

***The explicit teaching of two letter dependable rime units improves the student's ability to read prose accurately.***

***ABSTRACT***

In this study four students in the intervention group were taught three letter on-set and rime words to improve their prose reading. Often prep children can identify letter names and sounds and high frequency words and are taught a variety of reading skills but fail to make progress with their reading. The students in the intervention group had a good knowledge of letter names and sounds. They could also identify over thirty high frequency words. However, they could not read independently, despite taking part in whole class shared reading and guided reading groups. The student's inability to decode single syllable words in unseen simple text meant reading did not proceed past the beginning stages. Phonological awareness ,the ability to recognize ,combine and manipulate the different sound units of spoken words, is needed if children are to develop the graphophonic cues that help the reader see the relationship between the sounds and symbols . Over a four week period the students were taught two letter dependable rime units that included the five vowel sounds. The onset and final sounds included a variety of single consonants. The aim was to expose the students to as many different letter clusters as possible .All the students in the intervention showed improvement in their prose reading and their ability to read single syllable words. As a result of the study, I believe it is often easier for students to separate words into units larger than individual sounds, so the teaching of onset and rimes can be effective. However, consideration needs to be given to the individual student's needs and requirements when deciding what graphophonic understandings should be introduced and when.

## *INTRODUCTION*

*'Reading like thinking is a complex process.'* (Clay 2002).

Different types of information must be used in order for a child to be a successful reader. The reader must try to combine "the information which they find in print with what they carry in their heads from past experiences with language" (Clay 2002).

Successful readers will access this information effectively, while poor readers will ask themselves less effective questions and as a result reduce their chances of success.

As a Prep teacher I have had many students who have failed to make progress with their reading. Trying to determine where the difficulty lies and how best to assist the student continues to be a constant struggle. Many of these students are unable to make progress with their prose reading despite having a number of skills. They may know the alphabet letters, names and sounds. They may have a bank of high frequency words that they have learnt in isolation and can recite. Yet these students are unable to read with fluency.

The high frequency words will act as base but are not enough to ensure reading fluency. Often the student will only recognize these words in isolation or they may be able to identify these words within a text but have poor word 'attack skills' for unknown words. Such children need to develop an understanding of the sound/ letter relationship that words are made up of a sequence of sounds. Single syllable words are made up of onsets and rimes. Learning predictable two letter rime blends teaches the reader to blend and combine sounds and to recognize words that are similar.

Phonological awareness is an ability to recognize, combine and manipulate the different sound units of spoken words (Annadale, Bindon, Handley, Johnston, Lockett, and Lynch 2004). There are 52 upper and lower case letters with different features, formations, names and sounds for readers to learn. "Children need to develop this knowledge but they also need to use this knowledge quickly and automatically while they are reading". (Pinnell & Fountas 1998). So, even children who can successfully name each letter name and sound must learn to access this information quickly and utilize it effectively. This ability to recall letter sounds fast enough and to blend it with other sounds is known as RAN (Rapid Automatisised Naming). The reader with a well established RAN can recall the sound of each letter fast enough to blend them and link them with letter patterns. As part of this study some time will be spent developing the students RAN.

Phonological and phonemic awareness have been identified as key influences on literacy acquisition' (Munro 1998). The teaching of onset and rimes is one part of phonological awareness. I believe it can help students combine and manipulate sounds and give them the confidence to apply these skills in their reading.

"When connected to other letters, a letter becomes a unit of sound like a word or a piece of word" (Pinnell & Fountas 1998). Fluent readers can combine letter combinations to form words. At risk readers will rely on letter by letter sounding out. Therefore it is important for the reader to recognize letter groups and to teach onset and rimes awareness. The reader can then make analogies between words. They will recognize letter group similarities between words and move the sounds from one word to the other. For example, the student can read cat and uses it to read mat and bat.

"Being able to isolate, blend, segment and manipulate phonemes enables the reader and writer to manipulate and control words with confidence and ease' (Annandale, Bindon, Handley, Johnstin, Lockett and Lynch 2004). The main understandings to be developed in relation to phonological awareness include word awareness, syllable awareness, onset and rime awareness and phonemic awareness. Many children will develop this phonological awareness (how words are said) through language experiences at home and at school. However some children will not have had such rich opportunities and will rely on this being included in the classroom literacy program. It is believed that the teaching of such phonological awareness is most successful when there is a focus on recognising and manipulating sound units. 'This equips them with three early word strategies; selecting and memorizing distinctive visual features of words, recoding systematically each letter to a sound and then blending the sound and using part of the letter-sound information' (Munro 1998)

There is no evidence to suggest that students learn sounds in any particular order. There have been numerous suggested teaching lists developed. The teacher needs to take into account the specific needs of the students when developing a class based program. For this study I choose a variety of two letter rimes that included the 5 vowel sounds and the onset and end sounds were made up of individual consonant sounds. I chose three letter onset and rimes as my reading suggested that the children would find it easier to perform phonemic skills using words with less sounds before proceeding to longer two and three syllable words.

Phonological awareness plays a vital role in reading success but it will not guarantee it. The teacher must ensure that a comprehensive literacy program is available to meet the many needs of the students.' Balanced reading instruction usually means a combination of whole language and phonics approaches' (.Stoicheval 1999). Therefore the focus on teaching of phonological awareness, including onset and rimes must be integrated into a rich literacy program that exposes students to shared reading, guided reading and individual reading as well writing and learning from texts.

'The more children know about letter-sound relationships, the more complete mental images are and the easier it is for them to read and write words'. (Strickland, Ganske Monroe 2002). During this study I hope to give the children another skill they can use on the road to becoming confident and fluent readers.

## ***METHOD***

### **DESIGN**

The study uses a case study OXO design in small groups within a real life classroom. In the study the student's ability to read prose accurately is determined after they are exposed to the explicit teaching of two letter dependable rimes over a 4 week period. The students in the intervention group are unable to identify some single syllable words in the 'Burt Reading Test'. It is hoped that by teaching the students how to identify and blend sounds, individually and together, they will be better able to identify unknown words and thus improve their prose reading. The intervention took place over 4 weeks. All students were present for each session.

### ***PARTICIPANTS***

Eight students from two prep classes were chosen to be part of this study. Four students were part of the intervention group and four students from the second prep class were part of the control group.

A	Teaching group Male Age 6 years 6 months
B	Teaching group Female Age 5 years 11 months
C	Teaching group Male Age 5 years 9 months
D	Teaching group Male Age 6 years 5 months
E	Teaching group Male Age- 5 years 6 months
F	Teaching group Female Age 6 years 6 months
G	Teaching group Female Age 5 years 7 months
H	Teaching group Male Age 6 years 1 month

The four students chosen for the intervention group were failing to make progress with their prose reading despite having a number of skills to support them in this area. All students could read in excess of 35 high frequency words using the M100W (most 100 used words) list. They were also able to recognize most letter names and sounds. They were able to read some single syllable words using the Burt word test. Despite these skills they remained on a level 1/2 reading standard.

Four students of a similar low reading ability were selected from the other prep group to act as the control group.

### ***MATERIALS (TESTING)***

The following six pre-assessment tasks were carried out by the teacher prior to beginning the intervention. The assessments were carried out one on one with each child in a quiet area out of the classroom situation.

***The 'Rapid Naming Ability' (RANL-1 and RANL-2)***-John Munro's assessment for the RAN. Students are timed when recalling letter names and the numbers of errors that occur are recorded.

***The 'letter identification' test***-26 lower case letters, 26 upper case letters and two common ways of identifying a and g, making a total of 56 symbols to test.

***Letter sounds tests***-([Appendix 2](#)) this test was devised by the teacher. As the majority of the responses to the 'letter identification' test were alphabet names, the teacher wanted to assess the student's knowledge of letter sounds. Using the lower case letters from the 'Letter identification' test the students were asked to say the sound for each letter.

***High frequency word test.*** ([Appendix 1](#)) The students involved in this intervention have been learning words from the M100W (most 100 used words) lists as part of their reading program. The teacher devised a test that asked the students to identify 42 words from the first three (gold, blue and red) lists.

***The Burt word reading test.*** This test is used to indicate the strategies students use to decode unknown words and their knowledge of reading words in isolation.

***Running record***-To observe and record student's reading behaviours and to ascertain the gradient of text difficulty at which the student is operating as an independent reader.

The same assessments were carried out at the conclusion of the intervention teaching strategies.

***PRE-TESTING RESULTS***

The results of the pre-testing are presented in the table below.

Table 1 TEACHING GROUP

STUDENT	RANL-1		RANL-2		M100W VOCAB (42)	LETTER SOUNDS (28)	LETTER I.D. (54)	BURT	TEXT LEVEL
	TIME (sec)	ERORS	TIME (sec)	ERORS					
A	45	1	45	1	37	26	51	13	1
B	45	1	65	0	40	27	50	16	1
C	63	0	50	0	36	21	49	15	2
D	63	2	60	5	36	21	49	13	1

Table 2-CONTROL GROUP

STUDENT	RANL-1		RANL-2		M100W VOCAB (42)	LETTER SOUNDS (28)	LETTER I.D. (54)	BURT	TEXT LEVEL
	TIME (sec)	ERORS	TIME (sec)	ERORS					
E	48	0	50	4	34	22	50	15	2
F	60	11	50	12	37	21	51	15	2
G	75	5	125	5	17	21	46	14	1
H	45	2	45	0	38	22	50	13	2

### ***PROCEDURE***

Each small group teaching session went for approximately 25 minutes and was held within the classroom during the ClasSS reading block. There were four students in the group. In each session the students were introduced to a two letter dependable rime. These two letter rimes included at,an,et,en,it,in,ot,op,ug and un. The two letter rimes were chosen to expose the students to the 5 vowel sounds and a variety of beginning and ending consonants.

During each session the students were given the opportunity to read the two letter rime, make words using alphabet cards, write the words constructed and read the final word list.

WEEK	
1	Pre –testing Small group teaching session 1 -at Small group teaching session 2-an
2	Small group teaching session 3-et Small group teaching session 4-en Small group teaching session 5-it
3	Small group teaching session 6-in Small group teaching session 7-ot Small group teaching session 8-op
4	Small group teaching session 9-ug Small group teaching session 10-un Post testing

The small group intervention sessions took the following form

<b>MATERIALS-</b> word list from previous sessions -word card displaying two letter rime i.e ___at (Appendix 4) - set of 26 alphabet cards -sheet for students to record words-My list of ‘at’ words’	
<b>TIME</b>	<b>ACTIVITY</b>
	In each session the students were asked to _ Read/ Make/ Write/Read.
5 MINUTES	Revise two letter rimes from previous session by reading the rime words made and recorded in the previous session. For second reading increase speed to improve RAN
5 MINUTES	Introduce new two letter rime-identifying the sound each letter makes and then combining the two sounds i.e. a-t-‘at’
10 MINUTES	Give each child a card displaying the two letter rime i.e ___ at Using cards displaying all 26 letters of the alphabet the students place letters in front of the rime to build a word. These words are discussed-meaning, put into oral sentences) and if correct are recorded on a list by each child.
5 MINUTES	Children recite the word list reading each word in two parts and the as a whole word i.e c-at-cat.

The complete sequence of lessons is included in Appendix 3.



## **RESULTS**

### **RAPID AUTOMATISED NAMNG**

STUDENT	PRE-TEST RANL-1		POST -TEST RANL-1		PRE-TEST RANL-2		POST TEST RANL-2	
	time	errors	time	errors	time	errors	time	errors
A	45	1	42	1	45	1	51	0
B	45	1	42	3	65	0	45	3
C	63	0	38	0	50	0	37	0
D	63	2	55	2	60	5	59	3
E	48	0	47	1	50	4	48	3
F	60	11	61	9	50	12	49	11
G	75	5	73	4	125	5	120	3
F	45	2	44	1	45	0	44	0

The students in the intervention group had varying results in their RAN assessment task. Student A showed little change in time or the number of errors. Student B had a reduction in time taken for each task but a slight increase in errors. Student C showed the most improvement with a significant reduction in time while maintaining no errors. Student D also reduced their time and maintained their error rate.

The students in the control group showed little variation in results. Time and error rates were similar for all students in the control group.

**HIGH FREQUENCY WORDS-  
(M100W WORD LISTS)**

STUDENT S	PRE-TEST (42)	POST TEST (42)
A	37	37
B	40	40
C	36	36
D	36	40
E	34	35
F	37	37
G	17	16
H	38	38

The students in the intervention group all had a strong knowledge of the 42 high frequency words in this assessment. This was maintained throughout the intervention with students A, B and C results remaining the same and student D improving from 36 to 40 words

The students in the control group results showed little variation in their results from pre to post test. Students F, and H remained the same, Student E improved by 1 and Student G decreased by 1.

**LETTER SOUNDS**

STUDENT S	PRE-TEST (28)	POST -TEST (28)
A	26	27
B	27	27
C	21	25
D	21	22
E	22	22
F	21	22
G	21	19
H	22	22

The students in the intervention group had a slight improvement in their knowledge of letter sounds. Student A and D improved by 1. Student C improved by 4. Student B results remained the same.

The control group's results were similar. Students F improved by 1, students E and H remained the same. Only Student G showed a reduction, of 1.

### ***LETTER IDENTIFICATION***

STUDENT S	PRE-TEST (52)	POST –TEST (52)
A	51	51
B	50	50
C	49	50
D	49	49
E	50	50
F	51	52
G	46	44
H	50	50

The students were tested on their knowledge of 54 upper and lower case letters. All students in the control and intervention group answered giving letter names. In the intervention group, students A, B, and C remained the same and student D improved by 1. In the control group the results were similar with students E and H remaining the same .Student F improved by 1. Only student G score was reduced by 2.

### ***THE BURT WORD READING TEST***

STUDENT S	PRE-TEST (0-110)	POST –TEST (0-110)
A	13	20
B	16	21
C	15	19
D	13	18
E	15	20
F	15	16
G	14	10
H	13	14

One of the aims of this intervention was to improve the student ability to read unknown words and thus improve their prose reading. The scores of the four students in the intervention group indicate improvement. Student A score increased by 7 words, student B by 5 words, student C by 4 words and finally student D by 5 words. A score of less than 20 at the end of Prep indicates the student will need extra support or assistance. Students A and B have already achieved this benchmark. Three students in the control group results indicated some improvement. Student F and G score improved by 1 and student E improved by 5. However Student G score decreased by 4 words.

RUNNING RECORD OF READING  
(TEXT LEVEL 0-28)

STUDENT S	PRE-TEST (0-28)	POST -TEST (0-28)
A	1	4
B	1	4
C	2	5
D	1	3
E	2	3
F	2	5
G	1	1
H	2	3

The aim of this intervention was to improve the student's prose reading level. All students in the intervention showed improvement in their prose reading. Students A, B and C improved by 3 reading levels. Student D improved by 2 levels.

The students in the control group also showed improvement in their reading levels although not to the same extent. Student F showed the most significant improvement increasing by 3 levels. Students E and F improved by 1 level. Only student G remained on the same level.

## *DISCUSSION*

‘Teaching phonemic awareness improves early reading and spelling’. (Munro 1998)

The aim of this study was improve the students prose reading and this was achieved. All students in the intervention group showed an improvement in their reading level. The bench mark for the end of Prep is Level 5 .Student C has achieved this level. Students A and B are currently reading level four with over 95% accuracy. Student D achieved the smallest increase moving from level 1to level 3. These were significant improvements as each student had remained on the beginning levels 1 and 2 for a considerable amount of time, so to have this improvement over a four week time frame was positive. The students in the intervention need to be monitored using ongoing ‘running records’ to ensure they continue to make progress. A final observational survey will be completed in November. We will then ascertain if any of the intervention students should be included in the reading recovery program in the following year.

‘If phonemic awareness difficulties are not resolved at an early age, prose reading difficulty is likely to continue’ (Munro1998). Another area of this study was to improve the student’s ability to read single syllable words using onset and rimes and thus improve their prose reading. There was an improvement in their ability to read words as shown on the Burt Reading Test. It was pleasing to see all students in the intervention group were able to identify three letter consonant /vowel, /consonant words (sun, wet, pot, sad, big etc.) on the Burt Reading Test as taught in the intervention. ‘A person’s knowledge of sound patterns provides a foundation for learning matching letter clusters’ (Munro 1998). I would like to further develop this area of learning and teaching by investigating the use of more complex rimes (ash,ain,ack ,ink)and two and three letter onsets.(br,bl,spr,squ). At a PLT (Professional Learning Team) meeting we plan to look at the needs of our students and the best way to implement this in our program.

The next stage is to work on the student’s syllable awareness. ‘The focus is on understanding the concept of the syllable ,learning to use syllabic boundaries, understanding stress patterns in these words and the concept of stressed and unstressed syllables’(Munro 1998) .Being able to break words into parts is an important skill. Once the student’s show confidence using single syllable words this can be developed.

I would also like to use John Munro’s ‘matching spoken and written forms of words test’ to ascertain areas of need with the intervention students. ‘Many disabled readers juxtapose, omit or substitute sounds or syllables. ..’(Munro 1998).Some children find it hard to say words correctly because there is a difference between the written word and how they say it. This needs to be investigated in the intervention students.

The student's RAN ability was also assessed during this study.

'One reason why RAN might predict reading is still clear-RAN is an apparent analogue of the reading process.' (Stringer, Toplak Stanovich 2004). Both require identification of a visual item, a verbal response and then visual tracking to the next item to repeat the operation. All students have improved their RAN times, with Student C reducing her time considerable. Further work is needed in RAN for all these students. This has not been a part of our school literacy program and I have spoken to our Literacy co-coordinator on ways we can implement it effectively. I have investigated the use of a power point presentation of upper and lower case letters, numbers and c/v/c words and the way it could be incorporated into the program using parent helpers and small group activities.

'If teachers are to provide an environment that encourages reading engagement and motivation to read, knowledge of children's literature is essential. (Cunningham, Perry, Stanovich and Stanovich2004). The emphasis in any reading program must be the text. During the intervention the students continued to take part in the class room literacy program which involved whole class shared reading, small group guided reading and book response activities. The students also participated in literacy games and literacy based computer programs. All these varied components play a vital role in teaching the student reading strategies and contribute to their future reading success.

The control group will be exposed to the teaching strategies used in the intervention, in whole class and small group activities. Student G will be monitored closely as she showed a decrease in all her post test results. These results have been passed on to her classroom teacher. She does not appear to be retaining the information taught and her text reading level remains on 1. Student G also had the slowest RAN time of the group.

APPENDIX 1

M100W WORD LIST (GOLD, RED, BLUE) WORDS

Name \_\_\_\_\_ Date \_\_\_\_\_

all	as	he	but	her
one	I	is	are	was
of	his	at	in	so
for	we	and	have	not
it	be	they	a	said
that	on	to	had	the
you	do	with	if	by
an	me	up	no	go
or				

APPENDIX 2

Letter sounds identification

Name \_\_\_\_\_ Date \_\_\_\_\_

Children are asked the sound of each letter.

z	x	o
g	a	v
d	i	y
l	e	c
g	k	j
p	a	b
n	h	p
f	r	m
s	u	t
w		



APPENDIX 3

**LESSON PLANS.**  
**at,an,et,en,it,in,ot,op,ug and un**

Lesson 1  
'at'

TIME	MATERIALS	ACTIVITY
INTRODUCTION (5min)	<ul style="list-style-type: none"> <li>Flashcards cards a and t</li> </ul>	Introduce the letters a-t. Say the sounds individually and then together –a-t- 'at'. (Repeat so each child is familiar with these sounds).
MAKE AND WRITE (15 min)	<ul style="list-style-type: none"> <li>Two letter rime card ___at.</li> <li>26 lower case letter cards.</li> <li>My list of 'at' words backline master sheet.</li> </ul>	<ul style="list-style-type: none"> <li>Give each child a card displaying the two letter blend with a space for the initial sound to construct a consonant /vowel/consonant word. ___ at.</li> <li>Children place an alphabet card in front of '___at' and make words.i.e mat, cat.</li> <li>Group discusses meanings of words and puts them into oral sentences.</li> <li>As a word is made children write it on their list.</li> </ul>
READ (5min)	<ul style="list-style-type: none"> <li>My list of 'at' words backline master sheet.</li> </ul>	Children read to the group their list of words.
HOME	<ul style="list-style-type: none"> <li>My list of 'at' words backline master sheet.</li> </ul>	Students take home their list of words in their reading folder to revise at home as part of their at home reading time.

Lesson 2  
'an'

TIME	MATERIALS	ACTIVITY
REVISION (2 min)	<ul style="list-style-type: none"> <li>Flashcards with previous lessons words.</li> </ul>	<ul style="list-style-type: none"> <li>Children read words from previous lesson.</li> <li>During second read try to increase speed to improve RAN.</li> </ul>
INTRODUCTION (5min)	<ul style="list-style-type: none"> <li>Flashcards cards a and n</li> </ul>	Introduce the letters a-n. Say the sounds individually and then together –a-n- 'an'. (Repeat so each child is familiar with these sounds).
MAKE AND WRITE	<ul style="list-style-type: none"> <li>Two letter rime card ___an.</li> <li>26 lower case letter cards.</li> <li>My list of 'an' words backline master sheet.</li> </ul>	<ul style="list-style-type: none"> <li>Give each child a card displaying the two letter blend with a space for the initial sound to construct a consonant /vowel/consonant word. ___ an.</li> <li>Children place an alphabet card in front of '___an' and make words.i.e man, can.</li> <li>Group discusses meanings of words and puts them into oral sentences.</li> <li>As a word is made children write it on their list.</li> </ul>
READ	<ul style="list-style-type: none"> <li>My list of 'an' words backline master sheet.</li> </ul>	Children read to the group their list of words.
HOME	<ul style="list-style-type: none"> <li>My list of 'an' words backline master sheet.</li> </ul>	Students take home their sheet in their reading folder to revise at home as part of their at home reading time.

Lesson 3  
'en'

TIME	MATERIALS	ACTIVITY
REVISION (2 min)	<ul style="list-style-type: none"> <li>Flashcards with previous lessons words.</li> </ul>	<ul style="list-style-type: none"> <li>Children read words from previous lesson.</li> <li>During second read try to increase speed to improve RAN.</li> </ul>
INTRODUCTION (5min)	<ul style="list-style-type: none"> <li>Flashcards cards e and n</li> </ul>	Introduce the letters e-n. Say the sounds individually and then together –e-n-‘en’. (Repeat so each child is familiar with these sounds).
MAKE AND WRITE	<ul style="list-style-type: none"> <li>Two letter rime card ___en.</li> <li>26 lower case letter cards.</li> <li>My list of ‘en’ words backline master sheet.</li> </ul>	<ul style="list-style-type: none"> <li>Give each child a card displaying the two letter blend with a space for the initial sound to construct a consonant /vowel/consonant word. ___ en.</li> <li>Children place an alphabet card in front of ‘___en’ and make words.i.e.hen, men.</li> <li>Group discusses meanings of words and puts them into oral sentences.</li> <li>As a word is made children write it on their list.</li> </ul>
READ	<ul style="list-style-type: none"> <li>My list of ‘en’ words backline master sheet.</li> </ul>	Children read to the group their list of words.
HOME	<ul style="list-style-type: none"> <li>My list of ‘en’ words backline master sheet.</li> </ul>	Students take home their sheet in their reading folder to revise at home as part of their at home reading time.

Lesson 4  
'et'

TIME	MATERIALS	ACTIVITY
REVISION (2 min)	<ul style="list-style-type: none"> <li>Flashcards with previous lessons words.</li> </ul>	<ul style="list-style-type: none"> <li>Children read words from previous lesson.</li> <li>During second read try to increase speed to improve RAN.</li> </ul>
INTRODUCTION (5min)	<ul style="list-style-type: none"> <li>Flashcards cards e and t</li> </ul>	Introduce the letters e-t. Say the sounds individually and then together –e-t-‘et’. (Repeat so each child is familiar with these sounds).
MAKE AND WRITE	<ul style="list-style-type: none"> <li>Two letter rime card ___et.</li> <li>26 lower case letter cards.</li> <li>My list of ‘an’ words backline master sheet.</li> </ul>	<ul style="list-style-type: none"> <li>Give each child a card displaying the two letter blend with a space for the initial sound to construct a consonant /vowel/consonant word. ___ et.</li> <li>Children place an alphabet card in front of ‘___et’ and make words.i.e get, jet.</li> <li>Group discusses meanings of words and puts them into oral sentences.</li> <li>As a word is made children write it on their list.</li> </ul>
READ	<ul style="list-style-type: none"> <li>My list of ‘et’ words backline master sheet.</li> </ul>	Children read to the group their list of words.
HOME	<ul style="list-style-type: none"> <li>My list of ‘et’ words backline master sheet.</li> </ul>	Students take home their sheet in their reading folder to revise at home as part of their at home reading time.

Lesson 5  
'in'

TIME	MATERIALS	ACTIVITY
REVISION (2 min)	<ul style="list-style-type: none"> <li>Flashcards with previous lessons words.</li> </ul>	<ul style="list-style-type: none"> <li>Children read words from previous lesson.</li> <li>During second read try to increase speed to improve RAN.</li> </ul>
INTRODUCTION (5min)	<ul style="list-style-type: none"> <li>Flashcards cards i and n</li> </ul>	Introduce the letters i-n. Say the sounds individually and then together –i-n- 'in'. (Repeat so each child is familiar with these sounds).
MAKE AND WRITE	<ul style="list-style-type: none"> <li>Two letter rime card ___in.</li> <li>26 lower case letter cards.</li> <li>My list of 'an' words backline master sheet.</li> </ul>	<ul style="list-style-type: none"> <li>Give each child a card displaying the two letter blend with a space for the initial sound to construct a consonant /vowel/consonant word. ___ in.</li> <li>Children place an alphabet card in front of '___in' and make words.i.e bin, tin.</li> <li>Group discusses meanings of words and puts them into oral sentences.</li> <li>As a word is made children write it on their list.</li> </ul>
READ	<ul style="list-style-type: none"> <li>My list of 'in' words backline master sheet.</li> </ul>	Children read to the group their list of words.
HOME	<ul style="list-style-type: none"> <li>My list of 'in' words backline master sheet.</li> </ul>	Students take home their sheet in their reading folder to revise at home as part of their at home reading time.

Lesson 6  
'it'

TIME	MATERIALS	ACTIVITY
REVISION (2 min)	<ul style="list-style-type: none"> <li>Flashcards with previous lessons words.</li> </ul>	<ul style="list-style-type: none"> <li>Children read words from previous lesson.</li> <li>During second read try to increase speed to improve RAN.</li> </ul>
INTRODUCTION (5min)	<ul style="list-style-type: none"> <li>Flashcards cards i and t</li> </ul>	Introduce the letters i-t. Say the sounds individually and then together –i-t- 'it'. (Repeat so each child is familiar with these sounds).
MAKE AND WRITE	<ul style="list-style-type: none"> <li>Two letter rime card ___it.</li> <li>26 lower case letter cards.</li> <li>My list of 'it' words backline master sheet.</li> </ul>	<ul style="list-style-type: none"> <li>Give each child a card displaying the two letter blend with a space for the initial sound to construct a consonant /vowel/consonant word. ___ it.</li> <li>Children place an alphabet card in front of '___it' and make words.i.e bit, sit.</li> <li>Group discusses meanings of words and puts them into oral sentences.</li> <li>As a word is made children write it on their list.</li> </ul>
READ	<ul style="list-style-type: none"> <li>My list of 'it' words backline master sheet.</li> </ul>	Children read to the group their list of words.
HOME	<ul style="list-style-type: none"> <li>My list of 'it' words backline master sheet.</li> </ul>	Students take home their sheet in their reading folder to revise at home as part of their at home reading time.

Lesson 7  
'ot'

TIME	MATERIALS	ACTIVITY
REVISION (2 min)	<ul style="list-style-type: none"> <li>Flashcards with previous lessons words.</li> </ul>	<ul style="list-style-type: none"> <li>Children read words from previous lesson.</li> <li>During second read try to increase speed to improve RAN.</li> </ul>
INTRODUCTION (5min)	<ul style="list-style-type: none"> <li>Flashcards cards o and t</li> </ul>	<ul style="list-style-type: none"> <li>Introduce the letters o-t.</li> <li>Say the sounds individually and then together –o-t-‘ot’. (Repeat so each child is familiar with these sounds).</li> </ul>
MAKE AND WRITE	<ul style="list-style-type: none"> <li>Two letter rime card ___ot.</li> <li>26 lower case letter cards.</li> <li>My list of ‘ot’ words backline master sheet.</li> </ul>	<ul style="list-style-type: none"> <li>Give each child a card displaying the two letter blend with a space for the initial sound to construct a consonant /vowel/consonant word. ___ ot.</li> <li>Children place an alphabet card in front of ‘___ot’ and make words.i.e hot, pot.</li> <li>Group discusses meanings of words and puts them into oral sentences.</li> <li>As a word is made children write it on their list.</li> </ul>
READ	<ul style="list-style-type: none"> <li>My list of ‘ot’ words backline master sheet.</li> </ul>	Children read to the group their list of words.
HOME	<ul style="list-style-type: none"> <li>My list of ‘ot’ words backline master sheet.</li> </ul>	Students take home their sheet in their reading folder to revise at home as part of their at home reading time.

Lesson 8  
'op'

TIME	MATERIALS	ACTIVITY
REVISION (2 min)	<ul style="list-style-type: none"> <li>Flashcards with previous lessons words.</li> </ul>	<ul style="list-style-type: none"> <li>Children read words from previous lesson.</li> <li>During second read try to increase speed to improve RAN.</li> </ul>
INTRODUCTION (5min)	<ul style="list-style-type: none"> <li>Flashcards cards o and p</li> </ul>	<ul style="list-style-type: none"> <li>Introduce the letters o-p.</li> <li>Say the sounds individually and then together –o-p-‘op’. (Repeat so each child is familiar with these sounds).</li> </ul>
MAKE AND WRITE	<ul style="list-style-type: none"> <li>Two letter rime card ___op.</li> <li>26 lower case letter cards.</li> <li>My list of ‘op’ words backline master sheet.</li> </ul>	<ul style="list-style-type: none"> <li>Give each child a card displaying the two letter blend with a space for the initial sound to construct a consonant /vowel/consonant word. ___ op.</li> <li>Children place an alphabet card in front of ‘___op’ and make words.i.e hop, pop.</li> <li>Group discusses meanings of words and puts them into oral sentences.</li> <li>As a word is made children write it on their list.</li> </ul>
READ	<ul style="list-style-type: none"> <li>My list of ‘op’ words backline master sheet.</li> </ul>	Children read to the group their list of words.
HOME	<ul style="list-style-type: none"> <li>My list of ‘op’ words backline master sheet.</li> </ul>	Students take home their sheet in their reading folder to revise at home as part of their at home reading time.

Lesson 9

'ug'

TIME	MATERIALS	ACTIVITY
REVISION (2 min)	<ul style="list-style-type: none"> <li>Flashcards with previous lessons words.</li> </ul>	<ul style="list-style-type: none"> <li>Children read words from previous lesson.</li> <li>During second read try to increase speed to improve RAN.</li> </ul>
INTRODUCTION (5min)	<ul style="list-style-type: none"> <li>Flashcards cards u and g</li> </ul>	<ul style="list-style-type: none"> <li>Introduce the letters u-g.</li> <li>Say the sounds individually and then together –u-g-‘ug’. (Repeat so each child is familiar with these sounds).</li> </ul>
MAKE AND WRITE	<ul style="list-style-type: none"> <li>Two letter rime card ___ug.</li> <li>26 lower case letter cards.</li> <li>My list of ‘ot’ words backline master sheet.</li> </ul>	<ul style="list-style-type: none"> <li>Give each child a card displaying the two letter blend with a space for the initial sound to construct a consonant /vowel/consonant word. ___ug.</li> <li>Children place an alphabet card in front of ‘___ug’ and make words.i.e bug, hug.</li> <li>Group discusses meanings of words and puts them into oral sentences.</li> <li>As a word is made children write it on their list.</li> </ul>
READ	<ul style="list-style-type: none"> <li>My list of ‘ug’ words backline master sheet.</li> </ul>	Children read to the group their list of words.
HOME	<ul style="list-style-type: none"> <li>My list of ‘ug’ words backline master sheet.</li> </ul>	Students take home their sheet in their reading folder to revise at home as part of their at home reading time.

Lesson 10

'un'

TIME	MATERIALS	ACTIVITY
REVISION (2 min)	<ul style="list-style-type: none"> <li>Flashcards with previous lessons words.</li> </ul>	<ul style="list-style-type: none"> <li>Children read words from previous lesson.</li> <li>During second read try to increase speed to improve RAN.</li> </ul>
INTRODUCTION (5min)	<ul style="list-style-type: none"> <li>Flashcards cards u and n</li> </ul>	<ul style="list-style-type: none"> <li>Introduce the letters u-n.</li> <li>Say the sounds individually and then together –u-n-‘un’. (Repeat so each child is familiar with these sounds).</li> </ul>
MAKE AND WRITE	<ul style="list-style-type: none"> <li>Two letter rime card ___un.</li> <li>26 lower case letter cards.</li> <li>My list of ‘un’ words backline master sheet.</li> </ul>	<ul style="list-style-type: none"> <li>Give each child a card displaying the two letter blend with a space for the initial sound to construct a consonant /vowel/consonant word. ___un.</li> <li>Children place an alphabet card in front of ‘___un’ and make words.i.e fun, bun.</li> <li>Group discusses meanings of words and puts them into oral sentences.</li> <li>As a word is made children write it on their list.</li> </ul>
READ	<ul style="list-style-type: none"> <li>My list of ‘un’ words backline master sheet.</li> </ul>	Children read to the group their list of words.
HOME	<ul style="list-style-type: none"> <li>My list of ‘un’ words backline master sheet.</li> </ul>	Students take home their sheet in their reading folder to revise at home as part of their at home reading time.

APPENDIX 4

\_\_\_\_\_ an

\_\_\_\_\_ at

APPENDIX 5

Name	My list 'an' words

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