

Explicit teaching to a group of Grade 1's of the phonological area of segmenting and blending phonemes improves prose reading, decoding unknown words and spelling accuracy.

Abstract

Many students with reading and spelling difficulties have low phonological awareness knowledge in the area of segmenting and blending. The ability to segment and blend words are crucial to a student's reading and spelling development in the early years of their schooling, and current research shows this is an indicator for future reading and spelling success (Westwood, 2001, Munro, 1998, Muter et al; cited in Oudeans, 2003).

The hypothesis of this study is that the explicit teaching to a group of Grade 1's of the phonological area of segmenting and blending phonemes improves prose reading, decoding unknown words and spelling accuracy. Current research on student's phonological awareness knowledge in segmenting and blending shows that children with low phonological knowledge will display difficulties in their ability to read and spell accurately.

This study compared two groups (control and intervention) made up of 3 male students in each group, currently in Grade 1. All students were identified at the beginning of the year as being at risk in their literacy development. The intervention group was explicitly taught to segment and blend sounds in words in a small focus teacher group within the classroom environment, while the control group continued to receive their normal literacy instruction. The intervention group, when being taught to segment and blend used visual cues such as counters, pictures and letters to assist in manipulating phonemes in words.

Results showed that those who made gains in their phonological awareness knowledge in the areas of segmenting and blending, made gains in their ability to spell accurately; read unfamiliar words in isolation and successfully applied the skill of segmenting and blending when reading unfamiliar words in prose reading. The implications for teachers is that the phonological awareness skills of segmenting and blending must be explicitly taught to students with low phonological knowledge for the success of their reading and spelling development.

Introduction

Many students enter Grade 1 with a low level of literacy success. Their ability to decode words in prose reading and in isolation accurately prove difficult. Difficulties are observed when they attempt to put sounds together to decode unfamiliar words, and letters are missing when spelling unfamiliar words. This difficulty falls under the area of the phonological knowledge aspect of segmenting and blending, where students have difficulty separating sounds (segmenting) and combining sounds together (blending) (Westwood, 2001).

A student's phonological awareness can be described as their 'understanding of the sound features of language.' (Westwood, p 4 2001) Phonemic awareness is an aspect of phonological awareness which involves the 'recognition that a spoken word is made up of a sequence of individual sounds' (Westwood, 2001, p 4). In this study the terms phoneme (individual sounds) and grapheme (individual letters) are used when describing students phonemic knowledge. Children display difficulties in hearing and isolating phonemes in words as speech is short-lived, and phonemes are 'not produced one at a time but overlap' (Castiglioni-Spalten, p 25). Students who have difficulty in hearing phonemes display difficulties in spelling unfamiliar words and blending sounds together to decode unfamiliar words when reading.

Phonological awareness has been identified as being a strong indicator for future literacy success (Westwood, 2001, Munro, 1998, Muter et al; cited in Oudeans, 2003). If a student in their early years of education does not acquire an adequate level of phonological knowledge, difficulties can arise in reading and spelling accuracy. There is increasing evidence that shows that the phonological awareness aspect of segmenting and blending is the contributing factor to future reading success (Oudeans, 2003). Oudeans (2003) also notes that phonological awareness can be taught. Those who are taught specific phonological awareness skills show that improvements can be made in reading compared to those who aren't taught specific phonological awareness skills. Therefore, if a student is low in their phonological knowledge, and no explicit instruction in phonological knowledge is given, it is predicted that they will have reading difficulties. Munro (1998) notes that if the problem is not addressed in the students early years of education, the influence of teaching segmenting and blending to improve reading decreases with age.

A student's phonological awareness is important for a beginning reader as it 'forms the foundation for developing alphabetic understanding, a skill that requires children to map the individual sounds in words onto the letters of the alphabet in order to be able to read words' (Oudeans, p 259). If a student in their early years of schooling doesn't develop their understanding of the 'sound features of language' (Westwood, 2001, p4), they will find it difficult to associate phonemes (sounds) with graphemes (letters), which is where reading and spelling difficulties arise. Students need to learn to discriminate between phonemes within a spoken word and link these phonemes to graphemes to spell words (Castiglioni-Spalten, 2003).

There are conflicting opinions whether the phonological awareness skills of segmenting and blending to improve reading have an impact on a student's ability to spell (Westwood, 2005). Santoro, Coyne and Simmons (2006) suggest that for a student to develop their spelling skills, they need to integrate their phonological and alphabetical skills that they use when beginning to read. They also note that students need a level of phonemic awareness, where they acknowledge that words are made up of individual sounds, to be able to segment the word and relate letters to each segment to accurately spell unfamiliar words (Santoro et al; 2006, Castiglioni-Spalten, 2003).

A student's phonemic awareness skills may be more critical for a student's spelling success than for reading (Goswami and Bryant, 1990; cited in Trieman). This is because if a student is faced with spelling an unfamiliar word, they 'must be able to analyse the spoken form of the word into phonemes so as to represent each phoneme with a grapheme' (Trieman, p32). When students don't represent each phoneme with a grapheme in their attempts to spell unfamiliar words, this may be an indication of low phonemic awareness and their ability to analyse sounds in words. Also if a student has low phoneme/grapheme relationship knowledge, their ability to spell accurately is also limited.

There are many reasons why a student may be showing a low level of literacy skills after receiving a full year of schooling. One of these causes can be their phonological knowledge is limited. It is difficult for some students to understand that words are made up of individual sounds (Adams et al; cited in Castiglioni-Spalten, 2003) even after a year of schooling. These students may have been exposed to many literacy tasks within a classroom that involve segmenting and blending sounds in words, but have not been given enough time or explicit instruction to make gains in their phonological knowledge. As speech is short-lived, students may struggle to understand how to segment words into individual phonemes, and may need other cues such as counters, pictures or letters. By providing these visible cues to students who have difficulty segmenting and blending sounds in words provides 'tangible, lasting symbols that allow sounds to be inspected and manipulated' (Ehri, 1984 et al; cited in Castiglioni-Spalten, p26)

This current study aims to show that with the teaching of segmenting and blending using visible cues including letters improvements with both reading and spelling skills will occur.

Prediction: The explicit teaching to a group of Grade 1's of the phonological area of segmenting and blending phonemes improves prose reading, decoding unknown words and spelling accuracy.

Method

Design:

This study uses a case study OXO design, in which the gains in prose reading, decoding unfamiliar words and spelling accuracy are monitored following phonological instruction in segmenting and blending for a small group of Grade 1 students within the classroom environment, who are experiencing reading and writing difficulties.

Participants:

The participants for this study are 6 Grade 1 students who have been identified as at risk in reading and writing. All students are currently on the tentative selection list for Reading Recovery, but have not yet received this intervention. The students chosen for this study were all reading at a text level in the classroom below the expected level for their year level. In isolated word reading and spelling, students were observed to be performing below a level expected for their age. Observations of all students writing showed difficulties in spelling cvc with medial vowel misrepresentation, and ccvc/cvcc words with letters missing in blends. The student's age, prose reading accuracy, spelling age and Equivalent Age Bands (EAB) for the Burt Word Reading Test in Pre-Testing are shown below in Table 1.

	Student	Students Age	Prose Reading Accuracy Level 10	Spelling Age	EAB
Intervention Group	A	7yrs 0mths	86%	Below 6	6 yrs
	B	6yrs 6mths	76%	Below 6	Below 5yrs 10mths
	C	6yrs 11mths	83%	6yrs 1mth	5yrs 10mths
Control Group	A	6yrs 6mths	80%	Below 6	Below 5yrs 10mths
	B	7yrs 2 mths	75%	Below 6	Below 5yrs 10mths
	C	6yrs 8mths	98%	Below 6	Below 5yrs 10mths

Materials:

Pre and Post Test materials used include the following:

- Sutherland Phonological Awareness Test (SPAT, 1995) (Appendix 1)
- Burt Word Reading Test
- PM Benchmark Kit 1 & 2 Text Level 10
- South Australian Spelling Test A & B

Task materials used include the following:

- Segmenting Phonemes picture cards (Sounds Abound, p 155-158)
- Blending Phonemes picture cards (Sounds Abound, p 166-173)
- Picture Cards of 2-4 sound words for segmenting (A Sound Way, p 145, 146)
- Sound boxes/grids for segmenting (A Sound Way, p 147, 148)
- Pictures for Blending Bingo game (A Sound Way, p 183)
- Counters
- Magnetic letters
- PM+ Texts

Procedure:

The assessment tasks were administered to all students in the following order;

- Sutherland Phonological Awareness Test components 6-13 (Neilson, 1995). Components 6-13 were used, as these are relevant to study of the phonological awareness area of segmenting and blending. Components 12 and 13 consist of students reading and writing pseudo words.
- South Australian Spelling Test (Westwood, 2005). Students write down words given by the teacher. Observations were made on the student's ability to segment cvc, ccvc and cvcc words.
- Burt Word Reading Test (New Zealand Revised). Students read words in isolation presented on a card that progress in difficulty. Test used to observe decoding skills and to measure gains made in reading skills over time.
- PM Benchmark Kit A (Pre) and B (Post) Text Level 10. Students read a continuous text with the teacher completing a Running Record. Observations made on the strategies students use to decode unfamiliar words and to measure gains in reading accuracy.

The assessment tasks were administered to students individually in a withdrawal situation over a 1 week period in the week before the teaching sessions commenced. The assessment tasks were repeated as Post-Tests in 1 session. Post-testing occurred the day after the final teaching session was completed.

The 10 teaching sessions were conducted within the classroom environment as a focus teaching group within the Literacy Block. Each session lasted 30-40 minutes and occurred 4 mornings a week over a 3 week period. During each session the students were involved in tasks outlined below.

The teaching tasks were administered to all students in the following order;

- Revision of previous learning
- Phonological teaching tasks:
 - phonemic tasks of identifying the number of sounds in words;
 - segmenting words into phonemes orally then using counters and finally letters, with the difficulty increasing by the number of sounds over the teaching period;
 - blending sounds to say words first by listening to the teacher say individual sounds to make a word then students using picture cues to blend phonemes, then use letters to match sounds.
- Reflection of the lesson where students were prompted to articulate what they had done, how this helps them to read and write, and what they will do in their individual work.
- Prose reading where students read a PM+ Text that increased in level of difficulty over the teaching period.

At the end of each session, the teacher made anecdotal notes on the student's success to accurately segment and blend the number of sounds in words and how they applied this in prose reading.

A record of the 10 teaching sessions is included in Appendix 1

Results

Sutherland Phonological Awareness Test (SPAT)

(See Appendix 2 for SPAT)

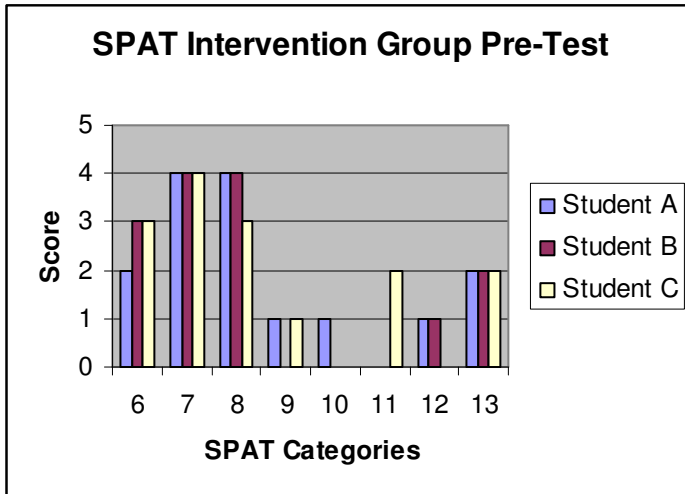


Figure 1

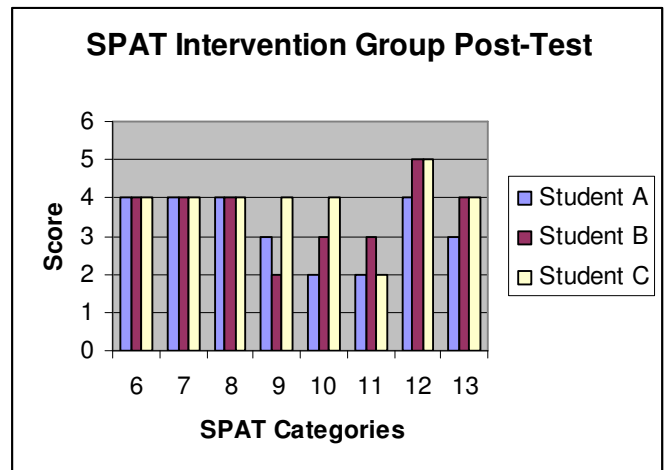


Figure 2

Trends for the group indicate that all students made gains in all Phonological Awareness categories.

Gains made in categories 12 and 13 of pseudo-word reading and spelling indicate the student's abilities to segment and blend phonemes and relate with the appropriate grapheme has increased. This correlates with further trends in tests with gains made in spelling and reading unfamiliar words in isolation accuracy. This supports the research that teaching segmenting and blending of phonemes increases isolated unfamiliar words and spelling accuracy.

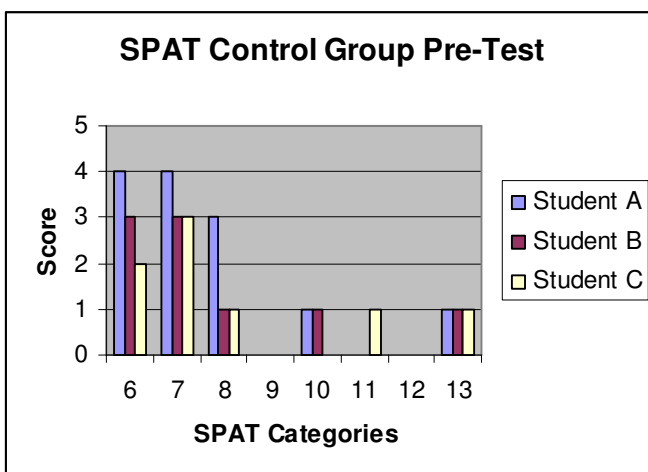


Figure 3

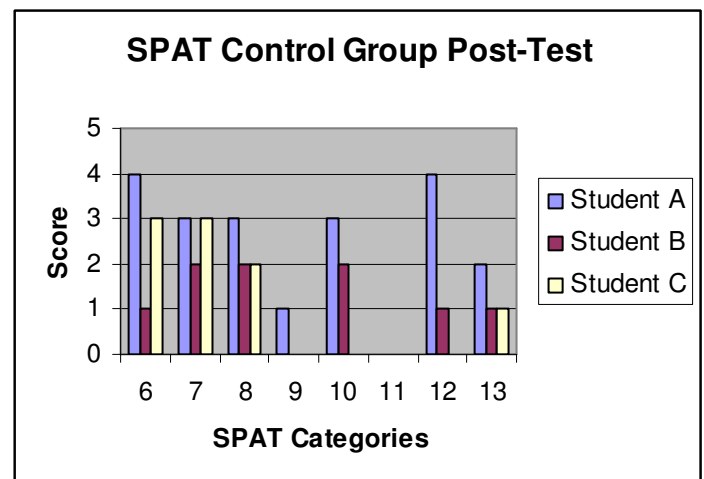


Figure 4

The trends for the Control Group show that without the explicit teaching of segmenting and blending, results are not consistent and some categories have a lower score in the post-test than the pre-test. The results for the Control Group support the research of phonological knowledge of segmenting and blending are needed for reading and spelling success, with Students B and C making no or little gains in their phonological knowledge and their ability to read and write pseudo-words accurately in categories 12 and 13. Student A has made gains in their phonological

awareness skills and this supports the research of phonological awareness relating to reading and spelling success.

SA Spelling Test

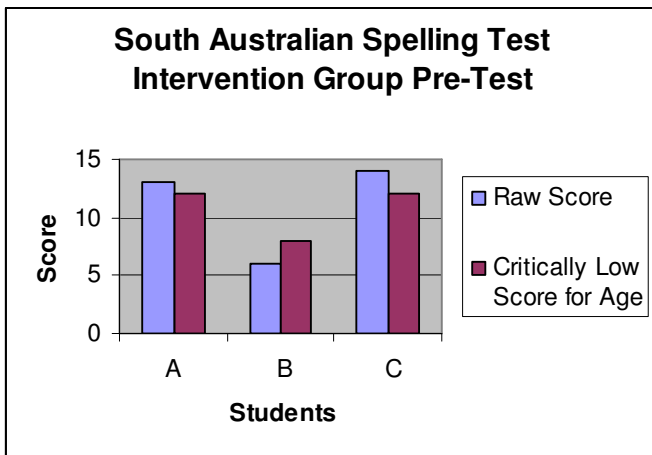


Figure 5

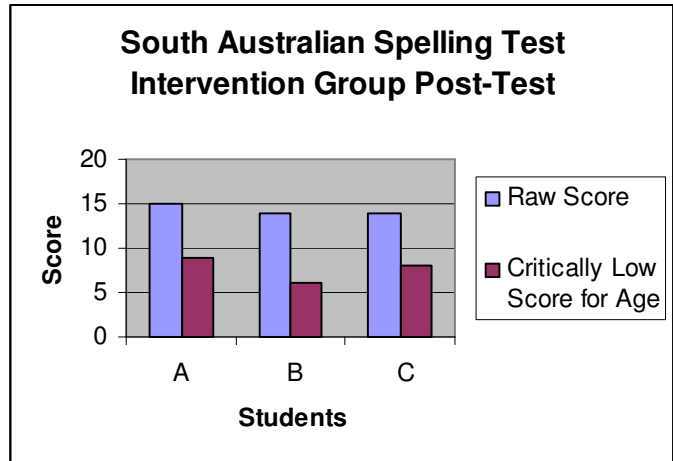


Figure 6

Trends for the group shown in Figures 5 & 6 show that the gains made in spelling accuracy has increased to be at an average of 5 points above the critically low score for age.

Table 1 below shows the spelling age for students who received the explicit teaching of segmenting and blending are still spelling below their chronological age. When analyzing the student's recorded spelling, their ability to match sounds in words have increased significantly, especially with medial vowel sounds and initial and final blends, which shows they are able to independently segment a word into individual phonemes and recode into graphemes.

South Australian Spelling Test Intervention Group			
Child	Chronological Age	Spelling Age Pre-Test	Spelling Age Post-Test
A	7yrs 0mths	Below 6yrs	6yrs 3mths
B	6yrs 6mths	Below 6yrs	6yrs 2mths
C	6yrs 11mths	6yrs 1mth	6yrs 2mths

Table 1

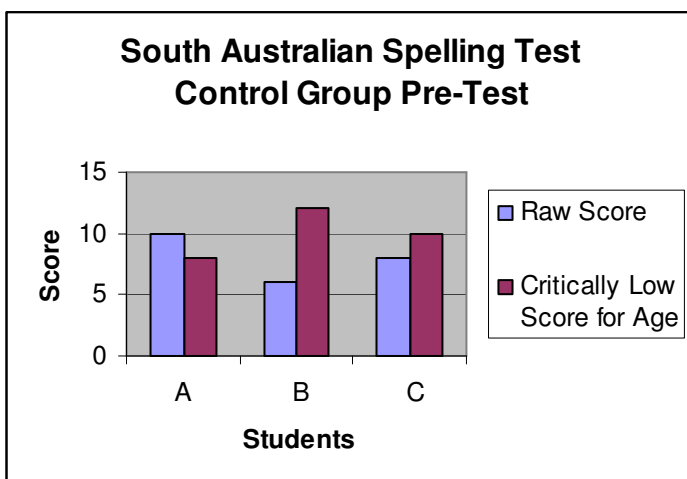


Figure 7

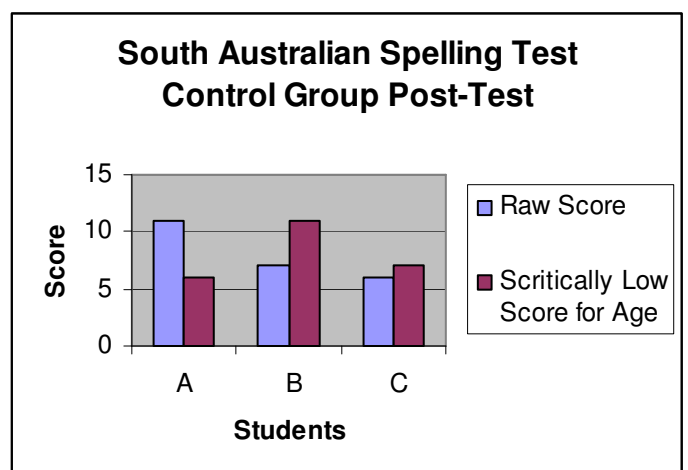


Figure 8

Results for the Control Group show that Students B and C are still spelling below the critically low score for their age. Student A, with the higher level of phonological knowledge in the group, made gains in their spelling accuracy to be significantly above the critically low spelling age.

South Australian Spelling Test Control Group			
Child	Chronological Age	Spelling Age Pre-Test	Spelling Age Post-Test
A	6yrs 6mths	Below 6yrs	Below 6yrs
B	6yrs 8mths	Below 6yrs	Below 6yrs
C	7yrs 2mths	Below 6yrs	Below 6yrs

Table 2

Table 2 above shows students in the Control Group are still significantly below their chronological age in their spelling age. Analysis of student's record of spelling shows that students continue not to have the ability to segment phonemes to graphemes, especially in initial and final blends.

Burt Word Reading Test

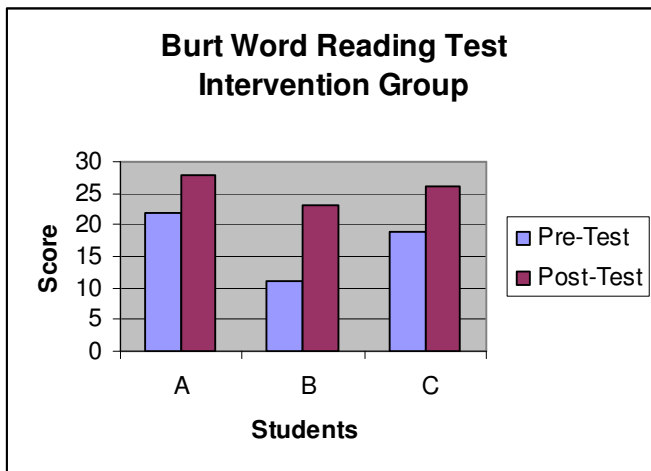


Figure 9

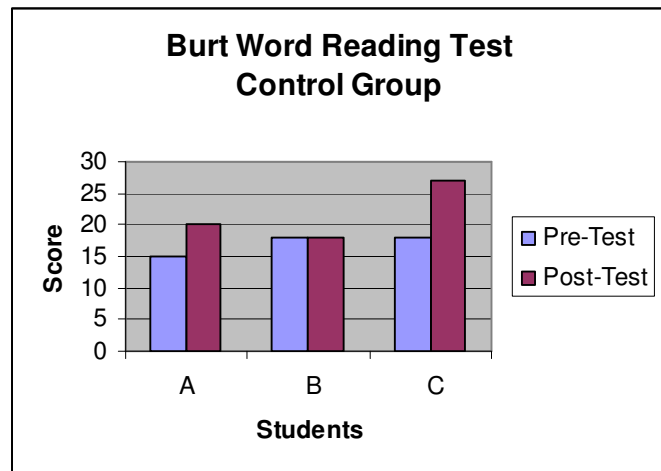


Figure 10

Trends for the Intervention Group show an average increase of 8 points, compared to an average of 5 points in the Control Groups ability to read unfamiliar words in isolation. Figure 9 shows Student B of the Intervention Group has made significant gains in their ability to decode words in isolation. This student also made the most gains in their phonological knowledge. Their ability to segment and blend sounds in words is shown in their increase in score in the Burt Word Reading Test and in observations recorded by the teacher in the student's responses to decoding words during the test.

Burt Word Reading Test Equivalent Age Bands (EAB) Intervention Group			
Child	Chronological Age	EAB Pre- Test	EAB Post-Test
A	7yrs 0mths	6yrs 4mths – 6yrs 6mths	6yrs 9mths – 7yrs 3mths
B	6yrs 6mths	Below 6yrs 1mth	6yrs 5mths – 6yrs 11mths
C	6yrs 11mths	Below 6yrs 1mth	6yrs 7mths – 7yrs 1mth

Table 3

Trends for the group shows that the gains made in their reading of unfamiliar word accuracy have increased to a level that all students who received explicit segmenting and blending intervention are reading within the EAB for their age.

Burt Word Reading Test Equivalent Age Bands (EAB) Control Group			
Child	Chronological Age	EAB Pre- Test	EAB Post-Test
A	6yrs 6mths	Below 6yrs 1mth	6yrs 1mth – 6yrs 7mths
B	6yrs 8mths	Below 6yrs 1mth	Below 6yrs 1mth
C	7yrs 2mths	Below 6yrs 1mth	6yrs 6mths – 7yrs 0mths

Table 4

Results show in Table 4 that Student A, who has the higher phonological awareness knowledge of the group, has made gains in their reading of unfamiliar word accuracy to be reading to be within their EAB. Students B & C continue to be considered at risk in their reading of unfamiliar words in isolation.

Prose Reading

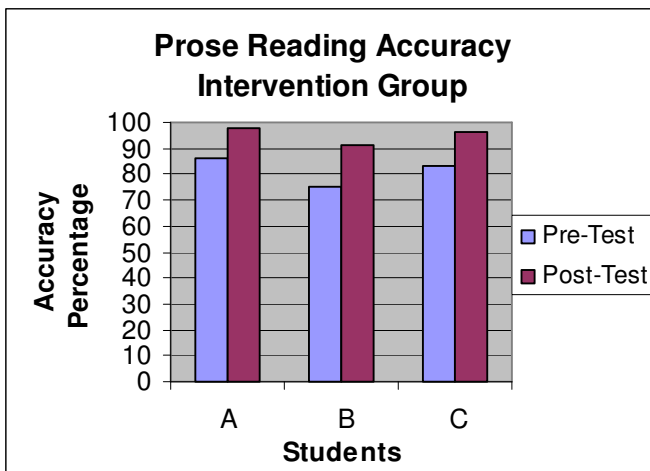


Figure11

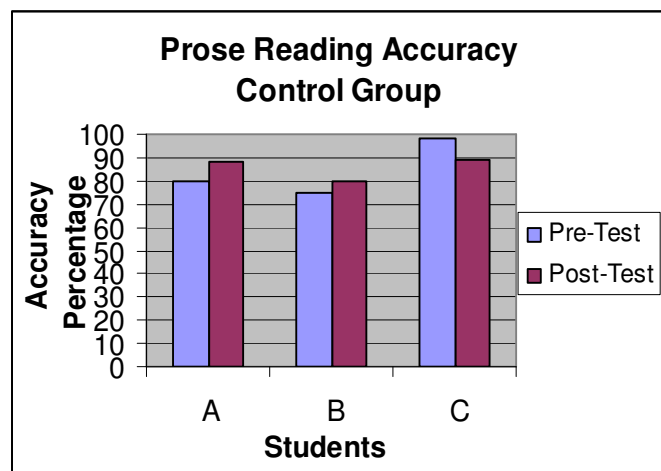


Figure 12

Trends for the Intervention Group show that all students made a significant increase in their accuracy of reading unfamiliar words in prose reading, with an average increase of 14% accuracy between pre and post testing, compared to 1% increase of accuracy in the Control Group. Student B in the Intervention Group has again made the most significant gains in their prose reading accuracy. Student B in Post-Testing shows a significantly lower number of total miscues and a significantly higher number of successful segmenting and blending attempts in Table 5 below. All students in the Intervention Group show a lower segmenting and blending error in Post-Testing compared to Pre-Testing. All students attempted unknown words instead of omitting words. The results support the research of explicitly teaching the strategy of segmenting and blending phonemes to improve prose reading accuracy as it gives students the confidence and knowledge to attempt all unfamiliar words in prose reading.

Table 6 below shows Student A is using the phonological awareness aspect of segmenting and blending when reading unknown words in prose reading. Students B and C rely on other reading strategies when decoding unknown words. Student A continued to omit words in the Post-Test rather than use strategies to decode although all attempts to decode using segmenting and blending sounds in words were successful. Student C performed better in the Pre-Test than Post-Test. This could be due to the strategies they use when reading such as relying on contextual understanding and the Pre-Test text could have been more familiar in context for this student. Student B continued to omit words rather than attempt them using any strategies. The results for the Control Group in their prose reading accuracy, shows that the phonological knowledge of segmenting and blending is needed for accuracy of unfamiliar words in prose reading.

Control Group Students	Total Miscues Pre Test	Total Miscues Post Test	Omissions Pre Test	Omissions Post Test	Segmenting/blending error attempts Pre-Test	Segmenting/blending error attempts Post-Test	Segmenting/blending correct attempts Pre-Test	Segmenting/blending correct attempts Post-Test
A	19	2	3	0	1	1	0	2
B	25	9	4	0	9	2	3	13
C	17	4	1	0	7	2	6	7

Table 5

Control Group Students	Total Miscues Pre Test	Total Miscues Post Test	Omissions Pre Test	Omissions Post Test	Segmenting/blending error attempts Pre-Test	Segmenting/blending error attempts Post-Test	Segmenting/blending correct attempts Pre-Test	Segmenting/blending correct attempts Post-Test
A	23	13	14	9	4	0	12	3
B	26	22	10	16	0	0	0	0
C	2	11	0	0	0	0	0	0

Table 6

Discussion

The trend in the results of this current study indicate that the explicit teaching of phonological awareness aspects of segmenting and blending phonemes improves students prose reading, isolated word reading and spelling. The results show that those who made significant gains in their phonological awareness knowledge also made significant gains in their reading and spelling.

Student's performances in Pre and Post testing showed that a student in the control group performed better in prose reading pre test than post test. This can be explained with context playing a supporting role for the child's prose reading accuracy. Observations made on prose reading of the intervention group show that students are independently applying their segmenting and blending skills to decode words accurately in a continuous text. The increase in phonological knowledge supports students in using context together with segmenting and blending to improve their prose reading ability. Student A in the control group entered the study with a higher level of phonological awareness than others in the control group, and made greater gains in their reading and spelling accuracy than others in the control group. This shows that a higher level of phonological knowledge is needed for gains to be made in reading and spelling accuracy.

The phonological awareness aspect of segmenting and blending tasks that students were involved in, began with students working orally, then with manipulating concrete materials to represent phonemes, and then representing phonemes with graphemes. Through including the instruction in associating phonemes with graphemes in the teaching practice ensures that the gains made in students reading and spelling success is greater, as when phonemic awareness is taught in conjunction with the sound/letter relationship the benefits are greater in segmenting, reading and spelling (Munro, 1998, Castiglioni-Spalten, 2003). This has implications for teachers practice to include in their literacy program the teaching of letter-sound relationships, rather than relying on phonemic awareness instruction or phonics alone (Ball and Blachman, 1988; cited in Munro, 1998).

The reflection aspects, both at the start and the end, in the design of the explicit phonological awareness instruction, encouraged students to verbalise their understandings and to prepare themselves with their knowledge to use in prose reading and spelling. Each session ended with students reading a continuous text, and anecdotal notes that were made during the teaching of the intervention showed students independently applying the skills of segmenting and blending. This study shows that those who received the explicit teaching of segmenting and blending phonemes were able to independently use these strategies when faced with reading or spelling unfamiliar words.

Observations made in the selection of students for this study and in Pre-Testing showed that all students had medial short vowel sound confusions, therefore revision of short vowel sounds was made part of the intervention as the matching of phonemes to graphemes is important for both reading and spelling success (Treiman, 1993). Observations made between the intervention group and control group on their spelling success shows that those who received explicit instruction in segmenting phonemes were able to match phonemes to graphemes more accurately than those who did not receive the explicit instruction. It is therefore critical that for spelling success in the early years of school, students receive adequate phonological awareness instruction in segmenting phonemes, and instruction to represent each phoneme with a grapheme to ensure their spelling development.

The findings of this study have implications for the effectiveness of teaching phonological awareness to at risk students. The explicit phonological awareness instruction given to students in the early years who are low literacy achievers can increase their reading and spelling accuracy.

This current study can be replicated in the early years of schooling, but experts would doubt its effectiveness if replicated at a higher grade level. When the phonological awareness instruction is received in the early years, the outcome for the student's future literacy success is greatly enhanced. Griffiths in Munro (1998) supports this phonological awareness instruction received in the early years as there is a developmental limit on the influence that phonemic awareness can have on a student's spelling development. It is in the early years that a student relies on this phonemic knowledge and then moves onto more complex spelling strategies that need to be supported with an adequate level of phonemic knowledge. Munro (1998) also addresses the need for teaching practice to address student's phonological knowledge in early literacy development for prose reading accuracy, as the influence of phonological knowledge on a student's prose reading decreases as a child's age increases. Early year's teachers need to be aware of the affect that phonological knowledge has on the prediction of later reading and spelling outcomes (Westwood, 2005; Munro, 1998) and ensure that there is adequate phonological awareness instruction in their literacy program, and to provide extra support for those who have low phonological awareness.

This study focused on segmenting and blending phonemes that only included short vowel sounds. Future research could also include teaching phonemes that included vowel digraphs to see if even further gains were made in reading and spelling accuracy.

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Appendix 1

Session 1

- Reinforce vowel sound knowledge
 - Use initial vowel cards with pictures (A Sound Way p 151). Teacher to say name of picture and sound of letter, children to repeat after teacher. (1 min)
 - Using initial vowel picture cards from above, children independently say name of picture and initial sound it makes. (4 min)
- Identify number of sounds in words (2 and 3 sound words)
 - Use picture cards (A Sound Way p 145, 146). Teacher says the word, children repeat. Teacher demonstrates how to say the words in their parts while touching the dots, children repeat after teacher. (5 min)
- Segmenting words (cvc)
 - Teacher demonstrates how to break up cvc words (orally). Say the word, then break up word into individual sounds. Children to repeat (orally). Using same rime unit, children repeat the word after the teacher then break up word into individual sounds. (2 min)

cat
fat
rat
bat
mat

- Sound boxes. Teacher demonstrates how to move counters while saying each sound in word. Children to repeat. Teacher gives children a cvc word with common rime unit, children to move counters as saying each sound in word. (3 min)

bed	hit	dug
fed	sit	hug
red	fit	jug
led	mit	mug
wed	pit	rug

- Blending words cvc (orally)
 - Teacher says a cvc word in its individual sounds, children say the word eg c-a-t/cat (3 min)

bad	top	bus
can	sit	hot
log	web	mud
bag	hen	cap
cut	pig	pet

- Reflection
 - Children articulate what they have learnt. Teacher to prompt with questions; What did you do today? What did you learn? When can you use this? Children to articulate what they will do when they come to unfamiliar word in text.
- Children read familiar text, PM+ Text Level 5 Text 'Kitty Cat and the Fish'

Session 2

- Revise learning from previous lesson. Children articulate what they did, what they learnt.
- Reinforce vowel sound knowledge
 - Use vowel/letter cards with pictures. Teacher to say name of picture and sound of letter, children to repeat after teacher. (1 min)
 - Use initial vowel picture cards. Children say name of picture and initial sound it makes. (4 min)
- Identify number of sounds in words (2 and 3 sound words)
 - Teacher says a word, children repeat. Teacher demonstrates how to say the words in their parts while touching the dots, children repeat after teacher. Teacher to use list of 2 and 3 sound words for children to identify number of sounds in words using dot card. (A Sound Way p 147) (5 min)
- Segmenting words (cvc)
 - Teacher demonstrates how to break up cvc words (orally). Say the word, then break up word into individual sounds. Children to repeat (orally). Using same rime unit, children repeat the word after the teacher then break up word into individual sounds. (2 min)

can
fan
ran
ban
man

- Sound boxes. Teacher demonstrates how to move counters while saying each sound in word. Children to repeat. Teacher gives children a cvc word with common rime unit, children to move counters as saying each sound in word. (3 min)

gap	rip	not
tap	sip	hot
nap	lip	cot
sap	nip	lot
lap	tip	rot

- Blending words cvc (orally)
 - Bingo. Teacher says a word in its individual sounds, children say the word and place a counter on the picture of the word made. (pictures from A Sound Way p 183) (5 min)
- Reflection
 - Children articulate what they have learnt. Teacher to prompt with questions; What did you do? What did you learn? When can you use this? Children to articulate what they will do when they come to unfamiliar word in text.
- Children read familiar text, PM+ Text Level 5 Text 'Kitty Cat and Fat Cat'

Session 3

- Revise learning from previous lesson. Children articulate what they did, what they learnt, when have they used this learning.
- Reinforce vowel sound knowledge
 - Use vowel/letter cards with pictures. Teacher to say name of picture and sound of letter, children to repeat after teacher. (1 min)
 - Use medial vowel picture cards (A Sound Way p 183). Teacher says the name of the picture, children choose the vowel card to show the vowel sound heard in the middle of the word. (4 min)
- Identify number of sounds in words (4 sound words)
 - Teacher says a word, children repeat. Teacher demonstrates how to say the words in their parts while touching the dots, children repeat after teacher. Use picture cards and dots (A Sound Way p 146, 3 and 4 sound words)
 - Teacher to use list of 4 sound words (blends at start) for children to identify number of sounds in words using dot card. (A Sound Way p 147) (5 min)

stop	slip	frog
crop	skin	glad
clap	spin	flag
grip	pram	clip
swim	grab	twin

- Segmenting phonemes
 - Teacher demonstrates how to break up words using picture cues and sound boxes and counters (Sounds Abound, p 155). Say the word then break up word into individual sounds. Children to repeat with own sound boxes and counters. (2 min)
 - Sound boxes. Teacher demonstrates how to move counters while saying each sound in word. Children to repeat. Teacher gives children a word with 2 or 3 sounds, children to move counters as saying each sound in word. (3 min)

see	knock	saw
ice	loud	soap
rain	sheep	feet
off	toy	fish
paw	fight	phone

- Blending phonemes
 - Bingo. Teacher says a word in its individual sounds (cvc), children say the word and place a counter on the picture of the word made. (pictures from A Sound Way p 183) (5 min)
 - Teacher shows each piece of a picture separately, say the corresponding phoneme. Children move the pieces together as they blend the phonemes together and say the whole word (Sounds Abound p 167-173). (5 min)
- Reflection
 - Children articulate what they have learnt. Teacher to prompt with questions; What did you do? What did you learn? When can you use this? Children to articulate what they will do when they come to unfamiliar word in text.

- Children read familiar text, PM+ Text Level 6 'Bread for the Ducks'

Session 4

- Revise learning from previous lesson. Children articulate what they did, what they learnt, when have they used this learning.
- Reinforce vowel sound knowledge
 - Use medial vowel picture cards. Teacher says the name of the picture, children choose the vowel card to show the vowel sound heard in the middle of the word. (5 min)
 - Use magnetic letters to manipulate the vowel sound in cvc words to make new words eg show how to build word 'hit' and then change to 'hot'. (Taken from Word Building, Alpha Assess p 70) (5 min)

pet	pit	put	pot
bit	bet	bat	but
sit	sat	set	sut
pep	pip	pap	Pup
tin	tan	ton	Ten
lip	lep	lup	Lap

- Manipulating sounds in words (building from 3 to 4 sound words)
 - Teacher to use 3 sound words, add a letter to make a new word. Model increasing sounds in words by using sound boxes and moving counters. (5 min)

pay/play	back/black	can/clan
fat/flat	pop/prop	bed/bread
cash/crash	fog/frog	cap/clap

- Segmenting phonemes
 - Teacher demonstrates how to break up words using picture cues and sound boxes and counters (Sounds Abound, p 155). Say the word, then break up word into individual sounds. Children to repeat with own sound boxes and counters.. (2 min)
 - Sound boxes. Teacher demonstrates how to move counters while saying each sound in word. Children to repeat. Teacher gives children a word with 4 sounds, children to move counters as saying each sound in word. (3 min)

crab	spit	sled
club	brick	cluck
smock	trap	snip
drum	plot	trick
spud	grab	smog

- Blending phonemes
 - Teacher shows each piece of a picture separately, say the corresponding phoneme. Children move the pieces together as they blend the phonemes together and say the whole word (Sounds Abound p 167-173). (5 min)
 - Writing sounds in words. Teacher to write first sound of word, children to say sound, teacher writes second sound, children say sound of letter, say first and second sound separately then together, etc. Use cvc words from previous lessons. Children compose sentence from words written.
- Reflection
 - Children articulate what they have learnt. Teacher to prompt with questions; What did you do? What did you learn? When can you use this? Children to articulate what they will do when they come to unfamiliar word in text.

- Children read familiar text, PM+ Text Level 6 Speedy Bee

Session 5

- Revise learning from previous lesson. Children articulate what they did, what they learnt, when have they used this learning.
- Reinforce vowel sound knowledge
 - Use medial vowel picture cards. Children sort picture cards onto boards according to the medial vowel sound. Children articulate the vowel sound heard in the middle of the word. (5 min)
 - Use magnetic letters to manipulate the vowel sound in cvc words to make new words eg show how to build word 'hit' and then change to 'hot'. (Taken from Word Building, Alpha Assess p 70) (5 min)

pet	pit	put	pot
bit	bet	bat	but
sit	sat	set	sut
pep	pip	pap	pup
tin	tan	ton	ten
lip	lep	lup	lap

- Segmenting phonemes
 - Teacher demonstrates how to break up words using picture cues and sound boxes and counters (Sounds Abound, p 155). Say the word, then break up word into individual sounds. Children to repeat with own sound boxes and counters.. . (2 min)
 - Sound boxes. Teacher demonstrates how to say a word as a whole then in its parts, moving counters while saying each sound in word. Children to repeat teacher. (use 3 and 4 sound words) (3 min)

plus	glue	flap
sleep	tree	trip
great	pray	smell

- Blending phonemes
 - Teacher shows each piece of a picture separately, say the corresponding phoneme. Children move the pieces together as they blend the phonemes together and say the whole word (Sounds Abound p 167-173). (5 min)
 - Manipulating sounds in words (building from 3 to 4 sound words). Teacher writes 3 sound word (cvc) onto flash card, cut up word and add a letter to make new word(ccvc) (5 min)

fat/flat	pop/plop	cab/crab
side/slide	fog/frog	boom/broom

- Writing sounds in words. Teacher to write first sound of word, children to say sound, teacher writes second sound, children say sound of letter, say first and second sound separately then together, etc. Use ccvc words from previous lessons. Children compose silly sentence from words written.
- Reflection
 - Children articulate what they have learnt. Teacher to prompt with questions; What did you do? What did you learn? When can you use this? Children to articulate what they will do when they come to unfamiliar word in text.
- Children read familiar text, PM+ Text Level 7 'Dilly Duck and Dally Duck'

Session 6

- Revise learning from previous lesson. Children articulate what they did, what they learnt, when have they used this learning.
- Reinforce vowel sound knowledge
 - Use medial vowel picture cards. Children sort picture cards onto boards according to the medial vowel sound. Children articulate the vowel sound heard in the middle of the word. (5 min)
 - Use magnetic letters to manipulate the vowel sound in cvc words to make new words eg show how to build word 'hit' and then change to 'hot'. (Taken from Word Building, Alpha Assess p 70) (5 min)

pet	pit	put	pot
bit	bet	bat	but
sit	sat	set	sut
pep	pip	pap	pup
tin	tan	ton	ten
lip	lep	lup	lap

- Segmenting phonemes
 - Teacher demonstrates how to break up words using picture cues and sound boxes and counters (Sounds Abound, p 155). Say the word, then break up word into individual sounds. Children to repeat with own sound boxes and counters. (2 min)
 - Sound boxes. Teacher demonstrates how to say a word as a whole then in its parts, moving counters while saying each sound in word. Children to repeat teacher. (use 3 and 4 sound words) (3 min)

stop	grip	trap
pram	frog	slot
flat	grab	clap

- Blending phonemes
 - Oral Blending. Teacher says a word in its parts, children say the word.

feet	chew	cream
side	brown	thing
sniff	clown	please

- Teacher shows each piece of a picture separately, say the corresponding phoneme. Children move the pieces together as they blend the phonemes together and say the whole word (Sounds Abound p 167-173). (5 min)
- Manipulating sounds in words (building from 3 to 4 sound words). Teacher writes 3 sound word (cvc) onto flash card, cut up word and add a letter to make new word (ccvc). Teacher models how to move the cards together as saying the sounds. Children to repeat. (5 min)

tap/trap	sing/swing	fit/flit
sip/slip	tin/twin	sat/slat

- Writing sounds in words. Teacher to write first sound of word, children to say sound, teacher writes second sound, children say sound of letter, say first and second sound separately then together, etc. Use ccvc words from previous lessons. Children compose silly sentence from words written.

➤ Reflection

- Children articulate what they have learnt. Teacher to prompt with questions; What did you do? What did you learn? When can you use this? Children to articulate what they will do when they come to unfamiliar word in text.

- Children read text, PM+ Text Level 8 'Kitty Cat Plays Inside'

Session 7

- Revise learning from previous lesson. Children articulate what they did, what they learnt, when have they used this learning.
- Dictation from previous lessons silly sentence with ccvc words (2 min)

➤ Reinforce vowel sound knowledge

- Use medial vowel picture cards. Children sort picture cards onto boards according to the medial vowel sound. Children articulate the vowel sound heard in the middle of the word. (5 min)
- Use magnetic letters to manipulate the vowel sound in cvc words to make new words eg show how to build word 'hit' and then change to 'hot'. (Taken from Word Building, Alpha Assess p 70) (5 min)

pet	pit	put	pot
bit	bet	bat	but
sit	sat	set	sut
pep	pip	pap	pup
tin	tan	ton	ten
lip	lep	lup	lap

➤ Segmenting phonemes

- Sound boxes. Teacher demonstrates how to say a word as a whole then in its parts, moving counters while saying each sound in word. Children to repeat teacher. (use 3 and 4 sound words) (3 min)

dish	blob	dress
spit	crop	plot
swing	loud	foot

➤ Blending phonemes

- Oral Blending. Teacher says a word in its parts, children say the word. (2min)

sheep	toy	knock
train	paint	yell
plate	chop	clap

- Teacher shows each piece of a picture separately, say the corresponding phoneme. Children move the pieces together as they blend the phonemes together and say the whole word (Sounds Aboard p 167-173). (5 min)
- Manipulating sounds in words (building from 3 to 4 sound words). Teacher writes 3 sound word (cvc) onto flash card, cut up word and add a letter to make new word (ccvc). Teacher models how to move the cards together as saying the sounds. Children to repeat. (5 min)

sap/slap	fat/flat	cop/crop
pam/pram	tip/trip	sell/smell

- Writing sounds in words. Teacher to write first sound of word, children to say sound, teacher writes second sound, children say sound of letter, say first and second sound separately then together, etc. Use ccvc words from previous lessons. Children compose silly sentence from words written.

➤ Reflection

- Children articulate what they have learnt. Teacher to prompt with questions; What did you do? What did you learn? When can you use this? Children to articulate what they will do when they come to unfamiliar word in text.

➤ Children read text, PM Text+ Level 9 'Sam Plays Swing Ball'

Session 8

➤ Revise learning from previous lesson. Children articulate what they did, what they learnt, when have they used this learning.

➤ Reinforce vowel sound knowledge

- Use medial vowel picture cards. Children sort picture cards onto boards according to the medial vowel sound. Children articulate the vowel sound heard in the middle of the word. (5 min)
- Use magnetic letters to manipulate the vowel sound in cvc words to make new words eg show how to build word 'hit' and then change to 'hot'. (Taken from Word Building, Alpha Assess p 70) (5 min)

pet	pit	put	pot
bit	bet	bat	but
sit	sat	set	sut
pep	pip	pap	pup
tin	tan	ton	ten
lip	lep	lup	lap

➤ Segmenting phonemes

- Sound boxes. Teacher demonstrates how to say a word as a whole then in its parts, moving counters while saying each sound in word. Children to repeat teacher. (use 3 and 4 sound words) (3 min)

best	camp	melt
help	sent	mint

➤ Blending phonemes

- Oral Blending. Teacher says a word in its parts, children say the word. (2 min)

cost	hand	clip
yes	grip	twin
help	touch	chin

- Teacher shows each piece of a picture separately, say the corresponding phoneme. Children move the pieces together as they blend the phonemes together and say the whole word (Sounds Aound p 167-173). (5 min)
- Manipulating sounds in words (building from 3 to 4 sound words). Teacher writes 3 sound word (cvc) onto flash card, cut up word and add a letter to make new word (ccvc).). Teacher models how to move the cards together as saying the sounds. Children to repeat. (5 min)

lip/limp	met/melt	bet/best	lap/lamp
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- Writing sounds in words. Teacher to write first sound of word, children to say sound, teacher writes second sound, children say sound of letter, say first and second sound separately then together, etc. Use ccvc words from previous lessons. Children compose silly sentence from words written.

➤ Reflection

- Children articulate what they have learnt. Teacher to prompt with questions; What did you do? What did you learn? When can you use this? Children to articulate what they will do when they come to unfamiliar word in text.

➤ Children read text, PM Text+ Level 9 'Kitty Cat and the Paint'

Session 9

➤ Revise learning from previous lesson. Children articulate what they did, what they learnt, when have they used this learning.

➤ Reinforce vowel sound knowledge

- Use medial vowel picture cards. Children sort picture cards onto boards according to the medial vowel sound. Children articulate the vowel sound heard in the middle of the word. (5 min)
- Use magnetic letters to manipulate the vowel sound in cvc words to make new words eg show how to build word 'hit' and then change to 'hot'. (Taken from Word Building, Alpha Assess p 70) (5 min)

pet	pit	put	pot
bit	bet	bat	but
sit	sat	set	sut
pep	pip	pap	pup
tin	tan	ton	ten
lip	lep	lup	lap

➤ Segmenting phonemes

- Sound boxes. Teacher demonstrates how to say a word as a whole then in its parts, moving counters while saying each sound in word. Children to repeat teacher. (use 4 and 5 sound words) (3 min)

clip	prop	twin
from	stamp	flag

➤ Blending phonemes

- Oral Blending. Teacher says a word in its parts, children say the word. (2 min)

cost	hand	grip
yes	clip	stand
stump	train	clamp

- Teacher shows each piece of a picture separately, say the corresponding phoneme. Children move the pieces together as they blend the phonemes together and say the whole word (Sounds Aboard p 167-173). (5 min)
- Manipulating sounds in words (building from 3 to 4 sound words). Teacher writes 3 sound word (cvc) onto flash card, cut up word and add a letter to make new word (ccvc, cvcc). Teacher models how to move the cards together as saying the sounds. Children to repeat. (5 min)

fat/flat	cap/camp	set/sent	cot/cost
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- Writing sounds in words. Teacher to write first sound of word, children to say sound, teacher writes second sound, children say sound of letter, say first and second sound separately then together, etc. Use ccvc words from previous lessons. Children compose silly sentence from words written. (5min)

➤ Reflection

- Children articulate what they have learnt. Teacher to prompt with questions; What did you do? What did you learn? When can you use this? Children to articulate what they will do when they come to unfamiliar word in text.

➤ Children read text, PM Text+ Level 10 'Brown Mouse Gets Some Corn'

Session 10

➤ Revise learning from previous lesson. Children articulate what they did, what they learnt, when have they used this learning.

➤

➤ Reinforce vowel sound knowledge

- Use medial vowel picture cards. Children sort picture cards onto boards according to the medial vowel sound. Children articulate the vowel sound heard in the middle of the word. (5 min)
- Use magnetic letters to manipulate the vowel sound in cvc words to make new words eg show how to build word 'hit' and then change to 'hot'. (Taken from Word Building, Alpha Assess p 70) (5 min)

pet	pit	put	pot
bit	bet	bat	but
sit	sat	set	sut
pep	pip	pap	pup
tin	tan	ton	ten
lip	lep	lup	lap

➤ Segmenting phonemes

- Sound boxes. Teacher demonstrates how to say a word as a whole then in its parts, moving counters while saying each sound in word. Children to repeat teacher. (use 4 and 5 sound words) (3 min)

tramp	melt	twist
steps	crust	dusk

➤ Blending phonemes

- Oral Blending. Teacher says a word in its parts, children say the word. (2 min)

flat	lost	mint
swim	lump	crust
brat	camp	grunt

- Teacher shows each piece of a picture separately, say the corresponding phoneme. Children move the pieces together as they blend the phonemes together and say the whole word (Sounds Aound p 167-173). (5 min)
- Manipulating sounds in words (building from 3 to 4 sound words). Teacher writes 3 sound word (cvc) onto flash card, cut up word and add a letter to make new word (ccvc, cvcc). Teacher models how to move the cards together as saying the sounds. Children to repeat. (5 min)

had/hand	mit/mint	bat/brat	fat/fast
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- Writing sounds in words. Teacher to write first sound of word, children to say sound, teacher writes second sound, children say sound of letter, say first and second sound separately then together, etc. Use ccvc words from previous lessons. Children compose silly sentence from words written.

➤ Reflection

- Children articulate what they have learnt. Teacher to prompt with questions; What did you do? What did you learn? When can you use this? Children to articulate what they will do when they come to unfamiliar word in text.

➤ Children read text, PM+ Text Level 10 'Two Little Ducks Get Lost'.