

Explicit teaching of onset and rime units to a group of beginning readers in Year One improves their word and prose reading accuracy.

ABSTRACT

Learning to read is one of the most essential skills children need to acquire. Some children experience difficulties when learning to read and will require some form of intervention. Current research has found that there are strong links between phonological awareness and progress in reading. One of the components of phonological awareness is onset and rime.

The hypothesis of this action research is:-

Explicit teaching of onset and rime units to a group of beginning readers in Year one improves their word and prose reading accuracy.

This action research investigated the effects an intervention program aimed at explicitly teaching onset and rime to a small group of Year One students would have on their word and prose reading accuracy. Research indicates that explicit teaching will improve word reading accuracy.

This action research comprised of a pre-testing, intervention and post-testing phase. The same tests were administered during the pre and post testing phase. The intervention phase consisted of a series of 10 x 30min lessons explicitly teaching ten rime units, being delivered to four students who were withdrawn from their class.

The post-test results of the four students in the intervention group, who received the explicit teaching, were compared to the results of the four students in the control group, who continued to be taught their regular literacy program. Far more significant gains were made by the students in the intervention than those of the control group, clearly supporting the hypothesis put forth in this action research.

Future implications arising from this action research would be to include explicit teaching of phonological skills within the infant literacy program and/or through an intervention program supporting students experiencing reading difficulties.

INTRODUCTION

“Learning to read is one of the most important events in a child’s school career” (Anderson, Hiebert, Scott and Wilkinson, 1985; Lyon, 1999; National Reading Panel, 2000; cited in Lane, Pullen, Eisele, Jordan, 2002). As Lane et al (2002) state, “reading is a foundation skill for school learning and life learning – the ability to read is critical for success in modern society.” It is therefore the responsibility of schools and teachers to ensure that all students acquire this “foundation skill”.

However, despite much effort in this area, it is unfortunate that many children experience difficulties in the early stages of learning to read that become barriers to later reading and learning (Lane, et al., 2002). Some children are still leaving primary school with such poor reading levels that their future educational opportunities are severely disadvantaged.

Over the past two decades, substantial funds have been provided towards research in reading, its development and the nature of reading disabilities, with one of the goals being to investigate the conditions that need to be in place for all children to acquire adequate reading skills in school. (Torgensen, Alexander, Wager, Rashotte, Boeler, Conway, 2001). The research of Torgensen et al (2001) found that a weakness in their ability to process the phonological features of language was primarily responsible for word reading difficulties of children with reading disabilities. Research has shown that there is a strong relationship between a child’s phonological awareness and that child’s progress in reading (Bryant & Bradley, 1985; Calfee, Lindamood & Lindamood, 1973; Cossu, Shankweiler, Liberman, Tola & Katz, 1987; Liberman, Shankweiler, Fischer & Carter, 1974; Lundberg, Frost & Petersen, 1988; Malean, Bryant & Bradley, 1987; Rosner & Simon, 1971; Tunmer & Nesdale, 1985; cited in Goswami and Mead, 1992).

Phonological awareness refers to explicit awareness of the abstract sound units in spoken words (Gombert, 1992; Morais, 1991, 2003; Marias, Alegria & Content, 1987; Stanovich, 1986; cited in Savage, Blair, Rvachew, 2006). Lane et al (2002) refers to the research in this area as “a scientific success story” (Stanovich, 1986) because it has been shown to be both a reliable predictor of reading achievement and a key to beginning reading acquisition.

Phonological awareness is made up of several skills. “Onset-rime segmentation skill is an essential component of phonological awareness.” (Adams, 1990; Goswami and Mead, 1992; cited in Lane et al, 2002). Onset refers to the part of the syllable that precedes the vowel and the rime is the rest of the syllable (Lane et al, 2002). The ability to recognise rhyme involves an awareness that rhyming words end with a similar sound and that when this sound is recorded in print similar letter patterns are used. Some children, including ESL children who were not immersed in the rhyme of the English language in their early years, have difficulty with this skill, which is an important precursor to many other phonological awareness skills. Instruction at the onset-rime level is an important step for many children (Treiman, 1985, 1991, 1992 as cited in Lane, 2002).

It is apparent that the reading instruction typically being provided in schools is not adequately meeting the needs of some students, who continue to experience reading difficulties. According to Lane, et al (2002) “students who have very low levels of reading ability benefit most from explicit instruction in phonological skills paired with explicit instruction in how to apply those skills in a meaningful context.” This research, along with Torgensen’s (2002), that states that such children “receive reading instruction that is more phonemically explicit and systematic than other children’s”, support the belief that explicit

instruction, delivered regularly, either individually or in a small group, will improve children's overall reading ability.

The purpose of this action research was to examine if phonological awareness, specifically onset and rime, influences children's overall reading ability. This investigation aims to examine if, through explicitly teaching ten rime units and the use of the strategies of segmenting and blending, the word and prose reading accuracy of a small group of students who are experiencing difficulties in learning to read will improve.

This present action research investigates whether a 10 x 30min sessions intervention program aimed at explicitly teaching the phonological component of onset and rime units to a group of four year one students who have been identified as being "at risk" due to their failure to adequately progress in their reading, will lead to gains in their ability to decode words both in isolation and within continuous text. The hypothesis being investigated is: - *Explicit teaching of onset and rime units to a group of beginning readers in Year One improves their word and prose reading accuracy.*

METHOD

Design

The action research uses an OXO (test, teach, test) design and was undertaken in an authentic (primary school) setting. Gains in decoding words in prose and isolation are measured after explicit teaching of onset and rime word units. The Year One students chosen to participate in this action research were identified through formal assessment. A specific intervention plan was designed and administered. At the conclusion of the intervention plan the students were formally reassessed to ascertain if any gains were made. The action research compares two groups of four students, a control group and an intervention group.

Participants

The eight students chosen to participate in this action research were selected from one Year One class at a two stream Catholic Primary school in the Western suburbs of Melbourne. The students ages range from 6years 3months to 7years 2months. All are from an ESL background. One student has repeated Prep.

The students have been identified by their teacher as "at risk" as they have continued to experience reading difficulties since their Prep year and were reading at text level 1. The students are all from an ESL background. They all received extra literacy support in their Prep year, in the form of small group (10 students) intervention. The intervention was delivered in a withdrawn situation, for 4 x 30 min sessions during term 4, 2007. Student 6 has also received extra support this year under the New Arrivals program. She receives 2 x 30min small group (6 students) sessions per week. Student 5 is repeating Prep this year. She has two long absences (2-4 weeks) each year in order to visit relatives overseas.

For the purpose of this action research the students were divided into a control and intervention group, both consisting of four students. Further background information about the participants is presented in Table 1.

Name	Intervention/Control Group	Age in Years and Months	ESL	Earlier Intervention?	EMA	male/female
Student 1	Intervention group	6yrs 3mths	yes	yes	no	F
Student 2	Intervention group	7yrs 1mth	yes	yes	yes	F
Student 3	Intervention group	7yrs	yes	yes	yes	M
Student 4	Intervention group	7yrs 1mth	yes	yes	yes	M
Student 5	Control group	7yrs 2mths	yes	yes	yes	F
Student 6	Control group	6yrs 9mths	yes	yes	yes	F
Student 7	Control group	6yrs 10mths	yes	yes	yes	F
Student 8	Control group	6yrs 3mths	yes	yes	yes	F

Table 1 – Student Details

Materials

Materials used include the following:-

Assessment

PM Benchmark Texts Kit, 1 and Kit 2, 2000.

These carefully graded texts were used to determine student’s instructional text reading level. Kit 1 was used for Pre-testing and Kit 2 was used for Post-testing.

Rime Units Test - Brenda Dalheim, Melbourne University, 2005

This test is at the word level and requires the student to read the words as quickly and as accurately as they can. .

Southerland Phonological Awareness Test (SPAT)- Roslyn Neilson, Melbourne, 1995

This test requires the student to complete the following tasks; syllable counting, rhyme detection, rhyme production, identification of initial and final sound, word segmenting and blending, deletion of initial and then second phoneme. The nonsense word reading and writing section was not administered.

Letter Identification – M. Clay, 1993

This test requires the student to identify upper and lower case letters by name, sound or word.

Word Reading Test – M. Clay, 1993

This test requires students to read a series of 15 high frequency words as quickly and accurately as they can. Test A was used for Pre-testing and Test B was used for Post-testing.

Teaching Aids

- Sunshine Books- Sunshine Phonics Word Families Kit, Wendy Pye Publishing, 1998
- Teacher's Notes and Blackline Masters book and nine text books and one poem that correspond to the rime units being taught.
- Magnetic Letters and Whiteboard
- Flashcards with words used. Onset and rime were written in contrasting colours.
- "Our Word Wall" display. The display was made using a blank brick design, allowing for words used in each lesson to be written in the appropriate columns. See appendix 3 for photo of word wall.
- Paint brushes
- Sand trays

Procedure

During the pre-testing phase of this action research the students were initially assessed to determine their reading level using the PM benchmark Kit 1. Following this, the Rime Units Test, Letter Identification, Word reading and SPAT Tests were administered. Due to very limited testing time being made available, the pre-testing was conducted over a period of seven weeks. The tests were administered individually and in the same order to all participants. The students were withdrawn from their classroom.

For the intervention phase of this action research, the intervention group of four students were withdrawn from their class for 10 x 30min lessons. The ten lessons were conducted over a two week period. One lesson was given on day 1, two lessons were given on days 2-5, and the final lesson on day 6. Lessons were conducted between 9-11am and between 11.30am-1pm, on the days when a second lesson was given. Times were varied so that students would not miss the same class session.

During the post-testing phase the students were again firstly assessed to determine their reading level, however for this test, PM Benchmark Kit 2 was used. The remaining tests were administered in the same order as in the pre-testing phase. Post-testing was conducted over five days in a two week period. The tests were administered in the same conditions and order as during the pre-testing phase.

The following ten rime units were selected for the intervention lessons in this action research: - at, en, it, ad, in, ay, an, up, og, and et. Only 50% of these rime units appeared on the Rime Units test. These rime units were selected so that post-test results would not be overly influenced by the direct teaching that the students received in the intervention program, but rather give a better indication of whether students were able to transfer the knowledge gained and apply it to unfamiliar words.

Each of the ten lessons followed a similar format, with a slight variation in flashcard games and writing medium used, in order to maintain student interest.

Lesson Overview

- Read Sunshine Phonics text book linked to rime unit being taught.
- Focus on rime unit being introduced. Verbalise and write on whiteboard.
- Students recall rime unit words from text. List on whiteboard.
- Using magnetic letters and whiteboard students make rime unit words on whiteboard.
- Students segment and blend words into onset and rime. Students verbalise.
- Use flashcards to reinforce rime unit words. Play games using flashcards eg tic-tac-toe, hide and seek, what's missing.
- Students write words using various mediums eg sand trays, brushes and water, chalk and blackboards.
- Teacher demonstrates how to complete worksheet from the Sunshine Phonics teacher book. Students complete individually.
- Individual students read text to teacher.
- Orally revise rime unit words and record on "Our Word Wall".
- Students articulate what they have learned.

(Lessons 2-10 begin with a short oral revision of previously taught rime units, either through flashcards or the "word wall".)

More detailed lesson outlines can be found in Appendix 2.

RESULTS

Results gathered in this action research indicate support for the hypothesis that “explicit teaching of onset and rime units to a group of beginning readers in Year One improves their word and prose reading accuracy.” The scores of all students in the intervention group indicate gains in all areas tested. The pre and post-test results of the students in the intervention group and the control group are shown in Table 2.

When comparing the post-test average scores of the two groups, it is evident that the intervention group achieved better results in all tests than the control group, with the exception of the Letter Identification test results, which were the same for both groups. These results are clearly illustrated in the graph – Figure 1.

Intervention Group	Text level		Rime Unit		Word Reading		SPAT		Letter Identification	
	Pre-test	Post-Test	Pre-test	Post-Test	Pre-test	Post-Test	Pre-test	Post-Test	Pre-test	Post-Test
Student 1	1	7	5	58	5	12	17	29	49	52
Student 2	1	8	6	69	9	14	25	36	52	54
Student 3	1	10	23	76	8	14	33	44	53	54
Student 4	1	10	24	80	9	13	28	44	53	53
Average	1	8.75	14.5	70.75	7.75	13.25	25.75	38.25	51.75	53.25

Control Group	Text level		Rime Unit		Word Reading		SPAT		Letter Identification	
	Pre-test	Post-Test	Pre-test	Post-Test	Pre-test	Post-Test	Pre-test	Post-Test	Pre-test	Post-Test
Student 1	1	1	3	18	4	11	21	19	52	54
Student 2	1	2	4	36	4	8	21	28	50	52
Student 3	1	5	4	49	6	12	34	38	53	53
Student 4	1	4	39	51	11	14	35	34	54	54
Average	1	3	12.5	38.5	6.25	11.25	27.75	29.75	52.25	53.25

Table 2 – Pre and Post-Test Results

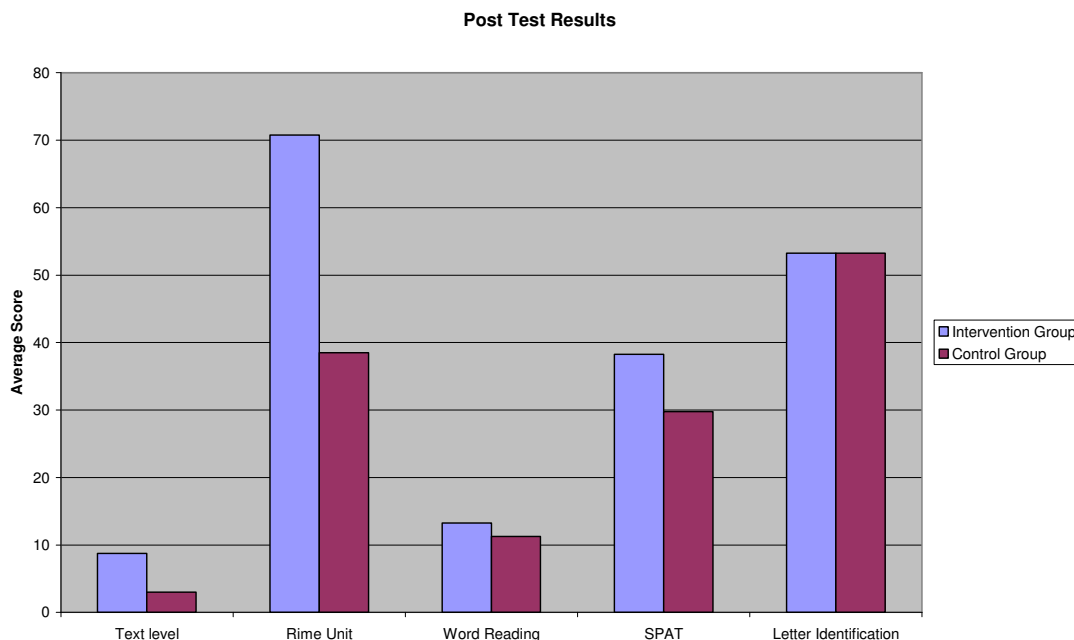


Figure 1

When looking at the post-test scores of individual students some interesting results were found. Firstly, as can be seen in figure 2, student 7's post-test result in the SPAT test was higher than the results for students 1 and 2. However, it must be noted that students 1 and 2 showed greater improvement between their pre and post-test scores. Students 3 and 4 both achieved a 100% test result, which shows a firm understanding of the various phonological awareness skills tested.

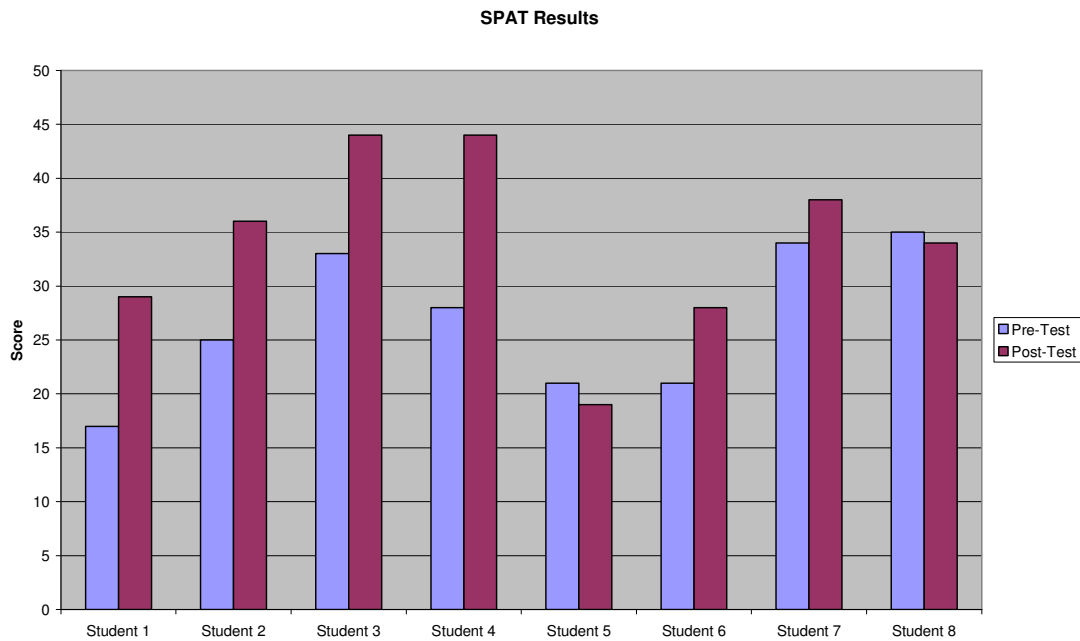


Figure 2

Secondly, it can be seen in Figure 3 that student 8's post-test score in the Word Reading test was higher than those of Students 1 and 4. Once again, however, Student's 1 and 4 showed greater improvement between their pre and post-test scores.

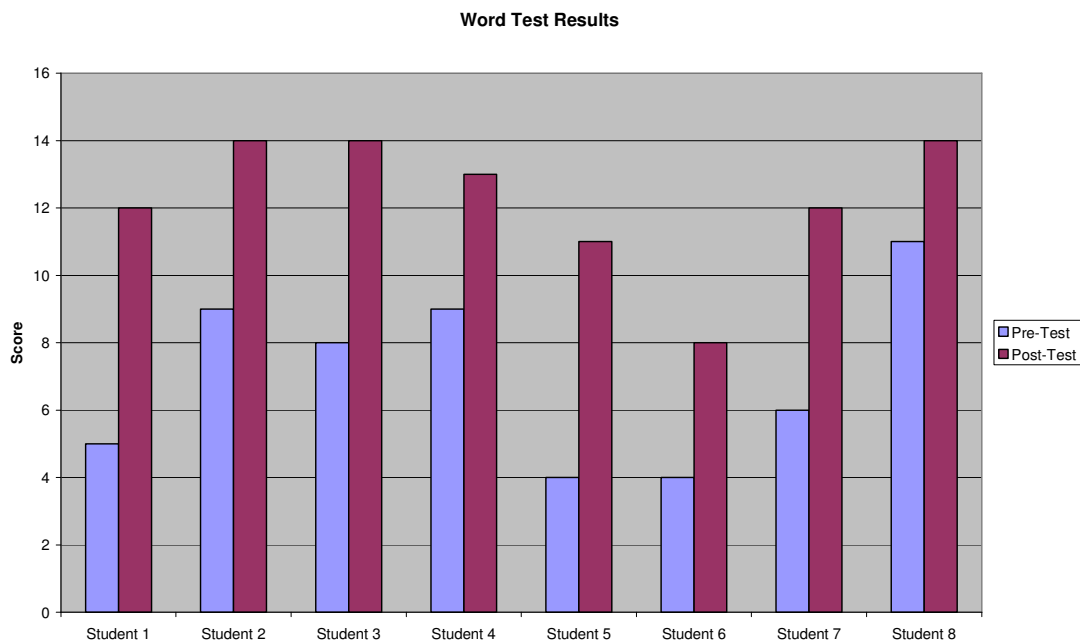


Figure 3

As can be seen in Figure 4 gains were made by all students in the Rime Units test. The gains made by the students in the intervention group were the most significant. Although student 8 had a higher pre-test score than the four intervention group students, they all achieved higher post-test scores, indicating far greater gains.

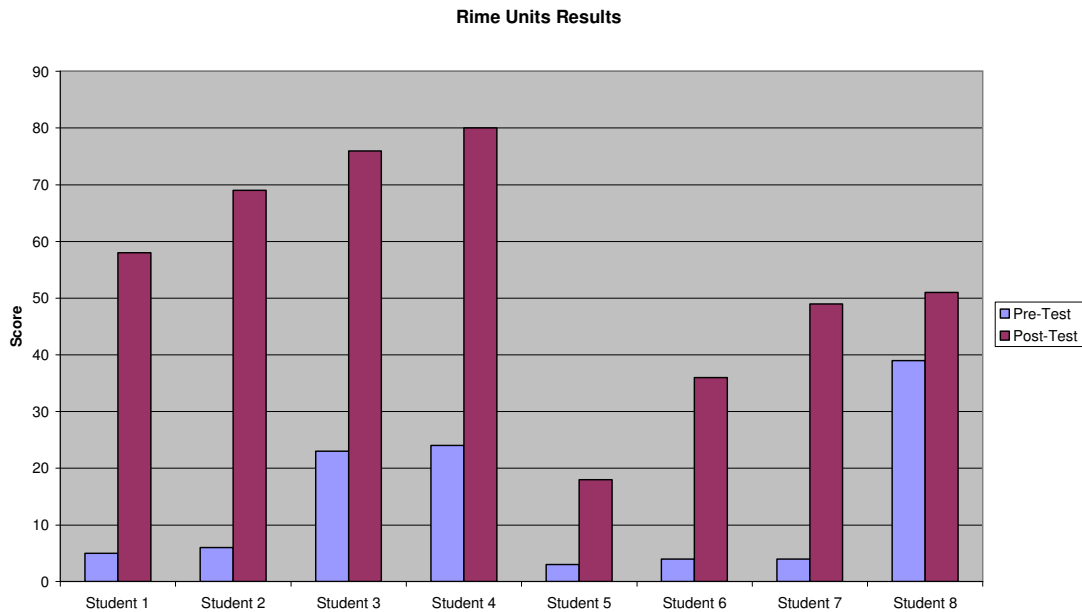


Figure 4

Impressive gains can be seen in Figure 5, showing the post-test text level results. While the pre-test results were the same for all students, Student's 3 and 4 both increased their scores by nine text levels.

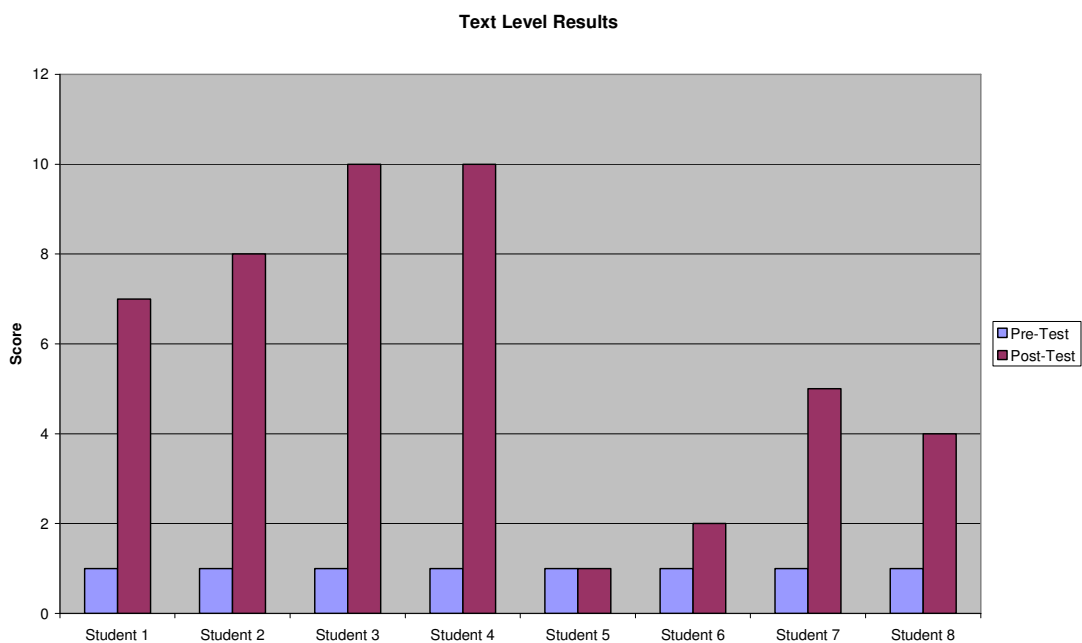


Figure 5

Smallest gains were made by all students in the Letter Identification test. This was to be expected as most students were close to 100% in their pre-test scores. Students 2, 3, 5 and 8 all achieved 100% accuracy in their post-test results.

When considering the results of all five tests administered, students 3 and 4 made the most significant post-test gains across all five tests.

DISCUSSION

The findings of this action research have supported the hypothesis that explicit teaching of onset and rime units to beginning readers in Year One will improve their word and prose reading accuracy.

The results of the testing indicated that all four students in the intervention group showed that they had made gains in their phonological awareness. As a result of the intervention, that explicitly taught onset and rime units through the segmenting and blending of words into these units, all four students showed an improvement in their phonological awareness, which translated to gains in their ability to decode words both in isolation and within continuous text.

The results of the Rime Units test, the SPAT test and the Clay Word Reading test showed that the children had indeed learned how to segment and blend unknown words into onset and rime units. This resulted in significant improvement by all four students in their word decoding skills. The results in this current action research led to the conclusion that the intervention delivered was successful in improving student's ability to decode words in isolation.

In order to see if the intervention had also led to an improvement in the student's ability to decode words accurately in continuous texts, the running records of the student's text level tests were compared. The results showed that all four students improved their text reading levels by a minimum of six levels. Again, these results led to the conclusion that the intervention delivered in this current action research was also successful in improving students reading text levels. These students were able to transfer the knowledge and skills gained during the intervention sessions and apply it when decoding words in prose. The students demonstrated and verbalised the skills of blending and segmenting unknown word in text, even though many of these words were not ones specifically taught during the intervention sessions. This skill had not been evident during the reading level tests in the Pre-testing phase of this action research.

It is interesting to note the remarkable improvement shown in the reading text levels of both students 3 and 4, who improved by nine levels. While these students' Pre-test scores were only level one, which was the same as students 1 and 2, their Pre-test scores in both the rime units test and the SPAT test were higher than those of students 1 and 2. This would indicate that students 3 and 4 began the intervention with higher levels of phonemic awareness than students 1 and 2. These results suggest that students 3 and 4 had already begun to make gains in this area and so, were in a better position to continue to make further gains, thus impacting positively on their overall gains in word reading accuracy at the text level. These results seem to provide further evidence supporting the research that has shown that phonological awareness is both related to reading ability and also a reliable predictor of later reading ability (Lane H. et al 2002).

The results of this current action research indicate that continued improvement in phonemic awareness would lead to further improvement in word reading accuracy, both in isolation and in prose. Study in this area could be a direction for future research.

There is also some support for the research reported above by Lane et al, (2002) in the results of student 8 in the control group, whose pre-test scores in the rime Unit test and the SPAT test were higher than the other participants in the control group. Her post-test reading text levels improved by three levels, compared to no improvement by Student 5 and only one level improvement by student 6, both of whom scored significantly lower pre-test results in the Rime Unit and SPAT tests. However, Student 7, who scored a high pre-test result in the SPAT test and a very low score in the Rime unit test, showed a post-test reading text level improvement of four levels. This result supports the findings of Hulme et al. (2002) that state “phoneme-level skills are better predictors of children’s early progress in learning to read than are onset-rime skills.”

The results of this current action research provide clear implications for teaching practice. The post-test results attained by the four students in the intervention group provide strong support for the explicit teaching of onset and rime units and the blending and segmenting of words, both within the infant literacy program and as a specific intervention program for students who have not acquired the skill.

As Lane et al. (2002) writes “Deficits in phonological awareness are usually associated with deficits in reading” therefore supporting the inclusion of phonological awareness activities in the literacy programs of all students in their early years of education. By doing so, perhaps many of the reading difficulties experienced by some students could be avoided. Having said this, however, there would still be a number students who would continue to experience reading difficulties. For these students, an intervention program, focussing on the explicit teaching of onset and rime units, delivered to a small group of students, in a withdrawn situation, for a specific number of lessons, such as the intervention program delivered in this action research, would be most beneficial in improving word reading accuracy of words in isolation and in context. The same principle should be applied to any other area of need in student’s phonological awareness, as indicated through observation and testing.

The importance of the small group instruction in a withdrawn situation is significant. This situation enables both the teacher and the students to focus on the task at hand, with minimal distractions. It also enables struggling readers to contribute their responses without competing with more capable students thus giving them an opportunity to feel successful and generally improve their self-efficacy.

Another important component of the intervention is to enable all students to verbalise what they have learned in each session and how this can be used in the future.

The time allocated to administer the tests, in particular the pre-tests, was an issue in this action research. Timetabling and the length of time taken by students to complete some of the tests (especially the rime unit’s test) meant that pre-testing took far too long and may have been a variable that negatively affected the result of some students. An appropriate allocation of time for pre and post-testing would be recommended.

The administration of the letter identification test provided little useful data for the purpose of this action research; therefore it could be eliminated from the procedure. The results of this current action research could lead to several possible directions for future research.

One area of particular interest would be to see whether similar gains could be achieved if the intervention program was delivered to a small teacher focussed group, within the classroom, during the regular literacy program. If similar gains could be achieved, then the intervention program could be delivered without the need to employ an extra teacher, therefore significantly increasing access to the intervention.

As extensive research and debate in the area of phonological awareness has shown, improved word and prose reading accuracy cannot be wholly attributed to the explicit teaching of onset and rime units. However, the results shown in this current action research do indicate that significant gains can be made by students who participate in such an intervention program.

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Appendix 1

Word List

Lists of words used in each lesson.

ay	og	in	an	at
day	fog	pin	can	sat
may	jog	bin	ran	hat
say	dog	chin	Dan	fat
way	frog	thin	van	mat
hay		grin	man	bat
play		twin	ban	tat
stay		skin	tan	that
today		shin	pan	scat

en	et	ad	it	up
hen	get	had	fit	pup
den	let	dad	pit	cup
pen	vet	bad	bit	hiccup
men	set	mad	hit	
ten	wet	glad	sit	
then	pet		knit	
when	met			
	net			

Appendix 2

Description of Teaching Unit

Outcome:

Through explicitly teaching ten rime units and the use of the strategies of segmenting and blending, the four Year One students in the intervention group will show gains in their ability to read words in isolation and prose.

The following ten lessons were delivered to a group of four Year One students, who were withdrawn from their regular class. The lessons were 30min each and delivered over six days in a two week period (due to time constraints).

Materials:-

- Text books and Poem – Sunshine Phonics Word Families Kit
- Work sheets – Sunshine Phonics Word Families Teacher’s Notes and Blackline Masters
- Whiteboard and markers
- Magnetic letters
- Sand trays
- Paint brushes
- “Our Word Wall” display. See Appendix 3
- Flashcards with words used. See Appendix 1

Lesson Procedure:-

Lesson 1 (day 1)

Rime Unit – “an” Text – Super Dan, the Fix-it Man

- Read text to students.
- Ask students to verbalise rhyme heard in text.
- Write rime unit on whiteboard.
- Students recall rime unit words from text. List on whiteboard.
- Ask students to list any other words that have the same ending. List on whiteboard.
- Students read words together.
- Using magnetic letters demonstrate segmenting onset and rime eg m / an followed by blending onset and rime eg man. Students verbalise together.
- Call on individual students to use magnetic letters to segment and blend other words on our list. Students verbalise individually and together.
- Use flashcards with “an” words written in contrasting colours eg m (red) an (green) to play “Tic-tac-toe”.
- Students practice writing list words in sand trays.
- Teacher demonstrates how to complete worksheet taken from Teacher’s Notes book. Students complete worksheet.
- Individual students read text book to teacher.
- Orally revise rime unit words and record on “Our Word Wall”.
- Students articulate what they have learned eg /a/ and /n/ make “an”.

Lesson 2 (day 2)

Rime Unit- “at” Text- Rat-Tat-Tat

- Use Word Wall, to revise rime unit and words from previous lesson.
- Read text to students.
- Ask students to verbalise rhyme heard in text.
- Write rime unit on whiteboard.
- Students recall rime unit words from text. List on whiteboard.
- Ask students to list any other words that have the same ending. List on whiteboard.
- Students read words together.
- Using magnetic letters demonstrate segmenting onset and rime eg r / at followed by blending onset and rime eg rat. Students verbalise together.
- Call on individual students to use magnetic letters to segment and blend other words on our list. Students verbalise individually and together.
- Use flashcards with “at” words written in contrasting colours eg r (blue) at (orange) to play “Hide and Seek”.
- Students practice writing list words on blackboard using paint brushes and water.
- Teacher demonstrates how to complete worksheet taken from Teacher’s Notes book. Students complete worksheet.
- Individual students read text book to teacher.
- Orally revise rime unit words and record on “Our Word Wall”.
- Students articulate what they have learned eg /a/ and /t/ make “at”.

Lesson 3 (day 2)

Rime Unit- “et” Text- A Pet You Have Not Met

- Use Word Wall, to revise rime units and words from previous lesson.
- Read text to students.
- Ask students to verbalise rhyme heard in text.
- Write rime unit on whiteboard.
- Students recall rime unit words from text. List on whiteboard.
- Ask students to list any other words that have the same ending. List on whiteboard.
- Students read words together.
- Using magnetic letters demonstrate segmenting onset and rime eg p/ et followed by blending onset and rime eg pet. Students verbalise together.
- Call on individual students to use magnetic letters to segment and blend other words on our list. Students verbalise individually and together.
- Use flashcards with “et” words written in contrasting colours eg p (yellow) et (purple) to play “What’s missing?”.
- Students practice writing list words using chalk and blackboards.
- Teacher demonstrates how to complete worksheet taken from Teacher’s Notes book. Students complete worksheet.
- Individual students read text book to teacher.
- Orally revise rime unit words and record on “Our Word Wall”.
- Students articulate what they have learned eg /e/ and /t/ make “et”.

Lesson 4 (day 3)

Rime Unit- “ad” Text- Mad, Sad, Glad

- Use Word Wall, to revise rime units and words from previous lesson.
- Read text to students.
- Ask students to verbalise rhyme heard in text.
- Write rime unit on whiteboard.
- Students recall rime unit words from text. List on whiteboard.
- Ask students to list any other words that have the same ending. List on whiteboard.
- Students read words together.
- Using magnetic letters demonstrate segmenting onset and rime eg m/ ad followed by blending onset and rime eg mad. Students verbalise together.
- Call on individual students to use magnetic letters to segment and blend other words on our list. Students verbalise individually and together.
- Use flashcards with “et” words written in contrasting colours eg m (green), ad (red) to play “Stepping Stones”.
- Students practice writing list words using sand trays.
- Teacher demonstrates how to complete worksheet taken from Teacher’s Notes book. Students complete worksheet.
- Individual students read text book to teacher.
- Orally revise rime unit words and record on “Our Word Wall”.
- Students articulate what they have learned eg. /a/ and /d/ make “ad”.

Lesson 5 (day 3)

Rime Unit- “en” Text- What Happened Then?

- Use Word Wall, to revise rime units and words from previous lesson.
- Read text to students.
- Ask students to verbalise rhyme heard in text.
- Write rime unit on whiteboard.
- Students recall rime unit words from text. List on whiteboard.
- Ask students to list any other words that have the same ending. List on whiteboard.
- Students read words together.
- Using magnetic letters demonstrate segmenting onset and rime eg t/ en followed by blending onset and rime eg ten. Students verbalise together.
- Call on individual students to use magnetic letters to segment and blend other words on our list. Students verbalise individually and together.
- Use flashcards with “et” words written in contrasting colours eg t (orange), en (brown) to play “Tic-Tac-Toe”.
- Students practice writing list words using water and paint brushes on blackboard.
- Teacher demonstrates how to complete worksheet taken from Teacher’s Notes book. Students complete worksheet.
- Individual students read text book to teacher.
- Orally revise rime unit words and record on “Our Word Wall”.
- Students articulate what they have learned eg. /e/ and /n/ make “en”.

Lesson 6 (day 4)

Rime Unit- “it” Text- Grandma Can Knit

- Use Word Wall, to revise rime units and words from previous lesson.
- Read text to students.
- Ask students to verbalise rhyme heard in text.
- Write rime unit on whiteboard.
- Students recall rime unit words from text. List on whiteboard.
- Ask students to list any other words that have the same ending. List on whiteboard.
- Students read words together.
- Using magnetic letters demonstrate segmenting onset and rime eg s/ it followed by blending onset and rime eg sit. Students verbalise together.
- Call on individual students to use magnetic letters to segment and blend other words on our list. Students verbalise individually and together.
- Use flashcards with “it” words written in contrasting colours eg s (black), it (yellow) to play “Hide and Seek”.
- Students practice writing list words using water and paint brushes on blackboard.
- Teacher demonstrates how to complete worksheet taken from Teacher’s Notes book. Students complete worksheet.
- Individual students read text book to teacher.
- Orally revise rime unit words and record on “Our Word Wall”.
- Students articulate what they have learned eg. /i/ and /t/ make “it”.

Lesson 7 (day 4)

Rime Unit- “og” Text- The Frog and The Dog

- Use Word Wall, to revise rime units and words from previous lesson.
- Read text to students.
- Ask students to verbalise rhyme heard in text.
- Write rime unit on whiteboard.
- Students recall rime unit words from text. List on whiteboard.
- Ask students to list any other words that have the same ending. List on whiteboard.
- Students read words together.
- Using magnetic letters demonstrate segmenting onset and rime eg d/ og followed by blending onset and rime eg dog. Students verbalise together.
- Call on individual students to use magnetic letters to segment and blend other words on our list. Students verbalise individually and together.
- Use flashcards with “og” words written in contrasting colours eg d (green), og (orange) to play “What’s Missing?”.
- Students practice writing list words using water and paint brushes on blackboard.
- Teacher demonstrates how to complete worksheet taken from Teacher’s Notes book. Students complete worksheet.
- Individual students read text book to teacher.
- Orally revise rime unit words and record on “Our Word Wall”.
- Students articulate what they have learned eg. /o/ and /g/ make “og”.

Lesson 8 (day 5)

Rime Unit- “in” Text- Granny’s Legs are Thin

- Use Word Wall, to revise rime units and words from previous lesson.
- Read text to students.
- Ask students to verbalise rhyme heard in text.
- Write rime unit on whiteboard.
- Students recall rime unit words from text. List on whiteboard.
- Ask students to list any other words that have the same ending. List on whiteboard.
- Students read words together.
- Using magnetic letters demonstrate segmenting onset and rime eg p/ in followed by blending onset and rime eg pin. Students verbalise together.
- Call on individual students to use magnetic letters to segment and blend other words on our list. Students verbalise individually and together.
- Use flashcards with “in” words written in contrasting colours eg p (red), in (blue) to play “Stepping Stones”.
- Students practice writing list words using blackboards and chalk.
- Teacher demonstrates how to complete worksheet taken from Teacher’s Notes book. Students complete worksheet.
- Individual students read text book to teacher.
- Orally revise rime unit words and record on “Our Word Wall”.
- Students articulate what they have learned eg. /i/ and /n/ make “in”.

Lesson 9 (day 5)

Rime Unit- “ay” Text- Grandpa, How Are You Today?

- Use Word Wall, to revise rime units and words from previous lessons.
- Read text to students.
- Ask students to verbalise rhyme heard in text.
- Write rime unit on whiteboard.
- Students recall rime unit words from text. List on whiteboard.
- Ask students to list any other words that have the same ending. List on whiteboard.
- Students read words together.
- Using magnetic letters demonstrate segmenting onset and rime eg. d/ ay followed by blending onset and rime eg. day. Students verbalise together.
- Call on individual students to use magnetic letters to segment and blend other words on our list. Students verbalise individually and together.
- Use flashcards with “in” words written in contrasting colours eg. d (purple), ay (yellow) to play “Tic-Tac-Toe”.
- Students practice writing list words using sand trays.
- Teacher demonstrates how to complete worksheet taken from Teacher’s Notes book. Students complete worksheet.
- Individual students read text book to teacher.
- Orally revise rime unit words and record on “Our Word Wall”.
- Students articulate what they have learned eg. /a/ and /y/ make “ay”.

Lesson 10 (day 6)

Rime Unit- “up” Poem- My Uncle Has a Cup

- Use Word Wall, to revise rime units and words from previous lessons.
- Read poem to students.
- Ask students to verbalise rhyme heard in text.
- Write rime unit on whiteboard.
- Students recall rime unit words from text. List on whiteboard.
- Ask students to list any other words that have the same ending. List on whiteboard.
- Students read words together.
- Using magnetic letters demonstrate segmenting onset and rime eg. c/ up followed by blending onset and rime eg. cup. Students verbalise together.
- Call on individual students to use magnetic letters to segment and blend other words on our list. Students verbalise individually and together.
- Use flashcards with “up” words written in contrasting colours eg. c (orange), up (green) to play “Hide and Seek”.
- Students practice writing list words using water and paint brushes on the blackboard.
- Teacher demonstrates how to complete worksheet taken from Teacher’s Notes book. Students complete worksheet.
- Individual students read text book to teacher.
- Orally revise rime unit words and record on “Our Word Wall”.
- Students articulate what they have learned eg. /u/ and /p/ make “up”.

Appendix 3

Photos showing "Our Word Wall".

