Abstract

A study to determine the effectiveness of teaching rime units and the link to automaticity with a small group of children was conducted. The study compared two groups of children, I.E control and intervention. Both groups consisted of six children of mixed ability levels.

The lessons focused on teaching one syllable words using onset and rime strategies to a group over ten consecutive lessons.

Nine rime units were introduced over that period of time.

A variety of techniques were used to assist each individual to develop and recognize the rime units using methods which best suit their learning style.

The hypothesis of this study is that specific teaching of onset and rime units to children will increase their automaticity in being able to decode and read unfamiliar words.

My findings after this study was completed indicated that teaching onset and rime to the intervention group, resulted with a significant number of the children more equipped to read these three letter one syllable words accurately and with automaticity.

The study also found that a significant proportion of the intervention group also developed an ability to transfer the knowledge of a rime unit introduced to include four letter words. Their confidence to read these words within the context of a sentence out loud in front of their peers was also noted. See Lesson plans in Appendix 1

I believe that one of the drawbacks for particular children in my group has been their articulation problems. One child has been diagnosed with a severe language disorder and the three other children are receiving speech therapy to assist them to articulate clearly to produce particular sounds which proved to be difficult.
Introduction

Children who have little understanding of onset and rime find it difficult to decode unfamiliar words and therefore are unable to read with automaticity. Using their knowledge of individual sounds alone is not sufficient and they need to use their phonetic knowledge and say individual vowel sounds with consonants e.g. ‘a’ and ‘t’ say ‘at’.

Developing their phonological knowledge to use sound patterns in words will assist them to predict and read unfamiliar words. Their ability to automatize their reading is assisted by using their knowledge of onset and rime.
Children’s automaticity in reading one syllable words develops through using their knowledge of onset and rime strategies.

I have found that explicit teaching of onset and rime to the children improved their ability to decode much faster and with more confidence. This hypothesis is consistent with research by Moseley and Poole (2001) who state that “If an efficient strategy is internalised, learning can take place every time there is an encounter with print.”
They continue to discuss Tumner (1994) findings and notes that ‘although in the short term the use of onset and rime delays the need to blend phonemes within rimes; it can serve as a bridge to phonemic awareness.’

Moseley and Poole further promote this style of teaching as they discuss Goswami and East (2000) findings which support teaching onset and rime based instruction with beginning readers stating it was easier for the children to understand and comprehend the onset and rimes rather than four spoken phonemes to make the same word.

Moseley and Poole discuss rime prompting and state ‘rime prompting may facilitate reading for meaning if it results in fewer subsequent errors with the same or with similarly spelled words… It forces the reader to look at the beginning of each difficult word in order to identify the easiest part to decode (the onset) and to blend this with the rime, as spoken by the teacher. This is likely to engender a sense of competence in the reader, as most onsets are regular in spelling and accessible to beginning readers once the letters are known.’
Therefore I believe this supports teaching onset and rime as a strategy and will automatize their reading and develop their confidence and self efficacy.

Furthermore a child’s ability to read using onset and rime as a strategy will be less demanding. This view is supported by S.J.Hines.D.L.Speece C.Y.Walker L.M.W.Da Deppo who stated “Introduction with onset and rimes also demands less facility with blending,.. Rather than having to identify and then blend the phonemes r-a-t together to make rat, the child only needs to substitute the r in rat for the c in cat.”

Booth and Perfetti supported the notion that ‘children seem to be especially sensitive to the onset-rime distinction’. They discuss further Goswami (1998) who studied beginning and non-readers and whether they focused on the beginning or end of a word. They stated that ‘Both beginning and non readers showed more use of analogy for the end condition than for the beginning condition as compared to the control condition suggesting a functional role of the rime in oral reading’.

The present investigation aims to extend the research by examining the influence of teaching onset and rime units to assist reading with automaticity.

Teaching grade one children who have had difficulty in decoding unfamiliar words the strategy
of using onset and rime, will lead to an improvement in their ability to read one syllable words with confidence, accuracy and automaticity.

Method

This study used the design of ‘XOX’ with year one students to monitor the development in reading one syllable words with automaticity following a series of explicit onset and rime teaching strategies.

The research consisted of an intervention group in which the ten consecutive lessons were administered and a control group with no onset and rime instruction. Both groups were pre and post tested using a set of formal tests. All of the children were tested on their RAN 1, RAN 1 Time, three letter word Rime unit words. LID, Burt word test the week following the teaching sessions. (week 10) Their text levels were tested at the beginning of the next term.

PARTICIPANTS

The research study compared two groups: an intervention and control group. The participants were twelve year one students of mixed reading ability. Three students from each group were reading under the benchmark level five. The groups were selected according to their reading text level scores assessed at the beginning of the year. There were six children in each group. All students attend a school in the metropolitan area of Melbourne. The student demographics are shown in Table 1 in the Appendix. Page 1

MATERIALS

Tests Appendix 1
A series of formal tests were conducted with both the intervention and control group to inform my teaching. Each group were pre-tested using the Benchmark kit to ascertain their entry text level.

The Burt word test was used to identify their ability to manipulate letters and sounds in words and establish their competency in word recognition and decoding.

LID 54 upper and lower case letters were administered to test their phonemic knowledge and ability to identify letter symbols.

John Munro’s rime unit test of three letter words was used to understand their knowledge of sound patterns in words.

The RAN 1 test was used to test their knowledge of individual letter sounds and the speed in which they were able to identify the letter or sound.
Text level, Burt word, LID, assessment task results came from the pre testing results conducted in February 2009. RAN 1 and John Munro’s rime unit test were given week seven of term one 2009. The results of the pre tests are shown in Table 2 Appendix.

PROCEDURE

The children were told that they would be divided into two groups for two weeks during their reading sessions. The teaching sessions for the intervention group took place in the classroom and the control group worked independently at the back of the class. The classes began at 9:00am and finished at 10:00 am each day. The children participated in one lesson per day. No student was absent throughout the ten sessions.

The explicit teaching sessions began with an explanation about what we were aiming to achieve. They were told to make an effort to arrive at school each day on time to ensure continuity of their lessons.

At the start of the program, we focused heavily on the sound of individual letters to ensure that all of the students recognize the individual sounds. It was also necessary to explicitly teach how the alphabet breaks up into vowels and consonants and the vital role vowels play in reading words. I continued to revise these understandings for the first four to five lessons to ensure that they understood the difference between a vowel and consonant and their phonemic knowledge of individual sounds was more consistent.

Within each lesson the children were explicitly taught how to manipulate letters to make a new sound. They noted down that we chose a vowel to sit next to a consonant and say E.G. ‘en’ and we could use this to make many other words. ‘men, pen, ten, hen’.
We worked with letter boxes (milk cartons) with individual lower case letters on each. The children moved these boxes together to make a rime unit. They would then be able to choose a consonant to add to the beginning of the rime unit to make a new word. This would be repeated using many other letters.

Each day we revised the rime unit blends we had focused on prior to that lesson. We would read them using the letter sound to help them develop their phonetic knowledge. ‘f’ ‘at’ ‘fat’. Each day all the rime units were revised through reading lists of words, making flip charts reading over the sentences we wrote and displayed and playing games. The rime units were underlined to help the students recognize the familiar letter patterns.
They were given a variety of opportunities to make the rime unit words using magnetic letters, word slides, letter boxes and jigsaw words with the onset and rime unit broken up.

Word lists were developed and extended within each lesson. The word meanings were discussed and the children put these into sentences as a group, in partners and individually.

From lesson six to ten the children would read back over their word lists and the sentences devised with a partner at the beginning of each lesson as their own form of independent revision.
We would then check our word lists for any new vocab words we could add. The children enjoyed this and began to add more than one letter to the rime unit and make four letter words E.G. ‘hop’ became ‘shop’. They became quite excited when a student thought of a new word and he/ she could then make the word using the letter boxes.
Results

The effect of the explicit teaching over ten lessons to a group of year one students is examined in the following graphs. Both the pre and post data from the Intervention and Control group data is recorded.

The text level scores on the pre and post test also proved that Intervention group’s ability to decode words was significantly higher at the end of the two week period than the control group.

The average text level at the pre test for the Intervention group was 4.3 and the Control group was 6.3. (Graph 3)

After the two weeks of explicit teaching of onset and rime strategies the Intervention group made gains of ‘5.3’ as the post test average was ‘9.6’. The Control group made gains of ‘4.8’ averaging ‘6.3’ at the pre test and ‘11.1’ at the post test.
As you can see all the children in both groups increased their knowledge of decoding words and improved. In the Intervention group students 4,5,6 are all on reading recovery and have also made progress by the end of the intervention sessions. I had noted in my running records that the first strategy they use to try and decode an unfamiliar word is breaking it up into the onset and rime.

The children in the control group do not all attempt to do this even though it was taught last year as a strategy to read. Student 5 from the Control group is also on reading recovery and has repeated her prep year due to ESL difficulties. Therefore, I would say that the hypothesis of teaching onset and rime over a consecutive number of sessions will improve automaticity is supported.

**GRAPH 3**

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RIME UNIT TEST RESULTS  three letter one syllable words

This test was used to test their knowledge of sound patterns in three letter words

![Graph 4](image)

**GRAPH 4**
Comparison of individual scores for Intervention and Control Groups

Results indicated support for my hypothesis that explicit teaching of onset and rime units to children will improve their automaticity in decoding and reading unfamiliar three letter, one syllable words.

The reading test scores in the Intervention group Graph 4 showed an increase in 5 out of the 6 children in their ability to read the three letter words. The gains made by the Intervention group were greater than the Control group. Graph 5

Student 3 and 6 from the Intervention Group both achieved a significant increase in using the strategies taught as proved in their post test scores. The control group had no children with as high an increase as did the Intervention group.

At the pre test stage the average score for the Intervention group was ‘4.3’ and when you compare this to their average at the end of the teaching intervention which was ‘11.6’ it had risen by 7.3.

The Control group average at the pre test was ‘7.1’ and at the post test ‘10.3.’ Their average at the end of the 2 week period had risen by ‘3.2’

In comparison the Intervention group’s increase from pre test to post test was significantly higher and it more than doubled the Control group’s level of improvement. See Graph 6
This indicates that using the onset and rime strategy to teach decoding of the three letter one syllable words was successful.

In the Intervention group Students 4,5,6 all of whom are on R.Recovery all scored poorly on the pre test achieving only a ‘0’ or ‘1’ out of 24 and Student 3 ‘3’. The highest score was Student 1 on 50% and Student 2 on 37%. All children bar one scored below average.

After the intensive teaching sessions Student 3 who was on 12.5% at the pre test scored 79% on post test which was a dramatic increase in her knowledge of blending rime units. Her knowledge of the rime units we covered were all correct however she hasn’t transferred this to the ‘ab’ and ‘ip’ rimes.

Student 2 increased from 9/24 and moved up to 17/24 after the intensive sessions. Initially he made a guess e.g. the word ‘mug’ was ‘margaret on the pre test .On the post he correctly said ‘mug’. This student in particular did benefit from this style of teaching as it was repetitive and the learning was reviewed each day.

Student 4 was at 4% on the pre test improved by 21% and moved up to 25%. At the pre test I noticed he didn’t attempt more than two words and became distressed. At the post he did use some strategies we taught but the vowel confusions were still hampering progress.

Student 5 made no gains in the post test due to a severe language disorder which impacted on his learning.

Students 1 and 2 progressed and also gained a higher score. Student 1 went from 50% up to 70% and student 2 from 37% up to 70%

The control group did make some progress however individual children did not increase their percentages as well as the intervention group.

Student 1- no increase possible as his results were 100% each time
Student 2- 37%- 58%
Student 3- 8% - 16%
Student 4 - 4% - 29%
Student 5 – 0% - 8%
Student 6- 29% - 45%

The intervention group Student
Overall I can state that looking at these results their skill in reading these words using the onset and rime strategy did improve their decoding skills and phonemic awareness. Half of the children in the Intervention group were above the average. In contrast the Control group had one student above the average at the pre test and only two above at the post test.

**RAN 1 TEST RESULTS**

The Intervention RAN average pre test score of ‘43.3’, had a ‘4.7’ difference to the Control group which averaged ‘48.’ (Graph 7)

After the explicit teaching sessions the post test results indicated progress in the Intervention group’s ability to recall correctly letter sounds or names as they averaged ‘3.7’ higher scoring ‘48’

![Graph 7](image)

The Control group post test scored indicated a negative result of - .4. They scored 47.6 which was .4 less than in their pre test. (Graph 8)

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![Graph 8](image)

The Control group post test scored indicated a negative result of - .4. They scored 47.6 which was .4 less than in the pre test.
The difference between the Control and the Intervention RAN average pre test scores was ‘3.7’ The Intervention group scored an average of 43.3 and the Control 47. Graph 9

RAN 1 TESTS ;Graphs 7,8,9

This test was used to test their knowledge of individual letter sounds they were able to identify .

During the pre testing students 1,2,3,4 from the Intervention group achieved well above the average score between 96%- 100% and student 5 ‘58%’ and student 6 ‘68%’

At the post testing students 1,2,3,4 and 6 all achieved 100% and student 5 ‘4%’ higher in his average. Student 6 had difficulty identifying ‘b’ and ‘p’ in the pre test but could recall ‘p’ after the intervention. Student 5 was more consistent with recalling ‘s’ and ‘a’ which could be due to his Reading Recovery as well as the intervention and so made some progress.

The control group also had 4 students achieving well above the average between 96-100% and the remaining students between 88-94%

At their post testing three students scored 100% and student 2 and 6 both scored 8% lower with confusion between the letters ‘b’ and ‘d’ which was not consistent with their pre test. However this has not followed through with their writing. The test was at the end of two weeks with a swimming program and it may have affected their performance.
LETTER IDENTIFICATION
This test was conducted to identify which single letters of the alphabet were known.

GRAPH 10

LID testing also proved to be positive for the Intervention group. The average difference between both groups at the pre test was 7.9. in favour of the Intervention group. The intervention group scored an average of 41.6 and the Control group an average of 49.5.

GRAPH 11

GRAPH 12
At the post testing both the Intervention and the Control group had risen in the raw scores. The Intervention gained another ‘4.7’ in the average and the Control ‘2.1’. The difference between both groups was now less and only ‘5.3’ in favour of the Intervention group. It was a positive outcome for both groups as it is imperative that all children recognize accurately the single letters of the alphabet before they are able to link these with other letters. The Intervention group do not have the same level of ability in recognizing the alphabet as the Control group and this will impact on their phonemic awareness in linking sounds together to make a rime unit.

At the pre test the Intervention group had five students above average but Student 5 was on 22%. He was only able to identify ‘a, e, i,o,u’ and a few consonants. He was unable to consistently identify new sounds or the vowels he tested correctly in the pre test. This remained the same at the end of the intervention.

Student 6 was just above the average on 62% at the pre test and moved up to 94% at the post test. His knowledge of the vowels was good however his ability to identify the consonants ‘b,d,g,p,q,r,t’ was poor. After the teaching sessions only ‘b and q’ were missed. The teaching of the rime units helped him gain the knowledge of unknown letters and maintain this.

The Control group had a higher level of knowledge of LID at the pre test and each one maintained and increased their letter recognition.
RAN 1 TIME SCORES RESULTS

The RAN 1 Time test was used to discover how quickly the children could recall automatically the letter symbol’s name or sound. Therefore the lower the time score the faster the children were able to recall the letters.

The Intervention group (Graph 13) scored an average of ‘61.8’ seconds in the pre test to recall the letters and the Control group (Graph 14) averaged a faster score of ‘52.1’. This was ‘9.7’ seconds faster and an advantage for the Control group as they have a faster recall of single sounds.

The Intervention post score (Graph 13) average was 11.8 seconds longer than the Control group (Graph 14) as Intervention score was ‘63’ seconds and the Control was ‘51.8’ seconds.

GRAPH 13

GRAPH 14
On average both groups (Graph 15) were tested the same day and the Intervention group averaged ‘1.2’ seconds longer than in the pre test and the Control group averaged ‘3’ seconds faster than in their pre test.
The testing day for both groups may have had an impact on the results and this will be explored further in the discussion.

GRAPH 15

The RAN test was conducted to test their knowledge of individual letters and the speed in which they can retrieve them.

The Intervention group’s time score average was on the whole for students 1,2,3,4,6 within a reasonable limit. Four out of six students were faster in the post test and did not take more than sixty three seconds- one minute three seconds to complete it. Student 5 was the exception but his knowledge of LID was also poor.

The lowest score for the Intervention in the pre test was thirty four seconds and in the control was thirty five seconds.
The Burt test was conducted to identify which students were able to manipulate letters and sounds to decode and recognize words.

**GRAPH 16**

There was a significant difference of ‘47’ with the average pre test scores for the Intervention and Control group.

The Intervention (Graph 16) pre tested at an average of ‘7.8’ and the Control group (Graph 17) at an average of ‘15’.

At the post test this difference between both groups reduced. The Intervention group averaged out at ‘20.1’ and the Control group at 21.3’

The Intervention group made a gain of ’12.3’ which doubled what the Control group had which was a gain a ‘6.3’. (Graph 17)

Therefore the Intervention group made definite progress in their ability to read unfamiliar words using their knowledge of vowels, consonants and onset and rime strategies.
The Intervention group made the highest gains from the pre to the post test on average. Student 2 who could recognize 1 word moved up to 23% reading 26 words. Student 3 also moved from 12% up to 24.5% and their strategies when attempting to read the unfamiliar words were what we learned during the rime unit intervention. Student 6’s competency also improved and increased up to 15% from 1.8% only reading two words.

The control group had three students who read sixteen words and more at the pre test but did not have as high an increase as the Intervention group. They were also not using the strategies explicitly taught to the Intervention group.
Discussion

Reflecting back over the hypothesis in relation to the pre and post test data, I feel that my hypothesis has been supported and the children have experienced success in reading the three letter one syllable rime units with automaticity.

The students in the intervention group used the strategies explicitly taught to decode the three letter words and also increased their knowledge and were able to and keen to write and read both three and four letter one syllable words.

By the end of the second week intervention they were confident to read the words individually, within a sentence, write them and knew exactly how to approach an unfamiliar word by breaking it up into the initial onset and rime. This strategy is still the first method they use when attempting to decode when they are reading.

This is also supported in the result section of the research. In all tests except for the RAN time scores the Intervention group averaged higher than the Control group. The post test scoring for the RAN time scores were completed the same day at the end of the second week of a swimming program. Most of the students were tired and not as focused as in the pre test. The Intervention group took longer to recall the letters however they were on average 3.7 higher in their accuracy than in their pre test. The Control group were faster to recall the letters but two of the students were less accurate than in their pre test.

Prior to the teaching, Intervention Students 3,4,5,6 seemed to have no strategy in place during the Rime unit pre test and simply guessed or said nothing. Student 4 was visibly distressed and close to crying. At the post test they all, except for Student 5, with confidence said the word automatically and Student 3 and 6 broke the word up into onset and rime and then repeated the whole word. During guided reading or independently with me this is what they attempt when decoding an unfamiliar word.

Student 5 has a severe language disorder which has impacted on his learning and his ability to recall single sounds and this is still proving to be difficult for him.

J.C.Cassidy & L.L.Smith stated that ‘The general trend we have identified in our research is that children’s phonological awareness mastery tends to follow a pattern based on position within the syllable (beginning, ending, middle) for both detection and manipulation tasks.’ They go on to quote (Fudge, 1997;Seymore at al., 1999 Treiman& Kessler1995) ‘The onset-rime theory states that splitting words in the English language occurs most easily at the point between the onset and rime’. My study has supported these theories and the children receiving the intervention developed the skills of breaking the words up into onset and rime with the explicit teaching they were given.
Implementing this program to teach the children a specific reading strategy had a positive affect due to the following:

- Teaching a small group of six assisted me to quickly assess the weaknesses and strengths of each individual on a daily basis and to see how they worked as part of a team.

- Teaching over ten consecutive days was beneficial as the children had the opportunity to revisit the teaching from the previous sessions daily and explain what they learned to their peers. This self talk helps them contextualize their learning.

- The group of children were aware of what they were aiming to achieve.

- Testing the children pre and post gave me a starting point for the lessons for each particular child.

- Teaching onset and rime provided them with a grounding of vowels and consonants and their use within our language.

- Most importantly it has boosted their confidence dramatically and they are now assisting the children from the control group to learn this strategy using the language we used during the lessons. The children now run the rime unit games independently of the teacher.
Implications for the teaching practice with the Intervention group

The implication for the teaching practice was the inability from student 5 to stay on task and allow the other children to focus and learn. His frustration with the language barrier has impacted on his ability to achieve along with the others. Student 4 was quite anxious and was prescribed glasses to wear. However, no diagnosis has been given as to why. His recollection of vowels was weak and he confused ‘a’ ‘e’ and ‘i’ throughout the sessions.

I had also noticed that the letter print of ‘b’, ‘d’ ‘p’ in a text is different to what they are used to writing and words in the games ‘Bingo’ and ‘Hot Potato’ were written using both cursive print and printed letters one would see in a text.

ESL was a barrier for Student 1 as she is unable to produce particular sounds. However, she is using the visual cues to assist her. She very quickly began to see the connection between the three letter rime units and the four letter words.

Sensory Impairment:
Student 2 has been working with a speech pathologist to develop clarity and found it difficult throughout prep to produce many sounds due to immature speech.

Student 6 has had enormous speech and health difficulties and therefore many school absences throughout prep. He has been working with a speech pathologist since kindergarten and his carer also has many difficulties producing particular sounds due to her ESL background.

Student 3 has had emotional upheaval since prep and did not make the progress she would normally have made due to family difficulties and long absences in her first year at school.

In comparison with the control group, the intervention group has four students with speech difficulties, a language disorder and well being concerns. The control group have only one student with a slight speech difficulty due to ESL and one student who is a refugee and has great needs with establishing vocabulary and comprehension of oral language. This student has repeated prep due to these needs.

The teaching sessions took place the same two weeks as the school ran our swimming program and I feel that in the post testing data it impacted on the control students 2 and 6 in their RAN tests. They both made critical errors. However, I feel that it has not impacted with their literacy knowledge in class.

Moseley and Poole (2001) did a study on the advantages of rime prompting and they found that they couldn’t ‘support the view that children should not be encouraged to recognize onset-rime patterns in their first two years at school’. They go on to say ‘once children begin to read they recognize a growing number of words as wholes and that they need strategies for working out a proportion of unfamiliar words…. Sounding out a word accurately phoneme by phoneme is a difficult task, requiring extensive knowledge of the sequential dependencies of letter sound correspondence and making considerable demands on working memory.’
I fully agree with this statement and this is why I chose to use this topic as my research.

During the children’s first year at school in prep teaching onset and rime was a strategy I attempted to put into place. However, the classroom demographics were different, group size larger and the lessons were not as controlled and consecutive as this research study was. They were also not pre and post tested. Most of the children in the group did not make effective gains from my teaching. Therefore choosing this particular hypothesis to research and test was vital for my children.
The children in my Intervention group have certainly gained and extended their knowledge of decoding through onset-rime strategies. Understanding their difficulties, set backs and needs, the strategy of onset –rime, the consecutive teaching sessions with a small group supported my hypothesis that their automaticity when reading these one syllable three letter words will improve.

In conclusion, teaching a small group of students on a regular basis for a period of time a strategy which they are easily able to adopt and make use of on an everyday basis has proved to be successful. Their literacy standards in decoding and writing three letter words have improved dramatically. Providing them with the skills to adapt this knowledge assisted in their reading and writing four letter words with confidence.
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Teaching Lessons

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TABLE 1: STUDENT DEMOGRAPHICS

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**TABLE 2**  
Pre and Post Test Data
RESOURCES USED FOR THE RESEARCH

1. The Fat Cat- A Danish Folktale
2. Dan the Flying Man- Story box readers
3. Flash cards for ‘Bingo’ card game and ‘Hot Potato’
4. Letter Boxes- One litre cartons milk cartons covered and an alphabet letter written on each one- Teacher resource
5. Magnetic letters of the alphabet
7. Jigsaw letters- Teacher resource
**Intervention group lesson plans**

**SESSION 1**

**20 min**

Explain to the group the focus of the next 10 lessons with this group.

Say the single sounds to the children and ask them to repeat them. Using letter boxes and magnetic letters physically manoeuvre the two letters to make the rime unit ‘at’.

- Say each sound individually and then as a whole rime unit.
- Each child is to have a turn to move the boxes and say the unit sound
- Explain the difference between a vowel and a consonant.
- Group letter boxes into 2 groups.
- Add on a consonant to the ‘at’ letter box.
- Say the sound and the rime unit THEN the word ‘f’ and ‘at’ says ‘fat’

**10 min**

Brainstorm words they know with this rime unit - List these and write in colour the rime unit

**10 min**

Write a sentence together using these words. Children copy these out and highlight the ‘at’

**10 min**

Read the story of ‘The Fat Cat’ - a Danish folktale by Jack Kent

**10 min**

Play letter boxes

**Evaluation:**

- Student 5 - found it hard to stay on track but could write down a few consonants to make an ‘at’ word.
- Student 2 - easily lost concentration with the children moving about.
- Students 1, 3, 4, 6 were able to keep up today.
- I need to revise the printed letter ‘b’ ‘d’ ‘p’ again tomorrow.
- I’ll put both written formats on cards for them.
SESSION 2 - 20 min

Children explain how we made up many words using the ‘at’ rime unit. Discuss the onset consonant use and every child to state the vowels name and sound.
Introduce the use of word slides / magnetic letters/ letter boxes as a form of revision.
Children break up into pairs to work on
- word slides
- letter boxes
- magnetic letters

10 min
Read through our sentences devised during lesson 1. How many ‘at’ words? Does the sentence make sense?

10 min
Read ‘Dan the Flying Man’
List the ‘an’ words in the story
- brainstorm other known words
- Make the ‘an’ words using the letter boxes

20 min
Play buzz on an ‘an’ word.
Children call out the word they have picked up from a tub. If it is ‘an’ word they buzz out.
Sentences using ‘an’ words to be written as a group.

EVALUATIONS

Photo day - the children arrived unsettled and late.
Response to the review was not great and only STUDENT 1 stated something about what we did.
Student 5- not on track unless 1:1 with the teacher
Student 6- excellent at moving the boxes and using the onset sound and rime unit
Student 1- Excellent but will tend to add a ;’t’ sound at the end of her onset sound (esl)
Student 2- Difficult to remember the sound of the beginning letter and uses the name and therefore the word itself is confused
Student 4- hesitant to have a go. (Optometrist has glasses ordered but we have not been told why)
Student 3- excellent use of sounds and blending
SESSION 3

10 min
Read through the ‘at’ and ‘an’ list words –Revision
State the vowels in the alphabet and say the sound as well as the name
What are the other letters called? Consosnants -name some

10 min
Provide the children with then letter boxes ‘a, t,n,o’
What kind of words can we make with these ?
Children use ‘at’; and ‘an’ rime unit and add a consonant
If they don’t come up with ‘ot’ introduce the ‘ot’ rime

-Say the individual ‘o’ and ‘t’ sound to the children. Ask them to repeat it.
Say the sound together as a unit and ask them to repeat it again.

Children physically move the boxes together as they do this. n –ot not
Each child is to have a turn in front of their peers. They say it and then the whole group says it after them

10 min
Discuss what is the difference between ‘at’ and ‘ot’ can they include the use of the vowel in their explanation.
List the words down . Use individual whiteboards to write down the ‘ot words they know. Work in pairs.

20 min
Play Hot potato
i.e pick up a word from a tub say the word. (at this stage the tub has ‘at’ ‘an’ and ‘ot’ words in it.)
If its an ‘ot’ word its too hot to handle and get rid of it.
If not keep your word.

10 min
Write a sentence with a partner using one of the 3 rime units.
Write these into our rime unit book.
Use the word slides to revise all the rime units

Intervention Evaluation-
The game ‘Hot Potato was a great hit,
Student 5 normally not engaged was focused and keen
Students in the group followed the game and were keen to help out each other if they had forgotten the rime unit blend .
A good game and will add the next rime unit words into our tub.
SESSION 4

5 MIN
- Revise the rime unit words lists with everybody. ‘at’ an’ ‘ot’. Say the initial consonant sound then the rime unit sound and then blend it altogether
- Play Tic tac Toe with words on the chart
- State the 5 vowels and some consonants we have put with them to make a rime unit.

10 min
Children split up to play and move around to each group
- Letter boxes
- Magnetic letters
- Word slides
- Whiteboards to write down the words they have learnt

20 min
Make up BINGO cards using the 3 rime units with a partner.
Children have a rime unit on a game card and add the initial consonant to make a word on their chart. 12 words on each card.
Read through your game card words with a partner
Play BINGO with one of the cards made. Children take turn to be a caller

5 min
Teacher reads out some of the rime unit words learnt so far and children visualize what they are and draw and write each one down.

10 min
Using the direct teaching approach- children all respond together when the teacher drops her hand as a sign to respond as a group. This gives the children time to think about the word they are reading.

10 min
Compose sentences as a group using these rime unit words

EVALUATIONS:
Student 5 found this difficult to manage and was keen to keep writing on the whiteboard
Student 1, 3- worked well and were excellent at staying on track
Student 2 and 6- still not as focused as I would like to see.
The room was not as quiet as it needed to be and student 6 would struggle to tune in with the background noise
SESSION 5

10 Min

Read through our word lists of ‘at’ ‘an’ and ‘ot’ words.
Read through the words on flashcards that have the 3 rime units mixed.
Read our sentences on our flip charts.
Play the game ‘Climb the ladder’- Rime unit cards are placed on a ‘ladder’ on the floor. The children choose which ladder they want to climb and read each word on the rung.

15 Min

Introduce – ‘ig’ rime unit
Say the individual sound to the children. Ask them to repeat it.
Say the sound together as a unit and ask them to repeat it again.

Read the nursery rhyme Gregory Grigg and his 27 wigs.
- Brainstorm the ‘ig’ words and place the words on our ladders.
- In pairs - Use the letters boxes, magnetic letters to make the rime unit and use different onset consonants to make a new word

10 min

What shape am I?
Word shapes- what word fits in this shape?
Children work on the word slides, magnetic letters, white boards and letter boxes while individual children work with the teacher to explain what word could fit into this shape.

20 min

Prepare Bingo word game cards. Children each take a game card and write in each square one of our onset and rime words including the new unit ‘ig’ (12 words in total)
Play the game using their own set of words

5 Min

Devise new sentences with our ‘ig’ rime unit. Write on our flip charts.

EVALUATION

The opportunity to write their own game card words was a treat for them and they had to think carefully about making sure they had enough variety of the rime units on their card. This seemed to give them ownership of what they have learned.
Every student enjoyed this and they played their cards and then swapped them around.
Student 5 was the only student who needed assistance to write and think of other rime unit words apart from ‘at’.
Student 4 also needed some scaffolding to write some of the words as his vowel confusions prevent him from having the confidence to independently do this.
SESSION 6

10 min
Revise the rime units introduced in session 1-5
Say the rime unit sounds to the children and ask them to repeat them. -at – an – ot – ig

10 min
What do I look like?
Wordshapes- Discuss what they expect the word to look like?
Draw around the shape of an ‘at’ ‘an’ ‘ig’ ‘ot’ Which set of words will look different. Why?

15 min
Using letter boxes and magnetic letters physically manoeuvre the two letters to make the rime units introduced so far

-Read through the flash cards with these rime units.
-Read through the sentences written up on the charts
-Look for the ‘rime unit’ words within each.

20 min
Introduce ‘ay’ rime unit

Say the sound the rime unit makes together

Brainstorm words they know with this rime unit with a partner and then as a whole group
Write these down
Say the words using the onset consonant before the rime unit. E.g. w’ay’ says ‘way’

Write a sentence together using these words. Children copy these out and highlight the words in the new rime unit.

5 min
Who am I?- New game introduced
I have the sound ‘ay’ at the end and you can find me in the word which means to have fun.
‘play’

Evaluation of the Intervention group
Wordshapes have been the focus today especially for students 4 & 5. Student 4 is still confusing ‘an’ with ‘at’ and I hope using the shape will help him.
Student 6- sleepy and lethargic. Perhaps swimming program is impacting on his ability to focus
Student 5 -struggles with the beginning sounds and is only guessing some words.
Student 2- quiet and was able to read the words taught last week. He uses ‘an’ for ‘ay’ words today.
all the group were more able to distinguish between the single onset letter and the rime unit which follows.

-knowledge of vowels are also improving with students 1,2,3,4,6.
SESSION 7-

10 min
Read back over the sentences we made yesterday. Children highlight the ‘ay’ words.

Play buzz on an ‘ay’ words.
Children call out the word they have picked up from our word tub.
If it is ‘ay’ word they buzz out.

15 min
Letter boxes
Magnetic letter
Children move the onset letter to the rime unit chosen and say e.g. ‘s     ay’ is say
Play BINGO using the rime units taught up to date.. ‘at’ ‘an’ ‘ot’ ‘ig’ ‘ay’

20 min
Introduce the new rime ‘et’. Ask the children to sound out each individual letter and blend the rime unit. ‘et’. Draw the word shape it makes. Can they explain what it looks like?

Every child is to come out and maneuver the letterboxes to make the sound unit. The group repeat after each individual has completed this.
Each child repeats this adding an onset consonant before the new time unit
List the words they have made.

10 min
Sit around in a circle and develop a sentence together using these words.
Teacher writes them down on a chart and on flash cards

5 min
Students play Hot Potato using our new ‘et’ words introduced

EVALUATIONS
Student 2 and 6 found it difficult to stay on track and follow the lesson.
Student 2 - Keeping up with the new rime unit was hard and he confused ‘et’ with ‘at’.
I will follow up on this tomorrow.
SESSION 8

15 min
Revise vowels/ consonants and ask the students to say the 5 vowels and some consonants.
Find the vowels in our rime unit chart words.
Read the sentences from yesterday.
Pick out the ‘et’ words brainstormed. What does it look like in a shape?

Read the sentences devised by the children. Look for the ‘at’ ‘an’ ‘ig’ etc.. words in the sentence we read.

10 min
Introduce ‘ad’ rime unit
Provide the children with then letter boxes to make our new rime unit ‘ad’
Introduce the rime unit formally. Say the sound of each letter to make ‘ad’.

Each child comes out to say the onset consonant and adds the rime unit ‘ad’ and then says the words. This is repeated and we all say it with them.
‘h’- ‘ad’ – ‘had’
Copy out on flash cards the words made to put in our tub of words.
Compose a few sentences using these words.

15 min

-Provide a rhyme to help them not confuse ‘b’ and ‘d’
‘b’- bat before the ball
‘d’ drum before the drumstick

20 min
Using flashcards made read through the words using the format of ‘f- at ‘fat’
Play Bingo using all the rime unit words. Children are to take a turn at being the caller.

5 min
Write the new words into our rime unit books

Intervention Evaluation-

This was a much better lesson for most of the group.
I have encouraged Student 4 to remain centre front to see the words directly.
They have also been pushed to call out loudly the sounds and rime units. Revising the vowels sounds have also been a bonus. But I’m not sure whether they are aware of the consonant vowel and consonant pattern in the words. Perhaps they are tired from swimming.
The letters ‘b’d’p’ are proving to be tricky as they are used to seeing them written in cursive print. I have written any words with these letters using the print form and cursive style and am teaching them the rhyme to help them with their recognition.
I think student 5 is trying to use this as a strategy to remember the difference. Student 2 is having trouble keeping his left eye open and is closing it unaware he is doing this.
SESSION 9

10 min
Revise our new rime unit ‘ad’
Each take a turn to make our words using the letter boxes, Each child repeats what the child makes ‘s’ and ‘ad’ make ‘sad’

Read a sentence from each rime unit chart
Copy out two sentences from our last rime unit.

30 min
Play UP WORDS using the letters (2 at a time only)
Place a consonant on top of another and add it to the rime unit introduced.
Say the new word you have made.
-Use scrabble letters to make some of our words (2 players)
- Whiteboards- (2 students) turn over a rime unit and make as many words as you can think of.
These activities were rotated so each student had a turn at playing them

5 min
Teacher and children read out the rime unit words learnt so far. B – at ‘bat’
Revise with the children and ask them to explain another way ‘b and p’ can look in a book.
b- bat before then ball
d- drum before the drumsticks
p-polly sits on a branch holding on tight

10 min
Introduce ‘it’ and ‘ut’ rime unit
Provide the children with then letter boxes to make our new rime unit ‘it’ ‘ut’
Introduce the rime units formally.

Using flashcards made read through the unit words introduced using the format of ‘f- it’ makes ‘fit’.
Play Bingo using the rime unit words- new charts have been made with the latest rime units on it

5 min
Using the direct teaching approach- children all respond together when the teacher drops her hand as a sign to respond as a group. This gives the children time to think about the word they are reading.

Evaluation:
Most children were now more proficient in spelling as well as reading the words. Student 4 is sometimes hesitant blending the unit rime sounds and looks for help.
Student 5 struggles to recognize more than ‘at’ but it is a great start. He will need to do this again with the next group as will student 4
SESSIOI N 10

10 Min
Revise ‘it and ‘ut’ rime units. By playing ‘Hot Potato’
Take a card, read it if it has a word with ‘it’ drop it fast and don’t get caught with it.

10 min
Read through our sentences,- a child chooses the sentence to read and we all repeat after him/her
- word charts and play tic tac to a student runs this activity

15 min
Introduce a new rime unit ‘ip’. Say each individual sound ‘i’ and ‘p’ and the sound it makes together. ‘ip’
- Letter boxes and magnetic letters. Children are divided into 2 groups and are to make as many words as possible.
Come back together as a group and write down the words we made- both 3 and 4 letter words if it is possible.

10 min- Lets have fun!!
Each child is to play independently of each other. The teacher has time to go around and talk to them about what they have made. Sentences / words composed

UPWORDS
SCRABBLE
BLACKBOARD
WHITEBPARD
MAGNETIC LATTERS
LETTER BOXES

15 min- Teacher begins this activity. Children will devise their own or with a partner.

WHO AM I?
I have 3 letters in me
I have the vowel ‘i’
I am an animal you find on a farm

EVALUATIONS: This was our last lesson and I am pleased with most of the children’s ability to read the sentences we have written with confidence. Most of them are still breaking up the words prior to saying them but this has provided them with the scaffolding they have needed. Student4 & 5- will work with the control group again to further instil the knowledge they need to decode and comprehend the differences between the vowel sounds.
The change in activities each day and the revision of reading the words and sentences has been a bonus.