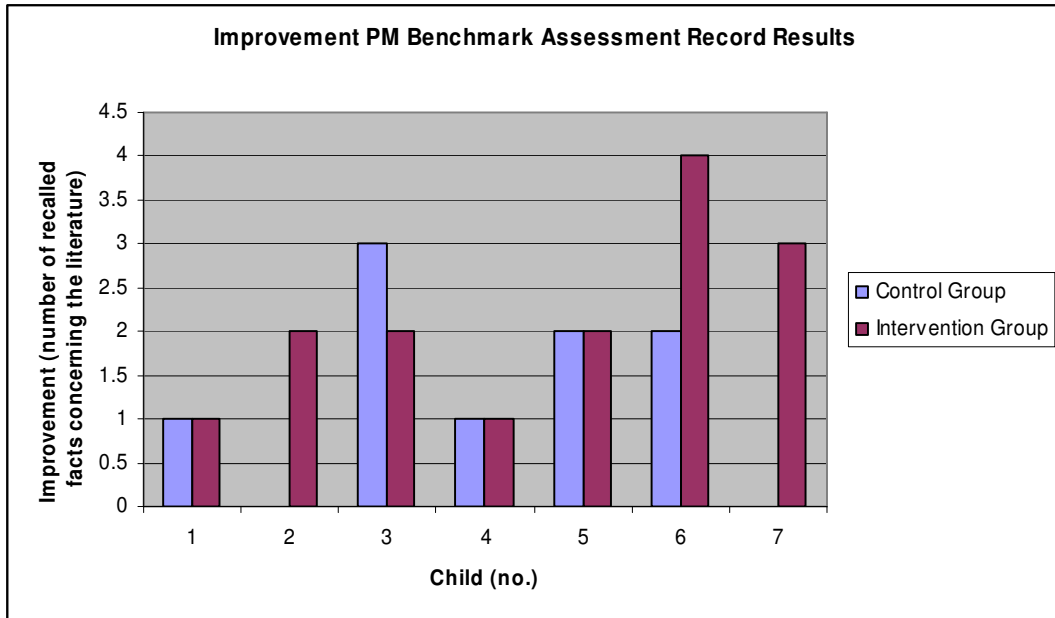
**PM Benchmark Assessment Record Results( comprehension questions)**

The PM Benchmark Assessment Record assesses a child’s ability to recall facts and information from the given literature.

Child no.	Pre Test Correct Answers		Post Test Correct Answers	
	Intervention Group	Control Group	Intervention Group	Control Group
1	7	7	8	8
2	5	5	7	5
3	5	3	7	6
4	5	6	6	7
5	5	6	7	8
6	3	6	7	8
7	5	7	8	7



**Graph of Children’s Improvement on the PM Benchmark Assessment Record**



These results demonstrate that there has been a slight improvement in the recall of facts by the children in the intervention group. Once again the entire intervention group made slight improvements in their factual recall while the control group showed fewer developments and therefore suggests again that the RAN activities have been an influential factor.

**Discussion:-**

The results of this action research lend limited but valid support to the hypothesis. The results indicate that the intervention had accelerated more profoundly than the control group regarding learning in speed- response time, word recognition and prose comprehension. The control group also made gains, but on a slower and smaller scale.

Overall there was little change in the self-efficacy results, but the change that was evident, was significant. Child 5 (intervention group) felt that she had changed from “I think I can’t” to “I know I can”, in both Number 6 (remember what happened in the story as you read it) and Number 12 (Read fast enough to keep the ideas in your mind). Both responses support the hypothesis strongly.

Child 6(intervention group) changed his mind from “would give up”, to “work words out”. He had improved slightly on all answers. His results on the running records of both level 5 and level 7 had gone from hard to easy, although he still believed he “couldn’t read fast enough to keep the ideas in his mind.” Child 2 (I.G) now believes he can “put together the ideas in the story” and “can read smoothly”. He improved by 4 and 10 in the word test respectively and he went from instructional and hard respectively to 98% to100% accuracy and improved his time by 30 secs. This result also supports the hypothesis.

Child 3 believed he could use all strategies confidently. He improved his word knowledge by 18 and he made an improvement from 89% to 100% accuracy in the hard

running record. It seems evident that when the children work faster and think faster, they get better results.

Graph 1 shows the results of the children's post-test on the PM Benchmarks, Level 5 book. All children made marked improvement, except child one. Most significantly was the progress made on the hard text (Level 7) in the Intervention group, where five children went from hard to easy (running record results.), and all children, bar student 6, received 100% accuracy in their final reading.

All the control children found the harder text satisfactory to read in the pre-test, but had made little improvement in the post-test. Many results had stayed the same.

In finally analysing the results, it can be perceived that the children's comprehension was at a literal level only. This was evident in the testing as the children failed to answer the questions concerning theme and disposition. The teacher would need to lead the children to a deeper level of understanding, through questioning, in order to evoke a more thoughtful response.

### **Conclusion:-**

According to Stahl and Fairbanks vocabulary knowledge has been identified as the most important indicator of oral language proficiency, which is particularly important for comprehension of both spoken and written language. Research indicated that the failure of even 2% of the words in a specific text will limit comprehension, making general vocabulary the single best predictor of reading comprehension.(Wallace, May 2008.) )

While oral vocabulary and reading fluency are vital components for learning to read in English, depth of vocabulary knowledge and vocabulary size is in great need of cultivation in order for English Language Learners to develop the necessary comprehension abilities that will elevate them to the level of their peers.(Wallace, May 2008).

In order to read we must be able to identify the words on the page and to read well, we must be able to identify those words effortlessly and accurately. "A large and stable sight vocabulary continues to be the hallmark of a successful reader." (Kenny, The Reading Teacher. Vol 51 No8 May, 1998)

I found the action research project very difficult and time-consuming, but at the same time very rewarding, because it clarifies the benefits children can gain from sound teaching strategies and thoughtful pedagogy, and how the assessment and evaluation is such a valuable tool in measuring each child's learning. Educators must remember that "The unyielding, non-negotiable focus is on the child's learning". (Munro, April,2008) "We want them to know as much as possible!"

Any form of word recognition learning will inevitably contribute to improved reading comprehension, even if only slightly. However as the child continues to develop their knowledge of words they will recognise them within an array of texts. Overtime, with continued use of RAN strategies targeting high-frequency words, the students will gradually build on their word bank knowledge, which will consolidate and establish their general understanding and comprehension skills.

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# **Appendix 1**

COMPONENTS OF LESSONS. (Activities)

**Flashcards: -Practise Visual-Matching.** (Tune-in time.)

Begin each lesson with automatic recall of each word. As the teacher holds up each flashcard the children call the word out together clearly and quickly. The teacher then holds up the next word.

The children play these familiar games, (with partners) but the emphasis is on quick recall.

**Bingo/ Snap/Memory :- ( Matching spoken and written words) Games.**

**Bingo.** The players receive a card with assorted high-frequency words and some counters. The teacher calls out the target high-frequency words and the players cover the word with a counter. The first player to cover all their words is the winner.

**Snap** involves sharing all the cards out between the two players, and then taking it in turns to put a card down on the pack as they call out the word. The first child to notice two identical cards on the pack will slap his/her hand down quickly onto the pack winning those two cards.

**Memory** involves laying all the flashcards out face down on the table and allowing each child a turn at picking up two cards. (The child must read them out aloud). If the cards are the same, the child wins those cards and gets to keep them. The child with the most cards at the end of the game is the winner.

**Tracing Words on Flashcards.**

Each child quickly traces the words which are written out on a laminated sheet. Then they must close their eyes and visualize the word in their mind as they trace it in the air.

They can also make the words with sandpaper letters and close their eyes to trace over them with their fingers. This is using a kinesthetic approach giving the child an opportunity to feel the shape of the letters as they say them.

**Magnetic Letters to Words (Visual Checking)**

Using the magnetic letters on the whiteboard, the children

Unjumble the words and then put them back together, with emphasis on visual matching and speed...

**View PowerPoint Display.**

As the words are flashed up quickly on the computer, the children practise retrieving words efficiently. (Orally)

**Reading/ Nimble Strategy.**

Increase the reading speed by having the student read along with an adult. The students put up their hands when they recognize a word they have been learning.

## Appendix 2

Sight Words, List A

Dad mum said coming  
home today shouted went  
school to the boys and  
girls going I'm where  
your look down here at  
looking after on comes  
hello

## Appendix 3

### Sight Words, List B

Our recommended list of sight words for **Early Stage One** is:

a after all are away be before by  
came come could do down for go  
have he her here I little look made  
make me my no of one or our  
over put said see she so some  
take the there to want was we  
were what when why you

## Appendix 4

### Comprehension Spontaneous and Cued Retell Test

<b>COMPREHENSION - SPONTANEOUS AND CUED RETELLING</b>				
<b>Characteristic of retelling</b>	<b>Ideas in the story</b>	<b>No of ideas/ points</b>	<b>Student's score, Spontaneous retell</b>	<b>Student's score, for cued retell</b>
<b>Main characters</b>	Mum, dad, Ben , Ben's teacher. The girls and boys at school.			
<b>Theme of story</b>	You are assured of love and support from your Mum and Dad. Absence makes the heart grow fonder. Everything works out for the best in the end.			
<b>Events of the story</b>	Dad is coming home today. Ben tells teacher and friends at school that Dad is coming home. Ben paints a picture of his Dad. Teacher asks what Ben's Dad does. He said he looks after the engines on the ship. Dad surprised Ben by picking him up from school.			
<b>Inferential ideas (infer, predict, explain, read between the lines)</b>	Why does Ben have a picture of his Dad on his bedside table? Why is he so excited about his Dad coming home? Why does he paint a picture of his Dad?			

## Appendix 5

### Lesson Overview

N.b. All activities will be timed. Each child is encouraged to aim for their personal best time.

Sessions	Practise Visual Matching. Flashcards (Retrieving)	Bingo. Snap. Memory. Games. (Matching)	Tracing Words on Flashcards/ (Tracing)	Practise Retrieving Words Efficiently (Visual)	From Letters To Words. (Visual)	View Power Point Display. (Retrieving)	Nimble Reading. Familiar Text. (Nimble)
1	*	*	*	*			
2	*		*	*	*		
3	*			*	*	*	
4	*				*	*	*
5	R	E	V	I	E	W	
6	*	*	*	*			
7	*			*	*		*
8	*	*			*	*	*
9	*		*			*	*
10	*			*		*	*



## **Appendix 6**

### Description of Teaching Unit

**Outcome:** Improved prose reading accuracy by teaching 25 high-frequency words in isolation. Lessons run for 30 minutes approximately, with teacher roaming to check each group. Each group is doing one of four activities for that day. (See Lesson Overview) The lessons were conducted daily for ten days.

Below is an outline of the individual activities.

**Activity 1:** Reading Flashcards.

**Procedure:** The teacher holds up each flashcard and introduces each word and then children repeat them. Proceed through pack as quickly as you can.  
materials. Laminated flashcards.

**Activity 2:** Card Games.

**Procedure:** SNAP. Card game.

1. A child deals out the cards to his/her partner and him/herself evenly.
2. Each student takes it in turn to place a card on the pack and call it out clearly. If two identical cards fall down consecutively then a player can snap to claim them.
3. When all the cards are gone, the player with the most cards is the winner.

**Procedure :** BINGO. Card game,

1. The players receive a card with assorted high-frequency words and some counters.
2. The teacher calls out the target high-frequency words and the players cover the word with a counter. The first player to cover all their words is the winner.

**Procedure: Memory Game.**

Turn the timer on as the game starts.

1. Place all cards face down on the table.
2. Players take it in turn to turn two cards over. They must state clearly what they are. If they are identical, the player claims them. If not, they turn them over again, but the players are encouraged to remember where they are.
3. The next player takes his/her turn until all the cards are gone.
4. The players with the most cards is the winner.
5. Write down how long it took to finish the game.

**Activity 3. Tracing Words.**

**Materials:** Poster displaying sandpaper words, blindfold.

**Procedure :**

1. Each child has a turn at feeling each word with the blindfold on. Teacher directs the child to each new word.
2. Tracing words on flashcards using whiteboard marker.

**Activity 4 : Unjumble The Word.**

**Materials:** Magnetic letters and mini whiteboards, timers, pencil, tally sheet.

**Procedure:**

1. The children make each word using the magnetic letters on the whiteboards and time how long it takes them to do so, then jumble it up and try again.

2. Keep a record of time taken, so they can aim to get faster each time they do this activity.
- 3.

**Activity 5: From Words To Letters .(Visual Matching.)**

**Materials** : pegs with letters written on them.

**Procedure** :

1. Children make the words with the pegs as quickly as they can. Time how long it takes and record it on tally sheet.

**Activity 6. Powerpoint Display.**

**Materials.** Powerpoint display.

**Procedure** : View powerpoint display and the children say the words as they appear on the screen.

**Activity 7 Nimble Strategy. (Text Reading.) ‘Ben’s Dad’**

**Materials:** Level 7 . P.M. Ben’s Dad.

**Procedure:** Each child reads the story “Ben’s Dad” with their teacher, encouraging fluency and expression. The child is encouraged to put up his/her hand if he/she sees a word from the list.

**Activity 8 Ran Strategy Practise.**

**Materials:-** laminated sheets (see Appendix 7.) & timer.

**Procedure:-** 1.Read through sheet while your partner times you.