
Explicitly teaching underachieving Year Prep students to rhyme, segment and blend two-letter dependable rime units improves their phonological knowledge, reading of words in isolation and word accuracy in prose.

Abstract

Hattie (2009, p. 129) tells us that “if students do not develop sufficient reading acumen by the middle of primary school they are handicapped from learning in other curricula.” Ensuring that the early years of schooling concentrate on explicitly developing phonological awareness and knowledge in students will lay the foundations for reading proficiency.

This study compared the results of two groups of students, a control group and an intervention group. The method used in this study followed an assessment /intervention /assessment model. The four control group students participated in the normal classroom activities and teaching sessions within the literacy block. While the control students were in class the intervention students were removed from the classroom and participated in ten explicit teaching sessions to recognise and read two letter dependable rime units. The students developed knowledge and skills in segmenting and blending the eight targeted two dependable rime units.

Pre and post testing results for control and intervention students show improvement in phonological knowledge for all students within the intervention group and mixed results for the control group.

It was anticipated that this study would inform current teacher practise and allow for a more systematic and relevant method of teaching phonological awareness; moving away from teaching Prep students a ‘letter a week’. It was hoped that by improving teacher pedagogy in using programmes such as onset-rime phonics, they would recognise the benefits to student learning.

This study shows that explicitly teaching underachieving Year Prep students to rhyme, segment and blend two-letter dependable rime units improves their phonological knowledge, reading of words in isolation and word accuracy in prose.

Introduction

Reading is a highly complex process requiring readers to use a variety of strategies to decode the printed message in prose. Students need to learn strategies and apply knowledge to read each word automatically. Research has shown a relationship between children’s awareness of sound patterns in their speech and later reading and spelling ability (Munro 1998, p. 2).

Difficulties in decoding words inhibit student’s ability to read prose and words in isolation. Munro (2011 Lecture notes EDU90247) explains that “It is not learning letter-sound links that usually cause problems but the ability to manipulate the identified sounds that cause word reading difficulties.” Ineffective readers use ineffective strategies to decode words. The student who only use letter-by-letter recoding or distinctive visual features of words or first sound, who fails to see the orthographic similarity between words, who cannot use correct stress patterns on words or is unable to rapidly read words is at a high risk of underachieving when learning to read. Poor phonological knowledge and skills limit a student’s ability to decode unknown words and to blend single letter sounds and

phonemes together to make words. Learning to use onset and rime increases a student's ability to decode words quickly and accurately.

Phonological and phonemic difficulties can surface if students have articulation problems. Neilson (2007, p. 32) states that, "When children are finding syllabification difficulty, they also tend to show some subtle articulation problems with some words." These articulation problems may be addressed through phonemic awareness sessions. Phonemic awareness requires the student to hear, understand and learn about the structure of words. They need to be able to think about and use the spelling-to-sound correspondences and know that words are made up of sounds and that those sounds can be said, read and written. "To be aware that words can have a similar end-sound implies a critical step in metalinguistic understanding" (Bryant, 1990; cited in Hempenstall, p 2). Learning to rhyme, segment and blend two letter dependable rime units is an important step in the learning to read process.

The at risk student does not spontaneously see that words can be broken up into parts or that they share certain ending properties that we call rime and that words can be broken into syllables ; this must be explicitly taught. Systematic phonics programs teach children to convert letters into sounds or phonemes and then blend the sounds to form recognizable words. Recent studies into literacy learning show that, "Systematic phonics instruction helped children learn to read significantly better than all forms of control group instruction, including whole-language" (DEST 2005, p. 21).

The Multiple Levels of Text Processing Model – MLOTP (Munro, 2011 Lecture notes EDU90247) suggests that in order to read effectively students must process text on a number of levels. At the word level students decode and recode words, the sentence level requires the student to make a literal interpretation of the text, the conceptual level allows for greater depth in comprehension; evaluative and inferential, the topic level further develops comprehension through synthesis and analysis of the ideas in a text and finally the dispositional level involves deciding the purpose of the text, that is understanding the values and attitudes the text conveys. These skills and knowledge are controlled through self- management and control strategies, metacognition or 'why, when and how' strategies. Effective readers use knowledge of the structural features, 'the what' of text and they use reading strategies, 'the how' to blend, segment, visualise, reread etc. This research is primarily concerned with an investigation into word knowledge and skills, that is learning to use onset and rime increases a student's ability to decode words quickly and accurately. Clay (1991, p. 6) states that "reading as a message-getting, problem-solving activity which increases in power and flexibility the more it is practiced and that within the directional constraints of the printer's cue, language and visual perception responses are purposefully directed by the reader in some integrated way to the problem of extracting meaning from cues in a text, in sequence, so that the reader brings a maximum of understanding to the author's message."

Development of self efficacy, a student's belief in their ability to succeed in a given situation is developed through mastery experiences (Bandura 1995, cited in Cherry). Strong belief in one's ability to perform well, self efficacy, plays a major role in how goals, tasks, and challenges are approached. As the students gain skills and use knowledge their self efficacy improves, as development of phonological awareness for the underachieving student improves so does their belief that they can achieve in decoding words and reading text.

Phonological awareness, developing skills to decode, segment and recode words is the initial phase in the difficult process of learning to read. The necessity of developing these skills is supported by Vaughn and Bos (2009, p. 243) who state that "reading requires students to be able to distinguish the individual sounds that make up words and understand that letters represent sounds in language".

For a student to build on their word knowledge they need to know that sounds match a letter cluster and they need to recall the sound of each letter fast enough so that they can blend them and link with the letter pattern. This action is called rapid automatized naming (RAN) (Munro, 2011 Lecture notes EDU90247). Reading acquisition is affected when any aspects of the reading system is inadequate most importantly when RAN is inadequate. Learning to use the rime pattern in words increases RAN ability. Wolf (1999; cited in Guardiola, p. 18) asserts that “the tight relationship between reading and rapid automatized naming is a precursor, not a consequence, of reading deficits.”

Reading involves two basic and complementary processes: learning how to decipher print and understanding what the print means, the purpose of early reading instruction is to help children master the challenges of linking written and spoken language. Effective readers learn to read on the run. Munro (2011 Lecture notes EDU90247) explains that “students need to become code breakers; to use knowledge of the relationship between the spoken sounds in language and the graphic code and symbols used to represent those sounds”. Segmenting words efficiently into functional parts enables the reader to decode unknown words and read on the run. Programmes that explicitly teach students to practise skills in hearing and manipulate sounds in words, develop the ability to read quickly and effortlessly, recognise words automatically, and group words quickly when reading are the cornerstone to reading acquisition (Rowe, 2006, p. 3). These are essential skills for the development of competence in reading, writing and spelling, they must be taught early, systematically, explicitly and well. Stanovich (1986 cited in Munro 1998, p. 2) tells us that “Not only does phonemic knowledge predict reading acquisition, but the reciprocal relationship also exists; learning to read improves sound awareness.”

Method

► Design

This case study was conducted using an assessment/intervention/assessment design in which the gain in two letter rime word reading, letter sound identification, prose reading accuracy and phonological awareness skills were monitored following explicit instruction in segmenting words into sounds using onset and rime and blending a sequence of sounds into words. The study compares two groups of Prep students, an intervention group and a control group. The students chosen for this study were from two independent Prep classes. The intervention lessons were delivered in small group sessions comprising four students, over a three week period in September. Pre testing was conducted in the last week of August and Post testing in the third week of September.

► Participants

The participants in this study were eight year Prep students from a small Catholic Primary School. As outlined in Table 1 all students are from English speaking backgrounds, none qualify for the EMA allowance and at the time of testing had no diagnosed learning disability therefore did not have LNSLN funding.

Class teachers recommended students in the target group and the control group for the study. Standard tests, used by the classroom teachers to assess students at this year level, indicated that the students were performing below expectations for this level at this time of year. These tests gave clear indication that the students had low phonological awareness and knowledge and lower reading progress compared to their peers. Previous teacher assessed running records to ascertain reading ability showed that all students were unable to read level 1 text. The students were unable to reliably read the twelve ‘golden’ words (high frequency words not assessed for this research), had limited letter sound knowledge and had no strategies in place to help decode words or read sentences.

The intervention group, student A, B, C and D, comprised two boys and two girls with student A being eleven months older than students B and C, and six months older than student D. The control group, students AA, BB, CC, and DD, was composed of three boys and one girl with student CC being eight months older than students BB and DD and three months older than student AA. Student A was the oldest and students BB and DD the youngest of both groups. There was a great age variance in two groups with twelve months difference between the oldest and youngest students.

Name	Control = 0 Teaching=1	Age in MONTHS	Gender 0=Male 1=Female	Years of Schooling	ESL No=0 Yes=1	LNSLN funding No=0	Earlier Intervention No=0	EMA No=0 Yes=1
Student A	1	82	1	1	0	0	0	0
Student B	1	71	0	1	0	0	0	0
Student C	1	71	0	1	0	0	0	0
Student D	0	76	1	1	0	0	0	0
Student AA	0	75	0	1	0	0	0	0
Student BB	0	70	0	1	0	0	0	0
Student CC	0	78	0	1	0	0	0	0
Student DD	0	70	1	1	0	0	0	0

Table 1 Participant Demographics

► **Materials**

Pre and Post testing for this study was conducted using the following materials:

- Alpha Assess levelled books (Alpha Assess 2007)
- Rime Unit test – 3 letter words (Dalheim, B. 2004 - adapted)
- Letter ID (Clay, M. 1991)
- SPAT-R Form A (Sutherland Phonological Awareness Test-Revised – Dr R Neilsen 2007)

Task Materials

All materials were made by this researcher and have been supplied in Appendix 1 Materials

Materials used include the following:

- Flashcards** - Rime cards used for teaching sessions and games – single sound, onset, rime, whole word cards and rime slides
- Pictures** used for rhyming, onset and rime, segmenting and blending activities
- Large strips of paper, whiteboard and markers
- Exercise books, paper, pencils, textas

► Procedure

Pre assessment was conducted over four days during the two hour literacy block of a normal school day. Each testing session took 30 minutes approximately. Post assessment was conducted in the same manner, and commenced the day after the final teaching session. Tests were administered in isolation, in one sitting on a one-to-one basis outside the classroom in the order stated.

1. Rime Unit Test – amended Appendix 3 (Dalheim 2004, Literacy Intervention Strategies lecture notes EDUC90247 2011) Students were required to read words in isolation. The Rime unit test was administered to identify which two letter rime units the students were able to read and to monitor the letter rime units that they found difficult. In this study only seven dependable rime units were targeted out of the 37. Rime units assessed an, at, op, ug, ay, in and ip.
2. Letter ID (Clay, M. 1991) Students were tested to assess their knowledge of letter-sound identification in both upper and lower case letters.
3. Alpha Assess levelled books (Alpha Assess 2007) Running records were taken on each student to ascertain instructional level and notes were taken on reading behaviours
4. The Sutherland Phonological Awareness Test (Nielson, 2007) was used to evaluate phonological awareness at the levels of syllable, onset-rime and phoneme (CVC and consonant clusters). The skills of sound identification, blending, segmenting, deletion of onset, boundary consonant and internal consonant, nonword reading and spelling were assessed. The students were tested on all items 1 to 13A

In all teaching sessions the teacher ensured that instructions were clear, teaching was explicit and sounding and blending techniques were modelled correctly, all the while maintaining a sense of fun and games playing. Each teaching session required the students to be actively engaged for thirty minutes. Each session comprised three sections; 'Getting Knowledge Reading' – 5 minutes, 'Explicit instruction and Activities' – 20 minutes and 'Reflecting on Learning' – 5 minutes.

Sessions, one through to three, followed the same procedure and format using single sound cards, rime cards and whole word cards.

Session four was for revision and consolidation through game playing.

Sessions five through to nine followed the same procedure and format using single sound cards, rime cards and whole word cards as well as introducing word slides.

Session ten was for revision and consolidation through game playing.

At the end of each session students voiced their new learnings; these were written by the teacher to be revisited at the start of the next lesson. One final game was played on leaving to help build automaticity by 'flashing' the word cards for each student to read. For greater detail of lessons see 'Teaching Units' Appendix 2

Lessons 1- 3

Getting knowledge ready:

- With exception of the first lesson the previous lessons rime unit was revised

Explicit instruction and consolidation:

- ▶ game -guess the rime unit after hearing a string of rhyming words
- ▶ name rime unit on presentation of rime unit cards
- ▶ name single sounds on presentation of single sound cards
- ▶ name picture on presentation of picture cards
- ▶ identify the first sound
- ▶ identify the final sound
- ▶ say the rime words on presentation of whole word cards
- ▶ recognise a rime pattern
- ▶ segment words into onset and rime
- ▶ read sentence cards containing rime words – pre written
- ▶ construct sentences containing rime words – students voice teacher writes
- ▶ write the rime words studied

Reflection on learning:

- ▶ students were encouraged to verbalise new learnings – teacher writes
- ▶ these new learnings were revisited at the next session

Lessons 4**Getting knowledge ready:**

- ▶ revision of the all rimes studied thus far

Explicit instruction and consolidation:

- ▶ game playing – Concentration and Word Picture Match Up.

Reflection on learning:

- ▶ students were encouraged to verbalise new learnings – teacher writes
- ▶ these new learnings were revisited at the next session

Lessons 5 - 9**Getting knowledge ready:**

- ▶ revision of the previous rime unit studied

Explicit instruction and consolidation:

- ▶ guess the rime unit after hearing a string of rhyming words
- ▶ name rime unit on presentation of rime unit cards
- ▶ name single sounds on presentation of single sound cards
- ▶ name picture on presentation of picture cards
- ▶ identify the first sound
- ▶ identify the final sound
- ▶ say the rime words on presentation of whole word cards
- ▶ NEW ACTIVITY use onset and rime slides to make words
- ▶ recognise a rime pattern
- ▶ segment words into onset and rime
- ▶ read sentence cards containing rime words – pre written
- ▶ construct sentences containing rime words – students voice teacher writes
- ▶ write the rime words studied

Reflection on learning:

- ▶ students were encouraged to verbalise new learnings – teacher writes

- ▶ these new learnings were revisited at the next session
-

Lessons 10

Getting knowledge ready:

- ▶ revision of the all rimes studied thus far

Explicit instruction and consolidation:

Game playing

- ▶ Internet Games:
 1. Using Construct-a-Word - <http://www.readwritethink.org/files/resources/interactives/construct/>
 2. Learning to Read – Starfall – <http://www.starfall.com/n/level-a/learn-to-read/load.htm?f>
- ▶ Card Games
 1. Word Bingo
 2. Concentration -
 3. Rime and Picture Match Up
 4. I'm the Teacher

Reflection on learning:

- ▶ Students were encouraged to verbalise new learnings – teacher writes
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Analysis of Data

1. Rime Unit Test – amended Appendix 3 (Dalheim 2004)

The Rime unit test requires students to read words in isolation that are displayed in a in columnar form. As students read the words the assessor records the student's response for incorrect and correct attempts. Results were collated by assigning one point to each item correct and growth was measured in pre and post testing in the first two columns only.

2. Letter ID (Clay, M. 1991)

Student are required to say the sound that corresponds to upper and lower case letters. Results were collated by assigning one point to each item correct and growth was measured in pre and post testing. In this study growth was measured in letter sound knowledge for both upper and lower case letters using raw scores pre and post testing. Scores were allotted as per testing instructions.

3. Alpha Assess levelled books (Alpha Assess 2007)

Running records were taken for each student pre and post to ascertain their instructional reading level; that is the student reads a text unaided with between 90% - 94% accuracy, and to monitor their reading strategies are analysed as per instructions. Results were collated according to the instructional levels attained; growth was measured in pre and post testing.

4. The Sutherland Phonological Awareness Test (Nielson, 2007)

The students were tested on all items 1 to 13A except where test instructions indicated otherwise. Testing instructions indicate that students who score 0 in Subset 7 move to Subset 9 omitting Subset 8; students who score 0 in Subset 9 move to Subset 12 omitting Subset 10 and 11. Results were collated according testing instructions. In this study growth was measured using raw scores pre and post testing.

Results

Results - Rime Unit Test - amended (Dalheim 2004) –three letter words. Appendix 3

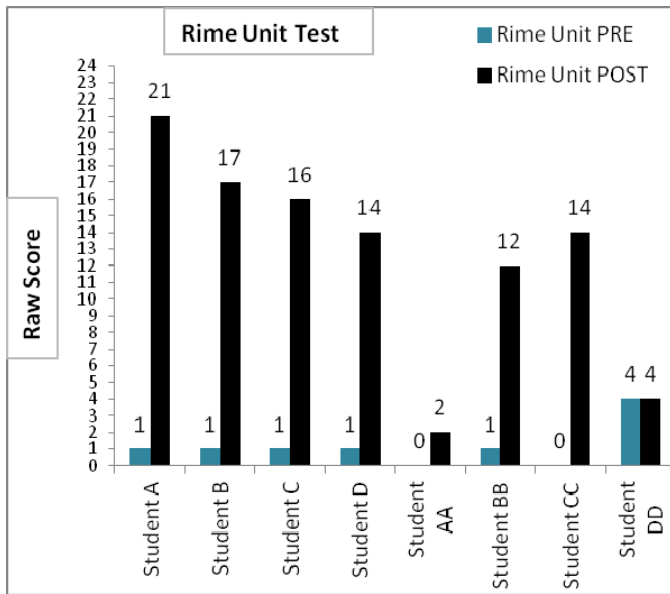


Figure 1 Rime Unit Test
Intervention Students A, B, C and D
Control Students AA, BB, CC and DD

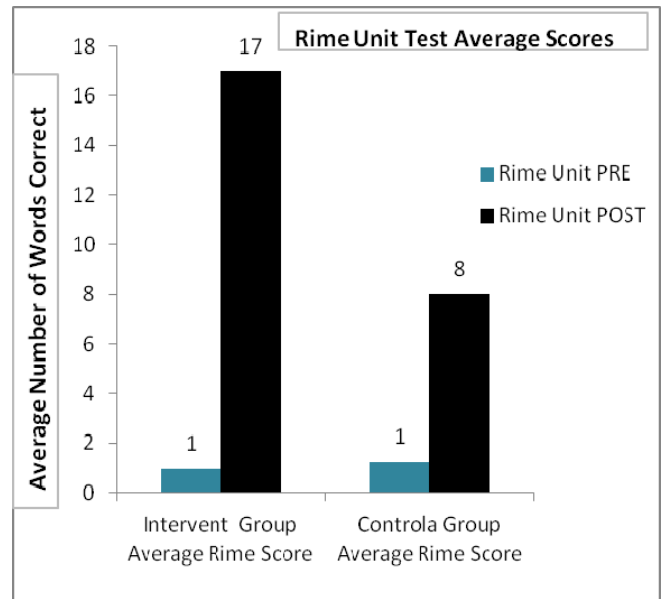


Figure 2 Rime Unit Average Scores

Figures 1 and 2 show that all students in the intervention group recognised one word from the rime unit test on pre testing. Results indicate that all students in the intervention group made an average improvement of 17 words while the control groups averaged improvement was 8 words. In the intervention group student A made the most gain with an improvement of 20 words, student B improved by 16 words, student C improved by 15 words and student D improved by 13 words. In comparison, the students in the control group improved, but to a lesser degree. Student AA improved by 2 words from a starting base of 0, student BB improved by 12 words from a starting base of 1, student CC with the most dramatic gain improved by 14 words from a starting base of 0 and student DD made no improvement recognizing 4 words at both pre and post testing.

Results - Letter Sound Lower Case (Clay, M. 1991)

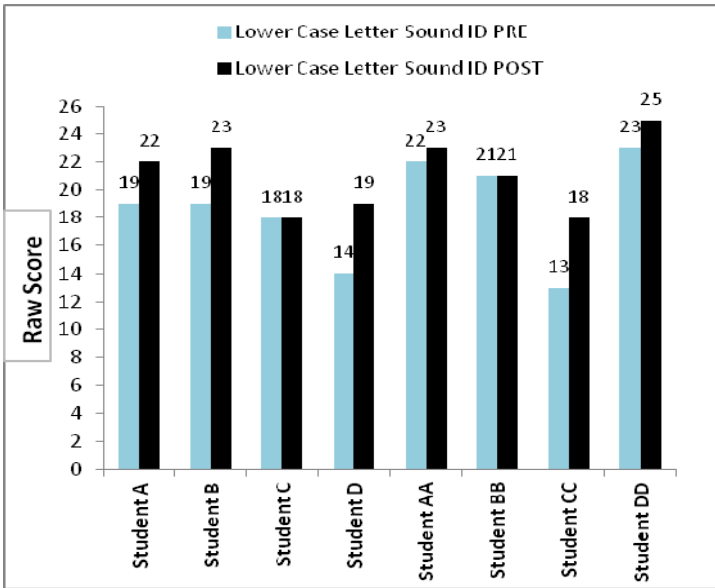


Figure 3 Lower Case Letter Sound Identification
Intervention Students A, B, C and D
Control Students AA, BB, CC and DD

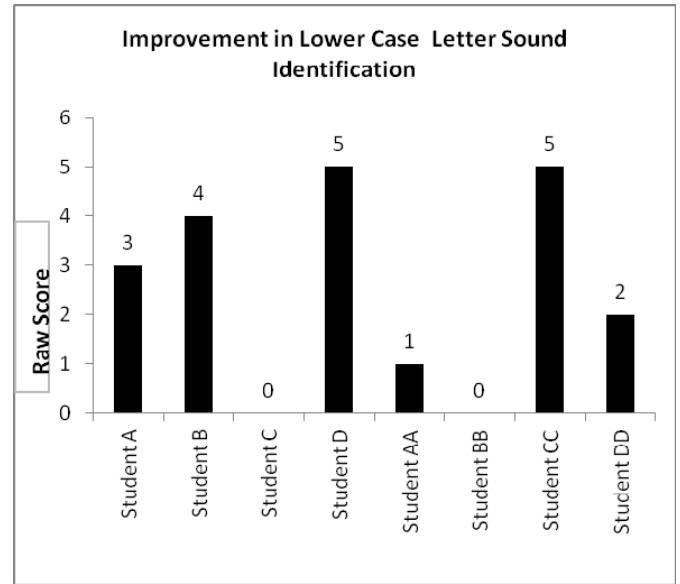


Figure 4 Improvement in Lower Case Letter Sound Identification
Intervention Students A, B, C and D
Control Students AA, BB, CC and DD

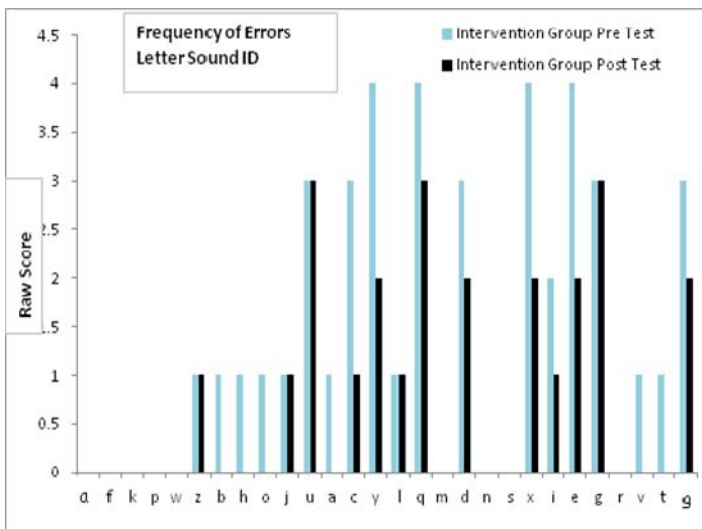


Figure 5 Lower Case Letter Sound Errors
Intervention Students A, B, C and D

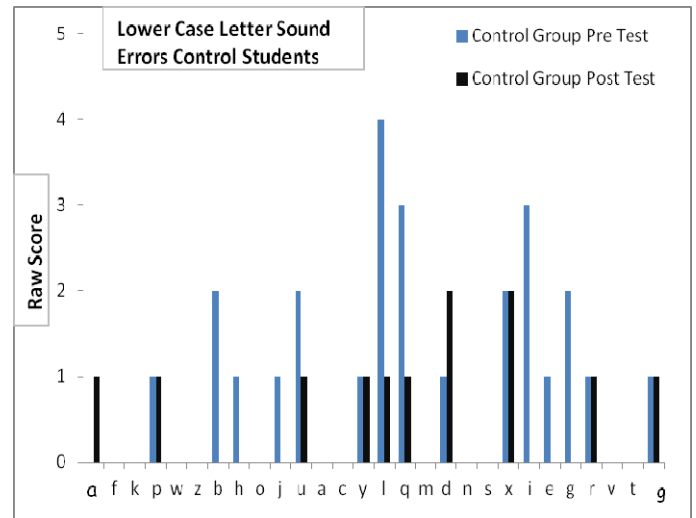


Figure 6 Lower Case Letter Sound Errors
Control Students AA, BB, CC and DD

Pre testing of lower case letter sound knowledge Figure 3 shows that three of the control group student AA, BB and CC out preformed the intervention students. Student DD scored the highest at 25 out of a possible 26. Figure 4 shows that students in the intervention group had a higher overall gain in letter sound knowledge than the control group. Students in the intervention group improved sound letter knowledge by 3, 4, 0 and 5 respectively while the control group scored 1, 0, 5 and 2 respectively.

Figures 5 and 6 show that all students in the intervention group were able to read eight sounds a, f, k, p, w, m, n, s, and r on pre testing and demonstrated growth in post testing reading a further seven sounds – b, h, o, a, v and t. All students in the control group were able to read twelve sounds f, k, w, z, o, a, c, m, n, s, v, and t on pre testing and demonstrated growth in post testing reading a further six sounds – b, h, j, i, e, and g.

Three of the control group student out preformed the intervention students. Student DD scored the highest at 25 known sounds out of a possible 26.

Results - Letter Sound Upper Case (Clay, M. 1991)

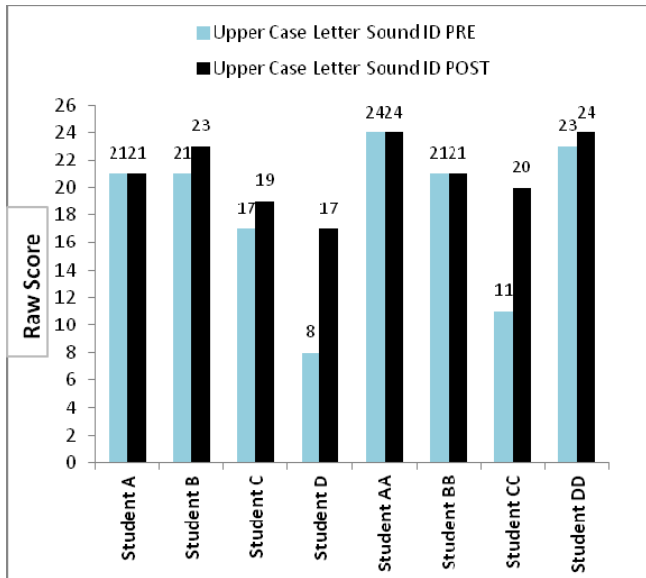


Figure 7 Upper Case Letter Sound Identification
Intervention Students A, B, C and D
Control Students AA, BB, CC and DD

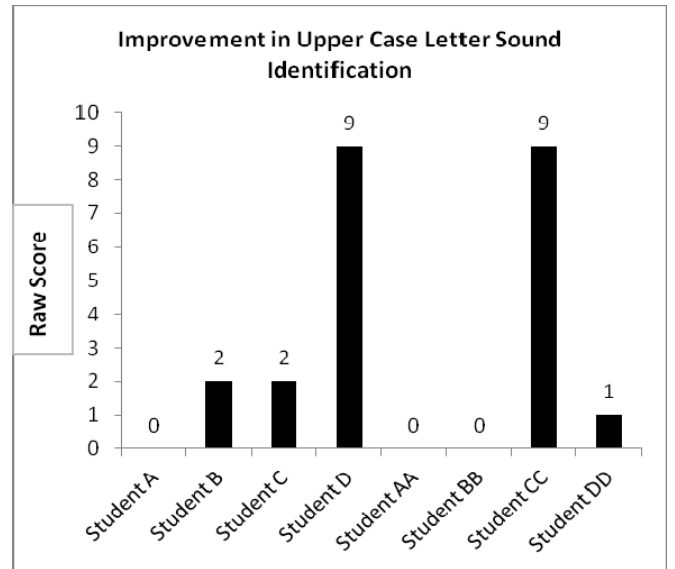


Figure 8 Improvement in Upper Case Letter Sound Identification
Intervention Students A, B, C and D
Control Students AA, BB, CC and DD

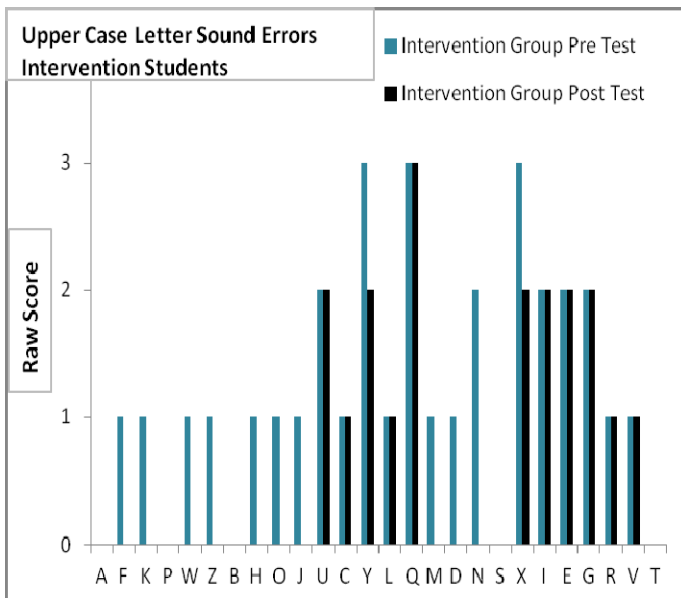


Figure 9 Upper Case Letter Sound Errors
Intervention Students A, B, C and D

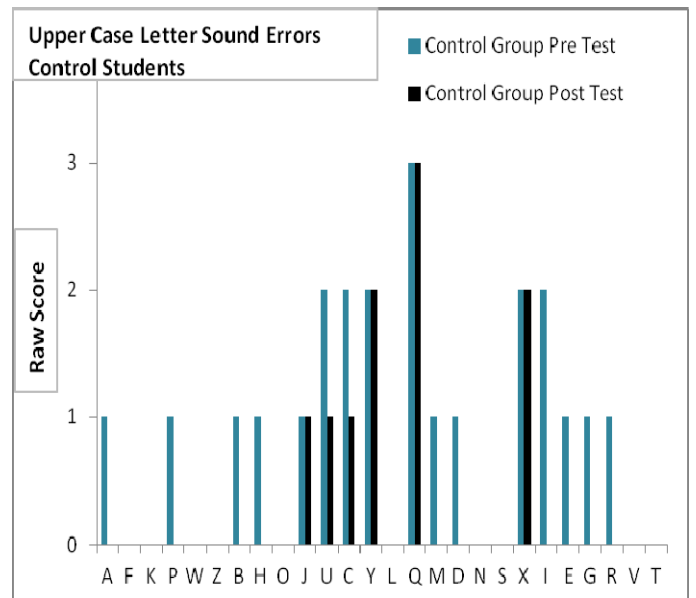
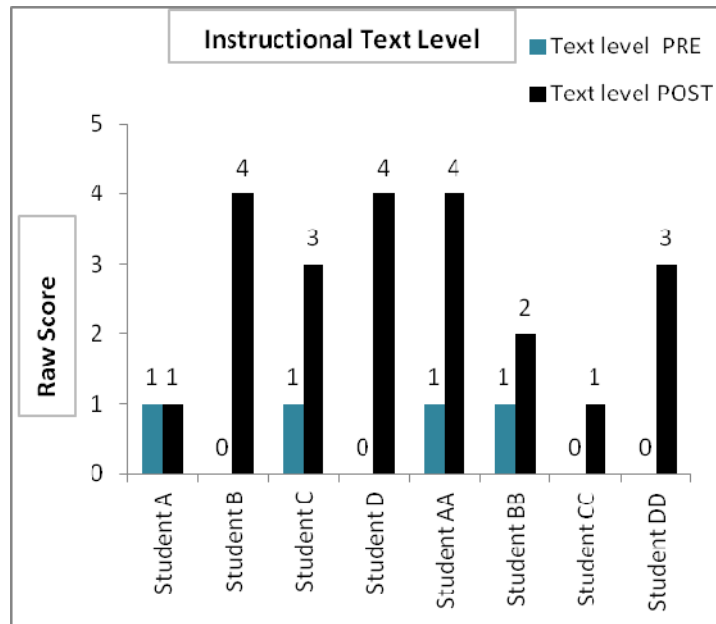


Figure 10 Upper Case Letter Sound Errors
Control Students AA, BB, CC and DD

Pre testing of upper case letter sound knowledge Figure 7 shows that control group students AA, BB and DD scored more than or equal to any student in the intervention group. Student D scored the

least of any student in the intervention group and student CC least in the control group. On post testing the students D and CC made improvements of 9 points. Figure 8, shows that students in the intervention group had a higher overall gain in upper case letter sound knowledge compared to the control group. Students B, C and D in the intervention group improved sound letter knowledge by 2, 2, and 9 respectively while student A made no gains.

Results – Instructional Text Alpha Assess levelled books (Alpha Assess 2007)



**Figure 11 Instructional Text Level
Intervention Students A, B, C and D
Control Students AA, BB, CC and DD**

Figure 11 shows results of testing pre and post to determine instructional text level for intervention and control group students. Pre test results show that students A, C, AA and BB were able to read level one text; all other students were on zero level text. Post test results show improvement for all students except student A. The intervention students B and D made gains of four levels moving from zero to level four. All other student made gains of between one and three levels.

Results – SPAT-R (Nielson, 2007) items 1 to 13A

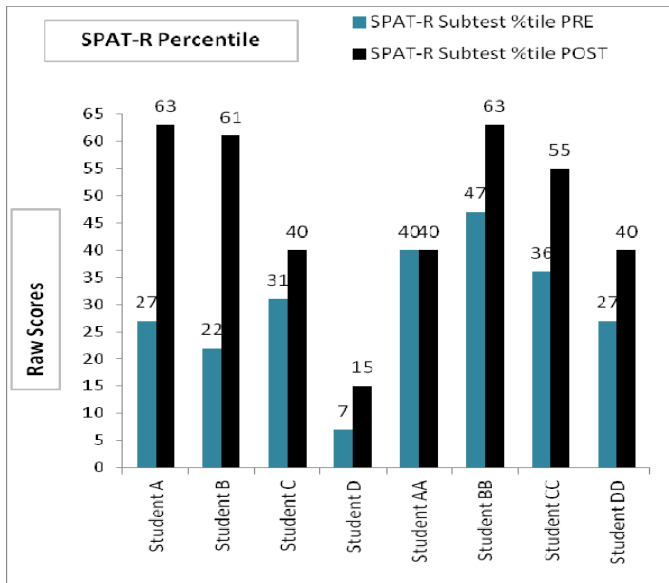


Figure 12 SPAT-R Percentile
Intervention Students A, B, C and D
Control Students AA, BB, CC and DD

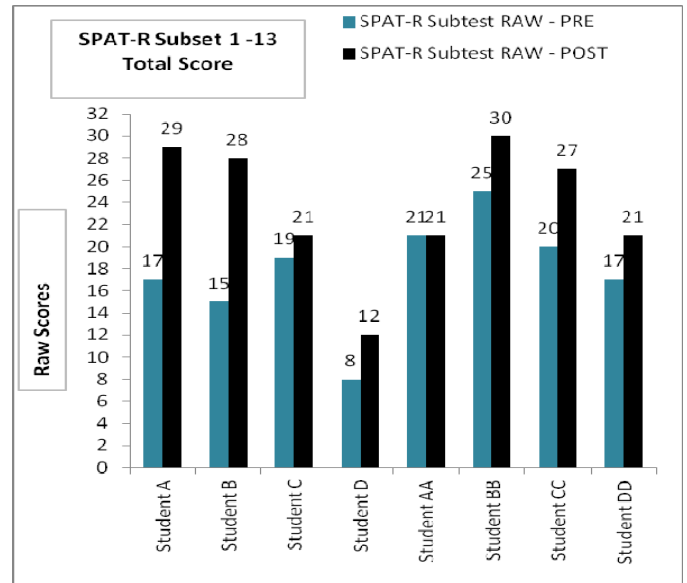


Figure 13 SPAT-R Raw Scores Subset 1 – 13
Intervention Students A, B, C and D
Control Students AA, BB, CC and DD

Figures 12 and 13 show results for the both groups and demonstrate that all students placed within the 25th and 75th percentiles post testing. Neilson (2003, p. 25) explains that this middle 50 percent of children may conveniently be regarded as an ‘average range’. On pre testing students B and D placed lower than average with student D being regarded as a ‘critically low’ score, well below the average range and indicating ‘a very severe weakness’ in the skills assessed. All students fell within the high average/average range on post testing except for student D who remained within the critical range.

Results – SPAT-R (Nielson, 2007) Non-Word Reading

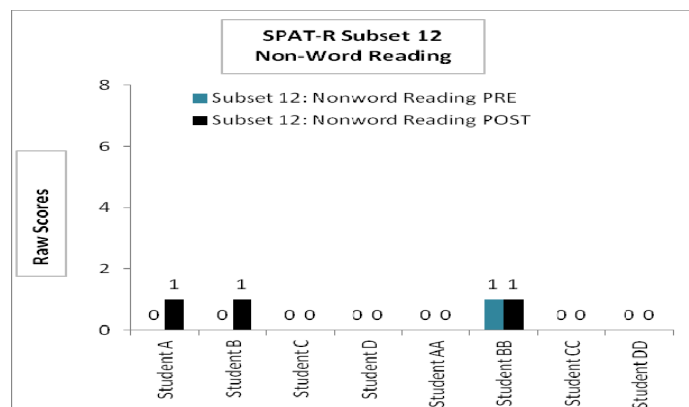


Figure 14 SPAT-R Raw Scores Subset 12 Non-Word

Reading
Intervention Students A, B, C and D
Control Students AA, BB, CC and DD

Figure 14 demonstrates that only students A, B and BB made growth in consonant blend segmentation skills.

Results – SPAT-R (Nielson, 2007) Non-Word Spelling

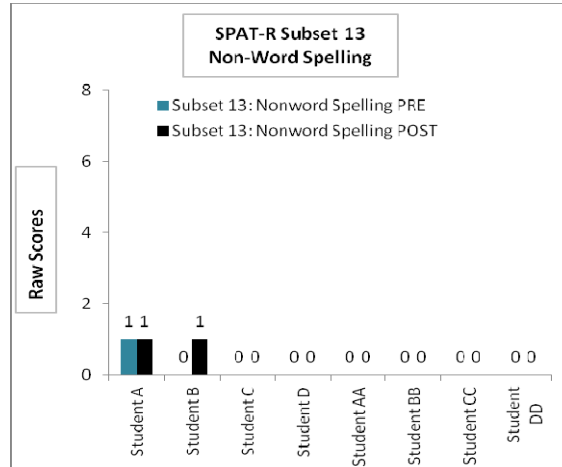


Figure 15 SPAT-R Raw Scores Subset 13 Non-Word Spelling

Intervention Students A, B, C and D
Control Students AA, BB, CC and DD

Non-word spelling, Figure 15, checks letter knowledge, letter-sound correspondence and phonemic awareness. In the pre test intervention students A and B demonstrated that they were able to hear and write the first sound or a phonetically acceptable letter in 7/8 words, student B in 5/8 words student D 6/8 words. Errors were due to pronunciation rather than letter sound knowledge with students using **w** for **r**. Post testing results showed that student B improved by one. In contrast control group students AA, BB and CC scored 8/8 when writing words and student CC scored 5/8 using the first sound or a phonetically acceptable letter. There was no improvement in post test scores for student CC.

Raw scores for non-word spelling show that student A was the only student able to write any words, in this case a three letter word, accurately in the pre and post tests. Student B wrote the three letter word accurately in the post test.

When the non-word spelling is further analysed orthographic maturity of each student comes to the fore. Partial scores are obtained for spelling that is phonetically reasonable. For example **dr** scores partial marks when written as **g**, **j**, **r** or **d**. The control group outperformed students in the intervention group in use of single consonants, consonant blends and vowel knowledge both pre and post testing. But individually the intervention group students made greater gains, an average 1.3 for single consonants and 1.4 for vowel knowledge. Figures 16, 17 and 18.

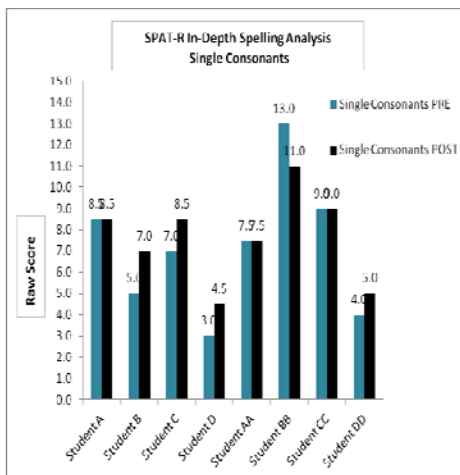


Figure 16 SPAT-R In-Depth Spelling Analysis Single Consonants

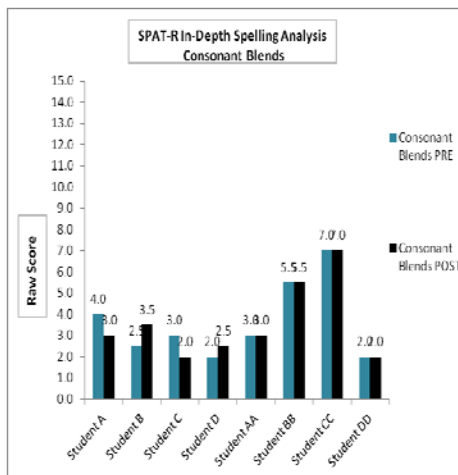


Figure 17 SPAT-R In-Depth Spelling Analysis Consonant Blends

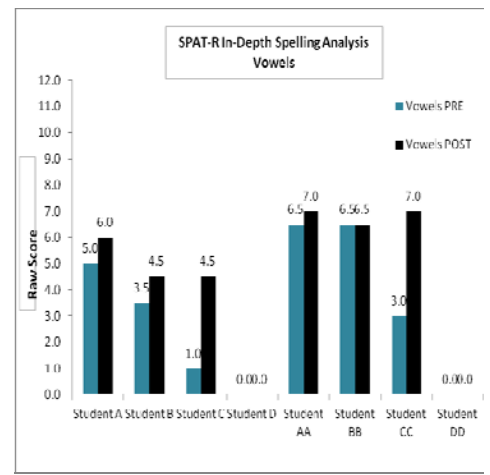


Figure 18 SPAT-R In-Depth Spelling Analysis Vowels

Intervention Students A, B, C and D Control Students AA, BB, CC and DD

Discussion

Through the use of play during the explicit lesson content the students in the intervention group were able to learn from their peers and meet challenges; they became aware of the learning intentions and success criteria. The lessons content for the intervention students relied partially on play activities, Appendix 2. Hattie (2009, p. 186) states that, “The overall effect of the use of peers as co-teachers (of themselves and of others) in classes is, overall, quite powerful”. During teaching sessions the intervention students supported one another with naming letter sounds. Students became the ‘teacher’ helping their peers to recognise and name unknown letter sounds. Each student in the intervention group was able to offer help at some time throughout the ten teaching sessions. Use of mixed ability groupings and peer instruction is something that needs to be cultivated in during classroom group learning sessions because “when students were self-managers of their learning or the learning of others (in the peer-tutoring situation), this autonomy led to greater achievement effects” (Hattie, 2009, p. 186)

Although not formally assessed in this study it was anecdotally noted that there was an improvement in student self efficacy and metacognition for the intervention group. As lessons progressed students became more vocal and were able to explain their thinking processes, they were self-checking, attending and rehearsing. At the start of each lesson each student was eager to get the rime cards and be the first to guess the new rime, they took the roll and monitored how many of the words each student could sound and blend, read or write. Students A, B and C were able to say that they had seen a word before and it was like another word or it had a rime in it. Although they may not always work out the words they were actively involved in their learning.

Hattie (2010, p. 134) concluded that ‘phonics instruction is powerful in the process of learning to read-both for reading skills and for reading comprehension.’ Results from this study demonstrate that explicitly teaching underachieving Year Prep students to rhyme, segment and blend two-letter dependable rime units improves their phonological knowledge, reading of words in isolation and word accuracy in prose. As shown in Figure 1 all students, except student AA were able to read one rime word ‘can’, which the students referred to as a ‘golden’ word. These golden words are part of a programme that is used to teach the 200 most frequently used words in reading. Knowing a word is a ‘golden’ word is not helpful information; being able to apply the rime unit within that word to other

words is the sought after useful strategy. Future discussions with teachers will emphasise the need to build on student's knowledge of sound patterns; that is teach the student rime and build up word banks through analogy.

Figures 1 and 2 demonstrate growth in rime unit knowledge for the intervention group. Student CC made improvements in reading three letter rime words. This may best be explained by the fact that he was more at ease with this researcher at the second testing situation. In the classroom student CC has been unresponsive and reticent to participate in group or independent activities. This may be related to a lack of confidence in his ability (Clay, 1991, p. 58). This student 'gave up' on reading saying that he couldn't do any more. This researcher would recommend to his classroom teacher that he participate in activities that will allow for success. These activities need to be pitched at the students zone of proximal development, that is to scaffold the learning until they he can work independently.

Figures 3 and 4 show similar growth in lower and upper case letter sound knowledge. Figures 7, 8, 9 and 10 reveal the growth in upper case letter sound knowledge. Growth in this area was not as marked as in lower case letter sound knowledge except in students D and CC. Post testing of upper case letter sound knowledge results showed that students B, C and D made gains outscoring or equally the control students. On post testing the intervention students named eleven more upper case letter sounds. An overall improvement in naming upper case letter sounds for the intervention group was eleven whilst the overall improvement for the control group was six, Figures 9 and 10.

This growth in letter sound knowledge was an unexpected benefit for the intervention group students and may be a result of improvement in metacognition as the students made connections in their learning.

Pre testing of lower case letter sound knowledge results were interesting in that three of the control group student A, B and D out preformed or equaled the intervention students. Student DD scored the highest at 25 out of a possible 26. It must be remembered that classroom teachers had indicated that all students performed poorly in previous testing situations and were unable to answer questions during whole class instruction time. These results appear to demonstrate that the students were capable in their letter sound knowledge.

Both intervention and control group students, except student D and student CC had a reasonable starting base of lower case letter sound knowledge. Figure 5 shows the letter sound confusions of z, b, o, j, u, a, c, y, l, q, d, x, l, e, g, r v, t and g for the intervention group pre test. The vowel letters a, a, o, u, i, and e were confused e.g. the sound of a being said for e, i for e etc. Consonants p, b q and d all being confused with one another. The letter l being confused with i. Post testing results show that many letter sound confusions were rectified. These confusions are 'normal' errors many Prep age students make and would seem to have been corrected through 'self-teaching mechanisms' during the course of the intervention. The intervention students were able to read letters a, f, k, p, w, m, n, s, and r on pre testing and had gained knowledge to be able to read a further seven sounds – b, h, o, j, a, v and t on post testing.

Class teacher assessments in text reading proved to be partly inaccurate as student A, C, AA and BB were all able to read at level 1 on initial assessments made by this researcher (Figure 11 Instructional Text Level). Further, only students D and CC exhibited lower than expected letter sound knowledge (Figure 3 Lower Case Letter Sound Identification). On initial testing for the study it was found that students D and CC had no one-to-one correspondence when reading making up the story as they

turned the page. The remaining students tested continued to read when they made errors and were unaware that their reading did not make sense.

The students who scored zero tended to guess the sentences relying heavily on picture cues. In pre testing student D and CC did not look at the page with the words, looking only at the pictures or flipped each page quickly saying whatever came to mind. Munro (2011 Lecture notes EDU90247) states that "Readers learn gradually to direct and regulate their use of reading strategies, the self-management and control strategies they employ to apply what they know and to keep track of how it is working for them". Anecdotally these self management strategies were noted for students in the intervention group. There were many more instances of self correction as the students talked about how they were reading, saying that the sentence didn't make sense, they had seen the word before and this word is like another word etc. In contrast students in the control group relied heavily on sounding words and using picture cues.

The most contradictory data comes from the assessments on student A. All students in the intervention group, except student A, made remarkable improvements in text level improving by two and four levels. This student is articulate, expressive and verbose. This researcher is perplexed at the lack of growth as generally students who have this level of oral language may be expected to make improvements during intensive teaching sessions but this did not prove to be the case. Contradictorily student A made no text level improvements but showed noteworthy improvement in reading three letter rime words, moving from reading one word to twenty words, and hearing and writing vowel sounds when spelling nonwords. Further investigation may be warranted to help student A make links with letter sound knowledge and use taught strategies and to decode text.

Students in the control group also made improvements in reading texts, this may be an expected consequence of classroom instruction. In fact all control and intervention students were involved in daily reading lessons and home reading activities, the influence these activities had on this study is moot as the classroom lessons were part of normal school instruction and applied across the board and cannot be measured in this study. What would not be expected is the rapid improvement in student AA. Pre testing results showed that that this student had high letter sound knowledge but no other results were remarkable. In anecdotal notes taken by this researcher during pre testing this student already had a high level of self efficacy and metacognition say that he loved reading and "was good at it" (sic). Although being able to read at level 1 only, the way he endeavoured to talk his way through the subsequent text assessments demonstrated that he was looking to make meaning. Perhaps this contributed to the improvement in subsequent text reading ability. It will be interesting to note end of year assessment results for this student.

Figure 14 shows growth in consonant blend segmentation skills. Students in both the intervention and control groups found this task difficult. In pre testing student BB from the control group was successful sounding and blending the three and four letter words scoring two out of a possible eight, all other students scored zero. Student DD attempted to find small words or sounds that she knew. The test "makes significant demands on phonological and auditory short-term memory" (Neilson, 2003, p. 42). Non-word reading and spelling tests allow direct observation of how students use auditory phonological awareness skills in the context of reading and spelling. Many students attempted to sound words letter-by letter but could not maintain the phoneme sequence as they attempted to blend the words. Typical responses were; letter-by-letter sounding, guessing based on initial letter and refusal as words became longer. Neilson (2003, p. 32) explains that, "When children are finding syllabification difficulty, they also tend to show some subtle articulation problems with some words." This was not evident in either the intervention group or the control group. Those students who did not attain full marks failed because of stress placement. Student D who remained

within the critical range for this test may require closer examination and phonological awareness intervention.

If this study was to be duplicated it may be valuable to add in the BURT reading test as it gives a further insight into a student's reading achievement, manner in which they approach reading tasks and a reading age. Analysis of errors in this test would highlight where errors in word reading occur e.g. final consonant, multi syllabic words or if the student has articulation difficulties etc.

Although the SPAT-R test is designed to be administered from Prep level it may not have been the most effective instrument to use for these students. In retrospect items 1 to 8, item 12 – non word reading and non word spelling were the most appropriate sections. In further research it may be beneficial to use the Hearing and Recording Sounds in Words test. This test is used to assess phonemic awareness by determining how the student represents sounds in graphic form.

The short term effects of explicitly teaching underachieving Year Prep students to rhyme, segment and blend two-letter dependable rime units to improve phonological knowledge, reading of words in isolation and word accuracy in prose have been clearly demonstrated. It would be interesting to conduct testing at a later date to monitor student's retention of knowledge and to note if any student had started to use analogy to help decode words in isolation and in prose.

In part this study was conducted to inform classroom teaching practise, to move away from teaching one sound a week in Prep to taking on a new approach to phonics instruction. Through this study it is anticipated that teachers will become aware of the benefits to their students of using onset and rime activities to help develop phonological awareness.

Name	Control = 0 Teaching=1	Age in MONTHS	Gender 0=Male 1= Female	Years of Schooling	ESL No=0 Yes=1	LNSLN funding No=0	Earlier Intevention No=0	EMA No=0 Yes=1	Attendance No. of sessions	Upper Case Letter Sound ID PRE	Upper Case Letter Sound ID POST	Lower Case Letter Sound ID PRE	Lower Case Letter Sound ID POST	Rime Unit PRE	Rime Unit POST	Text level PRE	Text level POST
Student A	1	82	1	1	0	0	0	0	9	21	21	19	22	1	21	1	1
Student B	1	71	0	1	0	0	0	0	7	21	23	19	23	1	17	0	4
Student C	1	71	0	1	0	0	0	0	10	17	19	18	18	1	16	1	3
Student D	0	76	1	1	0	0	0	0	9	8	17	14	19	1	14	0	4
Student AA	0	75	0	1	0	0	0	0	0	24	24	22	23	0	2	1	4
Student BB	0	70	0	1	0	0	0	0	0	21	21	21	21	1	12	1	2
Student CC	0	78	0	1	0	0	0	0	0	11	20	13	18	0	14	0	1
Student DD	0	70	1	1	0	0	0	0	0	23	24	23	25	4	4	0	3

Table 2 Participant Demographics, Letter ID, Rime Unit and Text Level Results

Name	Control = 0 Teaching=1	SPAT-R Subtest RAW - PRE	SPAT-R Subtest RAW - POST	SPAT-R Subtest %tile PRE	SPAT-R Subtest %tile POST	Subtest 1: Syllable Counting PRE	Subtest 1: Syllable Counting POST	Subtest 2: Rhyme Detection PRE	Subtest 2: Rhyme Detection POST	Subtest 3: Rhyme Production PRE	Subtest 3: Rhyme Production POST	Subtest 4: Blending CVC PRE	Subtest 4: Blending CVC POST	Subtest 5: Onset Identification PRE	Subtest 5: Onset Identification POST	Subtest 6: Final Phoneme ID PRE	Subtest 6: Final Phoneme ID POST	Subtest 7: Segmentation CVC PRE	Subtest 7: Segmentation CVC POST	Subtest 8: Segmentation - Blends PRE	Subtest 8: Segmentation - Blends POST	Subtest 9: Deletion - Onset PRE	Subtest 9: Deletion - Onset POST	Subtest 10: Deletion -- Boundary Consonant PRE	Subtest 10: Deletion -- Boundary Consonant POST	Subtest 11: Deletion -- Internal Consonant PRE	Subtest 11: Deletion -- Internal Consonant POST	Subtest 12: Nonword Reading PRE	Subtest 12: Nonword Reading POST	Subtest 13: Nonword Spelling PRE	Subtest 13: Nonword Spelling POST
Student A	1	17	29	27	63	3	3	4	4	2	4	3	3	2	4	2	4	1	4	0	0	0	0	0	0	0	0	0	1	1	1
Student B	1	15	28	22	61	4	4	4	4	0	3	1	4	3	4	1	4	2	3	0	0	0	0	0	0	0	0	0	1	0	1
Student C	1	19	21	31	40	4	4	4	4	3	3	3	3	4	4	0	2	0	0	0	0	1	1	0	0	0	0	0	0	0	
Student D	0	8	12	7	15	2	3	3	3	0	2	0	1	1	1	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	
Student AA	0	21	21	40	40	2	2	4	4	4	4	4	4	4	4	0	0	2	2	0	0	0	0	0	0	0	0	0	0	0	
Student BB	0	25	30	47	63	3	4	4	4	3	4	4	4	4	4	4	4	2	4	0	0	0	0	0	0	0	0	1	1	0	0
Student CC	0	20	27	36	55	4	4	4	4	4	4	2	2	3	4	3	4	0	4	0	0	0	1	0	0	0	0	0	0	0	
Student DD	0	17	21	27	40	4	4	4	4	4	4	0	2	4	4	1	3	0	0	0	0	0	0	0	0	0	0	0	0	0	

Table 3 Participant SPAT-R Subtest 1 - 13 Results

Name	Control = 0 Teaching=1	Nonword Spelling Total Phonemes RAW - PRE	Nonword Spelling Total Phonemes RAW - POST	Nonword Spelling Total Phonemes %tile PRE	Nonword Spelling Total Phonemes %tile POST	Single Consonants PRE	Single Consonants POST	Consonant Blends PRE	Consonant Blends POST	Vowels PRE	Vowels POST
Student A	1	17.5	17.5	42	42	8.5	8.5	4.0	3.0	5.0	6.0
Student B	1	11.0	15.0	35-38	35-38	5.0	7.0	2.5	3.5	3.5	4.5
Student C	1	11.0	15.0	35-38	35-38	7.0	8.5	3.0	2.0	1.0	4.5
Student D	0	5.0	7.0	31-33	31-33	3.0	4.5	2.0	2.5	0.0	0.0
Student AA	0	17	18	41	42	7.5	7.5	3.0	3.0	6.5	7.0
Student BB	0	22	21	47	46	13.0	11.0	5.5	5.5	6.5	6.5
Student CC	0	19	23	44	52	9.0	9.0	7.0	7.0	3.0	7.0
Student DD	0	6	7	31-33	31-33	4.0	5.0	2.0	2.0	0.0	0.0

Table 4 Participant SPAT-R Spelling Results

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Appendices













► Appendix 1 Materials

Before making these resources enlarge the font size to 80 and keep the font face at Comic Sans.













Lesson 1 - an words man, can, pan, fan, van, ran

can		man	
ran		fan	
pan		van	
			
			
c	r	p	v
f	m	an	an
an	an	an	an
can	I ___ see the dog. 		
ran	I ___ to the swing. 		
pan	The ___ is hot. 		
man	The ___ like to play football. 		
fan	Look at the _____. 		
van	I can see the red _____. 		

Lesson 2 - at words hat, rat, cat, fat, sat






bat		cat	
hat		fat	
rat		sat	
			
			
b	h	r	c
f	s	at	at
at	at	at	at
an	an	an	an
at	at	at	at
at	an	at	an
cat	bat	fat	hat
bat	rat	sat	fat
can	ran	pan	man
fan	van	man	can
bat	I can see the ____.		
			
cat	The ____ is on the mat.		
			
fat	Look at the ____ man.		
			
sat	The man ____ on the seat.		
			
hat	Look at my ____.		
			
rat	I can see the fat ____.		
			

Lesson 3 - op words hop, top, shop, mop, pop, stop

hop		mop	
top		pop	
shop		stop	
			
			
			
hop		Look at me 	
mop		The man can see the 	
top		I have a red 	
pop		The balloon can 	
stop		___ said the man. 	
shop		We went to the 	
op		op	
op		op	
op		op	
h	m	t	p
sh	st		
at	at	at	at
op	op	op	op

Lesson 4 - consolidate **an** **at** and **op** words

Lesson 5 - ug words bug, hug, jug, mug, rug

bug	hug
jug	mug
rug	
	
	
	
ug	ug
ug	ug
ug	r
b	j
h	m


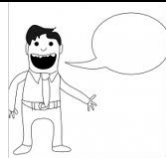


	ug
b	
h	
j	
m	
r	



	an
c	
f	
r	
p	
v	
m	

	at
b	
c	
f	
s	
h	
r	

	op
h	
t	
sh	
m	
p	
st	

Lesson 6 - ay' words bay day, gay, hay, pay, ray, may, lay, say, way, play






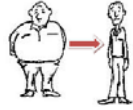
lay	say
play	hay
day	pay
	
	

			
ay		ay	
ay		ay	
ay		ay	
l	s	pl	h
d	p		

	ay
--	----

l
s
pl
h
d
p

Lesson 7 - in' words bin din win, fin, bin, pin, tin, thin








bin	fin
pin	tin
win	thin
	
	
	
in	in
in	in
in	in

b	f	p	t
w	th		

	in
--	----

b
f
p
t
w
th

Lesson 8 - ip words dip, hip, lip, nip, pip, rip, sip, tip, zip

zip	lip	ship	tip	sip	pip	chip
						
						
						
ip				ip		
ip				ip		
ip				ip		
z	s	p	l			
sh	ch	t				

	ip
--	----

z
s
l
p
s
ch
t

Lesson 9 - consolidate ug ay in ip


Lesson 10 - Games

► Appendix 2 Teaching Units

Lesson 1 an


- **Make enough rime unit, onset, picture, whole word and sentence cards so that each student can use a set for matching activities.**
- Prior to this activity assess students letter/sound recognition and sight word knowledge. Use letters that students know as onset letters and known sight words to construct simple sentences.
- When speaking with the students ensure that teacher models correct sounding and blending techniques - segmenting, blending, manipulating sounds, using analogy etc - that help us to read and spell
- Support students to verbalize new knowledge e.g. It is important to look at the first sound in a word
- Throughout the session instil a sense of game playing, challenge and fun but ensure that each instruction and skill is explicitly taught and clear.
- Ensure each student has an exercise book to practise writing the words.

Getting knowledge ready	<p>Say to the students... Today we are going to be listening to words that rhyme, we are going to learn to read and write them. My secret rhyme is in the words</p> <div style="border: 1px solid black; text-align: center; padding: 2px; margin: 10px auto; width: fit-content;"> can, man ran, tan, ban, Dan, fan, Nan, pan and van </div> <p>Can you tell me what sounds the same in all those words? If the students experience difficulties with this rhyming activity then repeat and tell them what the rhyme is. Make up nonsense words or tunes as necessary ensuring that the majority of the group can hear the rhyme.</p>	6 min
-------------------------	--	-------

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Explicit instruction and consolidation</p>	<p>Introduce the word rime. Say to the students ...</p> <ul style="list-style-type: none"> → The rime an is written like this – display rime unit card an. Allow each student to say the rime unit. → Display individual sound cards c, m, r, ff, p, v, and ensure that the students can name the sound of each letter. → Display picture cards and ask the students to name the picture. → Display enough rime unit cards and single sound cards to make the words can, man ran, fan, pan, van Using the picture cards as a cue, work with the students to demonstrate how to make the words that match the picture cards, clapping out → Demonstrate how to orally blend each onset and rime to make a word. Teacher blends each word and each student imitates this blending. Practise this activity three times- teacher demonstrating, each student imitating. → Introduce the whole cards can, man ran, fan, pan, van and demonstrate matching whole word to picture. Practise this activity three times- teacher demonstrating, student imitating. → Introduce sentence cards with missing an words. These sentences must be constructed using sight words the students know. e.g. Look at the _____  → Demonstrate how to read and reason which word is missing. Place the word. Practise this activity three times- teacher demonstrating, each student imitating. → Ask students to orally construct another sentence using one of the new rime words. Using large piece of paper and texta write the sentence saying each word as you write. Have the students read helping only if they experience difficulties → Using whole word an cards ‘flash’ the cards through asking for a response from each student. Practise this activity three times <p>Say to the students ... We are now going to practise writing the rime and the new words we have learnt. Allow time for the student to write the new rime an a number of times, e.g. write it small write it big, write it fancy etc. When all students have successfully written the rime unit call each word allowing them time to try and write it unassisted. Observe each response and if a student is experiencing difficulties display the word card to allow them to copy. Continue with each word. At each successful response praise the student.</p>	<p>20 min</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Reflection on learning</p>	<p>Before leaving the group ask each student ... ‘What did you learn today?’ ‘How could you use this new learning back in the classroom?’ Write these new learnings on paper – to be referred to at next lesson Play one last game to build automaticity by ‘flashing’ the word cards for each student to read helping only if they experience difficulties. After session – write anecdotal notes on each student outlining gaps in knowledge – address these inconsistencies at the next session.</p>	<p>4 min</p>

Lesson 2 **at**


<ul style="list-style-type: none"> ▶ Make enough rime unit, onset, picture, whole word and sentence cards so that each student can use a set for matching activities. ▶ Use letters that students know as <u>onset letters</u> and <u>known sight words</u> to construct simple sentences. ▶ When speaking with the students ensure that teacher models correct sounding and blending techniques - segmenting, blending, manipulating sounds, using analogy etc - that help us to read and spell ▶ Support students to verbalise new knowledge e.g. It is important to look at the first sound in a word ▶ Throughout the session instil a sense of game playing, challenge and fun but ensure that each instruction is clear and teaching is explicit. ▶ Ensure each student has an exercise book to practise writing the words. 		
Getting knowledge ready	<p><u>Students consolidate and revise previous rime.</u></p> <p>Say to students ...</p> <p>What rime did we learn yesterday?</p> <p>What were some of the words you remember?</p> <p>What new skill did you learn yesterday? – Use notes taken from students in previous lesson</p> <p>Using whole word an cards ‘flash’ the cards through asking for a response from each student.</p>	5 min

<p>Explicit instruction and consolidation</p>	<p>Say to the students... Today my secret rhyme is in the words bat, hat, rat, cat, fat, sat</p> <p>Can you tell me what sounds the same in all those words? If the students experience difficulties with this rhyming activity then repeated and tell them what the rhyme is. Make up nonsense words or tunes as necessary ensuring that the majority of the group can hear the rhyme.</p> <p>Introduce the word rime. Say to the students ...</p> <p>→ The rime at is written like this – display rime unit card at. Allow each student to say the rime unit.</p> <p>→ Display individual sound cards b, h, r, c, f, s and ensure that the students can name the sound of each letter.</p> <p>→ Display picture cards and ask the students to name the picture.</p> <p>→ Display enough rime unit cards and single sound cards to make the words bat, hat, rat, cat, fat, sat Using the picture cards as a cue, work with the students to demonstrate how to make the words that match the picture cards.</p> <p>→ Demonstrate how to orally blend each onset and rime to make a word. Teacher blends each word and each student imitates this blending. Practise this activity three times- teacher demonstrating, each student imitating.</p> <p>→ Introduce the whole cards bat, hat, rat, cat, fat, sat and demonstrate matching whole word to picture. Practise this activity three times- teacher demonstrating, student imitating.</p> <p>→ Introduce sentence cards with missing at words. These sentences must be constructed using sight words the students know. e.g. <i>I can see the _____</i> </p> <p>→ Demonstrate how to read and reason which word is missing. Place the word. Practise this activity three times- teacher demonstrating, each student imitating.</p> <p>→ Ask students to orally construct another sentence using one of the new rime words. Using large piece of paper and texta write the sentence saying each word as you write. Write the name of the student who constructed each sentence on the corresponding page. Have the students read the sentence helping only if they experience difficulties.</p> <p>→ Using whole word at cards ‘flash’ the cards through asking for a response from each student. Practise this activity three times</p> <p>Say to the students ... We are now going to practise writing the rime and the new words we have learnt. Allow time for the student to write the new rime at a number of times, e.g. write it small write it big, write it fancy etc. When all students have successfully written the rime unit call each word allowing them time to try and write it unassisted. Observe each response and if a student is experiencing difficulties display the word card to allow them to copy. Continue with each word.</p>	<p>20 min</p>
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Reflection on learning	<p>Before leaving the group ask each student ...</p> <p>‘What did you learn today?’</p> <p>‘How could you use this new learning back in the classroom?’</p> <p>Write these new learnings on paper – to be referred to at next lesson</p> <p>Play one last game to build automaticity by ‘flashing’ the word cards for each student to read helping only if they experience difficulties.</p> <p>After session – write anecdotal notes on each student outlining gaps in knowledge – address these inconsistencies at the next session.</p>	5 min
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Lesson 3 **op**

	<ul style="list-style-type: none"> ▶ Make enough rime unit, onset, picture, whole word and sentence cards so that each student can use a set for matching activities. ▶ Use letters that students know as <u>onset letters</u> and <u>known sight words</u> to construct simple sentences. ▶ When speaking with the students ensure that teacher models correct sounding and blending techniques - segmenting, blending, manipulating sounds, using analogy etc - that help us to read and spell ▶ Support students to verbalise new knowledge e.g. It is important to look at the first sound in a word ▶ Throughout the session instil a sense of game playing, challenge and fun but ensure that each instruction is clear and teaching is explicit. ▶ Ensure each student has an exercise book to practise writing the words. 	
Getting knowledge ready	<p><u>Students consolidate and revise previous rime.</u></p> <p>Say to students ...</p> <p>What rimes have we learnt?</p> <p>What were some of the words you remember? – Use notes taken from students in previous lesson</p> <p>Using whole word an and at cards ‘flash’ the cards through asking for a response from each student.</p>	5 min

<p>Explicit instruction and consolidation</p>	<p>Say to the students... Today my secret rhyme is in the words hop, mop, top, pop, shop, stop</p> <p>Can you tell me what sounds the same in all those words?’ If the students experience difficulties with this rhyming activity then repeated and tell them what the rhyme is. Make up nonsense words or tunes as necessary ensuring that the majority of the group can hear the rhyme.</p> <p>Introduce the word rime. Say to the students ...</p> <ul style="list-style-type: none"> → The rime op is written like this – display rime unit card op. Allow each student to say the rime unit. → Display individual sound cards h, m, t, p, st and ensure that the students can name the sound of each letter. → Display picture cards and ask the students to name the picture. Display enough rime unit cards and single sound cards to make the words hop, mop, top, pop, shop, stop Using the picture cards as a cue, work with the students to demonstrate how to make the words that match the picture cards. → Demonstrate how to orally blend each onset and rime to make a word. Teacher blends each word and each student imitates this blending. Practise this activity three times- teacher demonstrating, each student imitating. → Introduce the whole cards hop, mop, top, pop, shop, stop and demonstrate matching whole word to picture. Practise this activity three times- teacher demonstrating, student imitating. → Introduce sentence cards with missing op words. These sentences must be constructed using sight words the students know. e.g. <i>I have a red _</i>  → Demonstrate how to read and reason which word is missing. Place the word. Practise this activity three times- teacher demonstrating, each student imitating. → Ask students to orally construct another sentence using one of the new rime words. Using large piece of paper and texta write the sentence saying each word as you write. Write the name of the student who constructed each sentence on the corresponding page. Have the students read the sentence helping only if they experience difficulties. → Using whole word op cards ‘flash’ the cards through asking for a response from each student. Practise this activity three times <p>Say to the students ... We are now going to practise writing the rime and the new words we have learnt. Allow time for the student to write the new rime op a number of times, e.g. write it small write it big, write it fancy etc. When all students have successfully written the rime unit call each word allowing them time to try and write it unassisted. Observe each response and if a student is experiencing difficulties display the word card to allow them to copy. Continue with each word.</p>	<p>20 min</p>
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Reflection on learning	<p>Before leaving the group ask each student ...</p> <p>'What did you learn today?'</p> <p>'How could you use this new learning back in the classroom?'</p> <p>Write these new learnings on paper – to be referred to at next lesson</p> <p>Play one last game to build automaticity by 'flashing' the word cards for each student to read helping only if they experience difficulties.</p> <p>After session – write anecdotal notes on each student outlining gaps in knowledge – address these inconsistencies at the next session.</p>	5 min
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Lesson 4 Consolidate **an at op**

	<ul style="list-style-type: none"> ▶ Make enough rime unit, onset, picture, whole word and sentence cards so that each student can use a set for matching activities. ▶ Use letters that students know as <u>onset letters</u> and <u>known sight words</u> to construct simple sentences. ▶ When speaking with the students ensure that teacher models correct sounding and blending techniques - segmenting, blending, manipulating sounds, using analogy etc - that help us to read and spell ▶ Support students to verbalise new knowledge e.g. It is important to look at the first sound in a word ▶ Throughout the session instil a sense of game playing, challenge and fun but ensure that each instruction is clear and teaching is explicit. ▶ Ensure each student has an exercise book to practise writing the words. 	
Getting knowledge ready	<p><u>Students consolidate and revise previous rime.</u></p> <p>Say to students...</p> <p>What rimes have we learnt?</p> <p>What were some of the words you remember? – Use notes taken from students in previous lesson</p> <p>Using whole word an at and op cards 'flash' the cards through asking for a response from each student.</p>	5 min

<p>Explicit instruction and consolidation</p>	<p>Say to the students... Today we are going to play a different game. We are going to use all the picture cards and word cards and play a matching game. Display all the picture cards and all the whole word cards. Allow the students to call the name of each picture and word cards.</p> <p>can, man ran, fan, pan, van bat, hat, rat, cat, fat, sat hop, mop, top, pop, shop, stop</p> <p>Working in pairs allow the students time to match picture cards to word cards Group 1 an words Group 2 at words Group 3 op words After each successful matching change groups until all students have matched all rime unit cards.</p> <p>Say to the students... Now we are going to play a different game. We are going to use all the word cards and play a matching game called concentration.</p> <p>Explain the rules of the game</p> <ol style="list-style-type: none"> 1. Turn over 2 cards – say the word on the card 2. If the cards are the same – keep the cards and have another turn 3. If the cards are different – say the words on each cards and replace them where you got them from 4. You must say the words to be able to keep the cards <p>Play two rounds of concentration. As necessary model correct sounding out and blending of words. → Display the sentences that the students constructed and the teacher constructed sentences. Allow students to read their own sentences. As a group read each sentence</p>	<p>20 min</p>
<p>Reflection on learning</p>	<p>Before leaving the group ask students what they thought helped them to know the words quickly. Possible pertinent answers:</p> <ul style="list-style-type: none"> ✓ We looked at the first sound ✓ We looked at the first sound and then the rime ✓ We sounded it out and put it back together <p>Ask each student ... 'What did you learn today?' 'How could you use this new learning back in the classroom?' Write these new learnings on paper – to be referred to at next lesson Play one last game to build automaticity by 'flashing' the word cards for each student to read helping only if they experience difficulties. After session – write anecdotal notes on each student outlining gaps in knowledge – address these inconsistencies at the next session.</p>	<p>5 min</p>

Lesson 5 **ug**

- ▶ **Make enough rime unit, onset, slides, picture, whole word and sentence cards so that each student can use a set for matching activities.**
- ▶ Continue using the letters that students know as onset letters and known sight words to construct simple sentences.
- ▶ When speaking with the students ensure that teacher models correct sounding and blending techniques - segmenting, blending, manipulating sounds, using analogy etc - that help us to read and spell
- ▶ Support students to verbalise new knowledge e.g. It is important to look at the first sound in a word
- ▶ Throughout the session instil a sense of game playing, challenge and fun but ensure that each instruction is clear and teaching is explicit.
- ▶ Ensure each student has an exercise book to practise writing the words.

Getting knowledge ready	<p><u>Students consolidate and revise previous rime.</u></p> <p>Say to students ...</p> <p>What rimes have we learnt? What were some of the words you remember? – Use notes taken from students in previous lesson Using whole word an at and op cards 'flash' the cards through asking for a response from each student. Say to the students...</p> <p>Today we are going to play a different game. We are going to use these rime slides to help us make words.</p> <p>Display the slides with the previously learnt rimes and sounds. Demonstrate how to use the slides saying the onset and rime, blending to make the word. e.g. h at; hat Allow each student to practise using the slides and saying the words.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 20px;"> <div style="text-align: center;"> <table border="1" style="border-collapse: collapse;"> <tr><td>h</td></tr> <tr><td>m</td></tr> <tr><td>r</td></tr> <tr><td>s</td></tr> <tr><td>b</td></tr> <tr><td>c</td></tr> <tr><td>f</td></tr> </table> <table border="1" style="border-collapse: collapse; margin-left: 10px;"> <tr><td>at</td></tr> </table> </div> <div style="text-align: center;"> <table border="1" style="border-collapse: collapse;"> <tr><td>c</td></tr> <tr><td>f</td></tr> <tr><td>m</td></tr> <tr><td>p</td></tr> <tr><td>r</td></tr> </table> <table border="1" style="border-collapse: collapse; margin-left: 10px;"> <tr><td>an</td></tr> </table> </div> <div style="text-align: center;"> <table border="1" style="border-collapse: collapse;"> <tr><td>h</td></tr> <tr><td>m</td></tr> <tr><td>p</td></tr> <tr><td>st</td></tr> <tr><td>t</td></tr> </table> <table border="1" style="border-collapse: collapse; margin-left: 10px;"> <tr><td>op</td></tr> </table> </div> </div>	h	m	r	s	b	c	f	at	c	f	m	p	r	an	h	m	p	st	t	op	8 min
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<p>Explicit instruction and consolidation</p>	<p>Introduce the new rime. Say to the students ...</p> <ul style="list-style-type: none"> → The rime ug is written like this – display rime unit card ug. Allow each student to say the rime unit. → Display the slide that has the individual sounds written on it - b, h, j, m, r ensure that the students can name the sound of each letter. → Display the rime section of the slide and move the slide through its various positions asking the students for a response – this can be a group response at this stage. If the students have difficulty encourage them to mimic what you say. <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 10px 0;"> <table style="border-collapse: collapse;"> <tr><td style="border: 1px solid black; padding: 2px 5px;">b</td><td style="border: 1px solid black; padding: 2px 5px;"></td></tr> <tr><td style="border: 1px solid black; padding: 2px 5px;">h</td><td style="border: 1px solid black; padding: 2px 5px;"></td></tr> <tr><td style="border: 1px solid black; padding: 2px 5px;">j</td><td style="border: 1px solid black; padding: 2px 5px;"></td></tr> <tr><td style="border: 1px solid black; padding: 2px 5px;">m</td><td style="border: 1px solid black; padding: 2px 5px;">ug</td></tr> <tr><td style="border: 1px solid black; padding: 2px 5px;">r</td><td style="border: 1px solid black; padding: 2px 5px;"></td></tr> </table> </div> <ul style="list-style-type: none"> → Allow time for each student to manipulate the slide to make all the words available. → Display picture cards and ask the students to name the picture. <p>Display enough rime unit cards and single sound cards to make the words bug, hug, jug, mug, rug and allow the students to independently make the words and match the picture.</p> <ul style="list-style-type: none"> → Introduce the whole cards bug, hug, jug, mug, rug and allow the students to independently match pictures and words assisting as necessary. → Using whole word ug cards ‘flash’ the cards through asking for a response from each student. Practise this activity three times <p>Say to the students... You are going to help me write a sentence using our new rime words. Illicit sentences from students, demonstrate how each sentence is said and write. Ask students to point to the rime word and underline it Stick the appropriate picture card to the sentence Allow time for each student to read the sentence strips and find the rime word</p> <p>Say to the students ... We are now going to practise writing the rime and the new words we have learnt. Allow time for the student to write the new rime ug a number of times, e.g. write it small write it big, write it fancy etc. When all students have successfully written the rime unit call each word allowing them time to try and write it unassisted. Observe each response and if a student is experiencing difficulties display the word card to allow them to copy. Continue with each word.</p>	b		h		j		m	ug	r		<p>18 min</p>
b												
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<p>Reflection on learning</p>	<p>Before leaving the group ask each student ...</p> <ul style="list-style-type: none"> ‘What did you learn today?’ ‘How could you use this new learning back in the classroom?’ <p>Write these new learnings on paper – to be referred to at next lesson</p> <p>Play one last game to build automaticity by ‘flashing’ the word cards for each student to read helping only if they experience difficulties.</p> <p>After session – write anecdotal notes on each student outlining gaps in knowledge – address these inconsistencies at the next session.</p>	<p>4 min</p>										

Lesson 6 **ay**

<ul style="list-style-type: none"> ▶ Make enough rime unit, onset, slides, picture, whole word and sentence cards so that each student can use a set for matching activities. ▶ Continue using the letters that students know as <u>onset letters</u> and <u>known sight words</u> to construct simple sentences. ▶ When speaking with the students ensure that teacher models correct sounding and blending techniques - segmenting, blending, manipulating sounds, using analogy etc - that help us to read and spell ▶ Support students to verbalise new knowledge e.g. It is important to look at the first sound in a word ▶ Throughout the session instil a sense of game playing, challenge and fun but ensure that each instruction is clear and teaching is explicit. ▶ Ensure each student has an exercise book to practise writing the words. 		
Getting knowledge	<p><u>Students consolidate and revise previous rime.</u></p> <p>Say to students ...</p> <p>What rimes have we learnt?</p> <p>What were some of the words you remember? – Use notes taken from students in previous lesson</p> <p>Using whole word an at op and ug cards ‘flash’ the cards through asking for a response from each student.</p>	5 min

Explicit instruction and consolidation

Introduce the new rime. **Say to the students ...**

- The rime **ay** is written like this – display rime unit card **ay**. Allow each student to say the rime unit.
- Display the slide that has the individual sounds written on it - **l, s, pl, h, d, p** ensure that the students can name the sound of each letter.
- Display the rime section of the slide and move the slide through its various positions asking the students for a response – this can be a group response at this stage. If the students have difficulty encourage them to mimic what you say.

l	
s	
pl	
h	ay
d	
p	

- Allow time for each student to manipulate the slide to make all the words available.
 - Display picture cards and ask the students to name the picture.
- Display enough rime unit cards and single sound cards to make the words **lay, say, play, hay, day, pay** and allow the students to independently make the words and match the picture.
- Introduce the whole cards **lay, say, play, hay, day, pay** and allow the students to independently match pictures and words assisting as necessary.
 - Using whole word **ay** cards ‘flash’ the cards through asking for a response from each student.
- Practise this activity three times

Say to the students...

- You are going to help me write a sentence using our new rime words.
- Illicit sentences from students, demonstrate how each sentence is said and write.
- Ask students to point to the rime word and underline it
- Stick the appropriate picture card to the sentence
- Allow time for each student to read the sentence strips and find the rime word

Say to the students ...

- We are now going to practise writing the rime and the new words we have learnt. Allow time for the student to write the new rime **ay** a number of times, e.g. write it small write it big, write it fancy etc.
- When all students have successfully written the rime unit call each word allowing them time to try and write it unassisted. Observe each response and if a student is experiencing difficulties display the word card to allow them to copy. Continue with each word.

Reflection on learning	<p>Before leaving the group ask students what they thought helped them to know the words quickly. Possible pertinent answers:</p> <ul style="list-style-type: none"> ✓ We looked at the first sound ✓ We looked at the first sound and then the rime ✓ We sounded it out and put it back together <p>Ask each student ... 'What did you learn today?' 'How could you use this new learning back in the classroom?'</p> <p>Write these new learnings on paper – to be referred to at next lesson Play one last game to build automaticity by 'flashing' the word cards for each student to read helping only if they experience difficulties. After session – write anecdotal notes on each student outlining gaps in knowledge – address these inconsistencies at the next session.</p>	5 min
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Lesson 7 in

Getting knowledge	<p>▶ Make enough rime unit, onset, slides, picture, whole word and sentence cards so that each student can use a set for matching activities.</p> <p>▶ Continue using the letters that students know as <u>onset letters</u> and <u>known sight words</u> to construct simple sentences.</p> <p>▶ When speaking with the students ensure that teacher models correct sounding and blending techniques - segmenting, blending, manipulating sounds, using analogy etc - that help us to read and spell</p> <p>▶ Support students to verbalise new knowledge e.g. It is important to look at the first sound in a word</p> <p>▶ Throughout the session instil a sense of game playing, challenge and fun but ensure that each instruction is clear and teaching is explicit.</p> <p>▶ Ensure each student has an exercise book to practise writing the words.</p>	5 min
	<p>Students consolidate and revise previous rime.</p> <p>Say to students ... What rimes have we learnt? What were some of the words you remember? – Use notes taken from students in previous lesson Using whole word an at op ug and ay cards 'flash' the cards through asking for a response from each student.</p>	

Introduce the new rime. **Say to the students ...**

- The rime **in** is written like this – display rime unit card **in**. Allow each student to say the rime unit.
- Display the slide that has the individual sounds written on it - **b, t, f, p, w, th** ensure that the students can name the sound of each letter. Encourage the students to supply other words that they think has the same rime – e.g. thin, chin, sin, grin, skin etc. Write these words if supplied if not then suggest these words. Accept nonsense words but do not write.
- Display the rime section of the slide and move the slide through its various positions asking the students for a response – this can be a group response at this stage. If the students have difficulty encourage them to mimic what you say.

b	
t	
f	
p	in
w	
th	

- Allow time for each student to manipulate the slide to make all the words available.
 - Display picture cards and ask the students to name the picture.
- Display enough rime unit cards and single sound cards to make the words **bin, tin, fin, pin, win, thin** and allow the students to independently make the words and match the picture.
- Introduce the whole cards **bin, tin, fin, pin, win, thin** and allow the students to independently match pictures and words assisting as necessary.
 - Using whole word **in** cards 'flash' the cards through asking for a response from each student.
Practise this activity three times

Say to the students...

- You are going to help me write a sentence using our new rime words.
- Illicit sentences from students, demonstrate how each sentence is said and write.
- Ask students to point to the rime word and underline it
- Stick the appropriate picture card to the sentence
- Allow time for each student to read the sentence strips and find the rime word

Say to the students ...

- We are now going to practise writing the rime and the new words we have learnt. Allow time for the student to write the new rime **in** a number of times, e.g. write it small write it big, write it fancy etc.
- When all students have successfully written the rime unit call each word allowing them time to try and write it unassisted. Observe each response and if a student is experiencing difficulties display the word card to allow them to copy. Continue with each word.

Reflection on learning	<p>Before leaving the group ask students what they thought helped them to know the words quickly. Possible pertinent answers:</p> <ul style="list-style-type: none"> ✓ We looked at the first sound ✓ We looked at the first sound and then the rime ✓ We sounded it out and put it back together <p>Ask each student ... 'What did you learn today?' 'How could you use this new learning back in the classroom?'</p> <p>Write these new learnings on paper – to be referred to at next lesson Play one last game to build automaticity by 'flashing' the word cards for each student to read helping only if they experience difficulties. After session – write anecdotal notes on each student outlining gaps in knowledge – address these inconsistencies at the next session.</p>	5 min
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Lesson 8 **ip**

	<ul style="list-style-type: none"> ▶ Make enough rime unit, onset, slides, picture, whole word and sentence cards so that each student can use a set for matching activities. ▶ Continue using the letters that students know as <u>onset letters</u> and <u>known sight words</u> to construct simple sentences. ▶ When speaking with the students ensure that teacher models correct sounding and blending techniques - segmenting, blending, manipulating sounds, using analogy etc - that help us to read and spell ▶ Support students to verbalise new knowledge e.g. It is important to look at the first sound in a word ▶ Throughout the session instil a sense of game playing, challenge and fun but ensure that each instruction is clear and teaching is explicit. ▶ Ensure each student has an exercise book to practise writing the words. 	
Getting knowledge	<p>Students consolidate and revise previous rime. Say to students ... What rimes have we learnt? What were some of the words you remember? – Use notes taken from students in previous lesson Using whole word an at op ug ay and in cards 'flash' the cards through asking for a response from each student.</p>	5 min
	<p>Say to the students...</p> <p>Today we are going to play a different game. We are going to use all the picture cards and word cards and play a matching game. Display all the picture cards and all the whole word cards. Allow the students to call the name of each picture and word cards.</p> <p>can, man ran, fan, pan, van bat, hat, rat, cat, fat, sat hop, mop, top, pop, shop, stop bug, hug, jug, mug, rug lay, say, play, hay, day, pay bin, tin, fin, pin, win, thin</p> <p>Working in pairs allow the students time to match picture cards to word cards Group 1 an and at words Group 2 op and ug words Group 3 ay and in words</p>	

	After each successful matching change groups until all students have matched all rime unit cards.															
	<p>Introduce the new rime. Say to the students ...</p> <p>→ The rime ip is written like this – display rime unit card ip. Allow each student to say the rime unit.</p> <p>→ Display the slide that has the individual sounds written on it - z, s, l, p, sh, ch, t ensure that the students can name the sound on each card. <i>Encourage the students to supply other words that they think has the same rime – e.g. hip, trip, skip, flip, rip etc.</i> Write these words if supplied if not then suggest these words. Accept nonsense words but do not write.</p> <p>→ Display the rime section of the slide and move the slide through its various positions asking the students for a response – this can be a group response at this stage. If the students have difficulties encourage them to mimic what you say.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <table style="border-collapse: collapse;"> <tr><td style="border: 1px solid black; padding: 2px 5px;">z</td><td style="border: 1px solid black; padding: 2px 5px;"></td></tr> <tr><td style="border: 1px solid black; padding: 2px 5px;">s</td><td style="border: 1px solid black; padding: 2px 5px;"></td></tr> <tr><td style="border: 1px solid black; padding: 2px 5px;">l</td><td style="border: 1px solid black; padding: 2px 5px;"></td></tr> <tr><td style="border: 1px solid black; padding: 2px 5px;">sh</td><td style="border: 1px solid black; padding: 2px 5px;">ip</td></tr> <tr><td style="border: 1px solid black; padding: 2px 5px;">p</td><td style="border: 1px solid black; padding: 2px 5px;"></td></tr> <tr><td style="border: 1px solid black; padding: 2px 5px;">ch</td><td style="border: 1px solid black; padding: 2px 5px;"></td></tr> <tr><td style="border: 1px solid black; padding: 2px 5px;">t</td><td style="border: 1px solid black; padding: 2px 5px;"></td></tr> </table> </div> <p>→ Allow time for each student to manipulate the slide to make all the words available.</p> <p>→ Display picture cards and ask the students to name the picture.</p> <p>Display enough rime unit cards and single sound cards to make the words zip, sip, lip, pip, ship, chip, tip and allow the students to independently make the words and match the picture.</p> <p>→ Introduce the whole cards zip, sip, lip, pip, ship, chip, tip and allow the students to independently match pictures and words assisting as necessary.</p> <p>→ Using whole word ip cards ‘flash’ the cards through asking for a response from each student. Practise this activity three times</p> <p>Say to the students... You are going to help me write a sentence using our new rime words. Illicit sentences from students, demonstrate how each sentence is said and write. Ask students to point to the rime word and underline it Stick the appropriate picture card to the sentence Allow time for each student to read the sentence strips and find the rime word</p> <p>Say to the students ... We are now going to practise writing the rime and the new words we have learnt. Allow time for the student to write the new rime ip a number of times, e.g. write it small write it big, write it fancy etc. When all students have successfully written the rime unit call each word allowing them time to try and write it unassisted. Observe each response and if a student is experiencing difficulties display the word card to allow them to copy. Continue with each word.</p>	z		s		l		sh	ip	p		ch		t		20 min
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Reflection on learning	<p>Before leaving the group ask students what they thought helped them to know the words quickly. Possible pertinent answers:</p> <ul style="list-style-type: none"> ✓ We looked at the first sound ✓ We looked at the first sound and then the rime ✓ We sounded it out and put it back together <p>Ask each student ... 'What did you learn today?' 'How could you use this new learning back in the classroom?'</p> <p>Write these new learnings on paper – to be referred to at next lesson Play one last game to build automaticity by 'flashing' the word cards for each student to read helping only if they experience difficulties. After session – write anecdotal notes on each student outlining gaps in knowledge – address these inconsistencies at the next session.</p>	5 min
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Lesson 9 Consolidate ug ay in ip

▶	<p>Make enough rime unit, onset, slides, picture, whole word and sentence cards so that each student can use a set for matching activities.</p> <p>Continue using the letters that students know as <u>onset letters</u> and <u>known sight words</u> to construct simple sentences.</p> <p>When speaking with the students ensure that teacher models correct sounding and blending techniques - segmenting, blending, manipulating sounds, using analogy etc - that help us to read and spell</p> <p>Support students to verbalise new knowledge e.g. It is important to look at the first sound in a word</p> <p>Throughout the session instil a sense of game playing, challenge and fun but ensure that each instruction is clear and teaching is explicit.</p> <p>Ensure each student has an exercise book to practise writing the words.</p>	
Getting knowledge ready	<p><u>Students consolidate and revise previous rime.</u></p> <p>Say to students ... What rhymes have we learnt? What were some of the words you remember? – Use notes taken from students in previous lesson Using whole word ug ay in and ip cards 'flash' the cards through asking for a response from each student.</p>	5 min

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Explicit instruction and consolidation</p>	<p>Say to the students... Today we are going to play a different game. We are going to use all the picture cards and word cards and play a matching game. Display all the picture cards and all the whole word cards. Allow the students to call the name of each picture and word cards.</p> <p>bug, hug, jug, mug, rug lay, say, play, hay, day, pay bin, tin, fin, pin, win, thin zip, sip, lip, pip, ship, chip, tip</p> <p>Working in pairs allow the students time to match picture cards to word cards Group 1 ug words Group 2 ay words Group 3 in words Group 4 ip words After each successful matching change groups until all students have matched all rime unit cards.</p> <p>Say to the students... Now we are going to play a different game. We are going to use all the word cards and play a matching game called concentration.</p> <p>Explain the rules of the game 5. Turn over 2 cards – say the word on the card 6. If the cards are the same – keep the cards and have another turn 7. If the cards are different – say the words on each cards and replace them where you got them from 8. You must say the words to be able to keep the cards Play two rounds of concentration. As necessary model correct sounding out and blending of words.</p>	<p>20 min</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Reflection on learning</p>	<p>Before leaving the group ask students what they thought helped them to know the words quickly. Possible pertinent answers: <ul style="list-style-type: none"> ✓ We looked at the first sound ✓ We looked at the first sound and then the rime ✓ We sounded it out and put it back together </p> <p>Ask each student ... 'What did you learn today?' 'How could you use this new learning back in the classroom?'</p> <p>Write these new learnings on paper – to be referred to at next lesson Play one last game to build automaticity by 'flashing' the word cards for each student to read helping only if they experience difficulties. After session – write anecdotal notes on each student outlining gaps in knowledge – address these inconsistencies at the next session.</p>	<p>5 min</p>

Lesson 10 Games

- ▶ **Lesson 10 is a consolidation lesson using a variety of hands on games and internet based games. Make enough rime unit, onset, slides, picture, whole word and sentence cards so that each student can use a set for matching activities.**
- ▶ When playing games with the students ensure that teacher models correct sounding and blending techniques - segmenting, blending, manipulating sounds, using analogy etc - that help us to read and spell

► Support students in verbalize new knowledge e.g. It is important to look at the first sound in a word		
Getting knowledge	<p>Students consolidate and revise previous rimes.</p> <p>can, man ran, fan, pan, van bat, hat, rat, cat, fat, sat hop, mop, top, pop, shop, stop bug, hug, jug, mug, rug lay, say, play, hay, day, pay bin, tin, fin, pin, win, thin zip, sip, lip, pip, ship, chip, tip</p> <p>Say to students ... What rimes have we learnt? What were some of the words you remember? – Use notes taken from students in previous lesson Using whole word an at op ug ay in and ip cards ‘flash’ the cards through asking for a response from each student.</p>	5 min
Explicit instruction and consolidation	<p>Say to the students... Today we are going to play games with the words we have learnt. You can choose to play any of the games; there are card games, paper and pencil games and computer games. Allow students to play each game supplied.</p> <p>1. Internet Games:</p> <p>a. Using Construct-a-Word - students learn letter-sound correspondence by combining a beginning letter or blend to a word ending to create words. http://www.readwritethink.org/files/resources/interactives/construct/</p> <p>b. Learning to Read – Starfall – students make an, at, ip, ug words http://www.starfall.com/n/level-a/learn-to-read/load.htm?f</p> <p>2. Word Bingo – this game requires at least two people to play. Use bingo cards and single word cards containing all the rime unit words previously studied.</p> <p>3. Concentration - this game requires at least two people to play. Use two sets of single word cards containing all the rime unit words previously studied.</p> <p>4. Rime and Picture Match Up – place one copy of each rime unit studied previously. Shuffle all picture cards and word cards together. Share out the cards between players. Call start, the player who sorts their cards correctly before the others is the winner. All players must read their cards on completion of each round.</p> <p>5. I’m the Teacher - students use the previously used slides checking partners knowledge of onset and rime.</p>	20 min

Reflection on learning	<p>Before leaving the group ask students what they thought helped them to know the words quickly. Possible pertinent answers:</p> <ul style="list-style-type: none"> ✓ We looked at the first sound ✓ We looked at the first sound and then the rime ✓ We sounded it out and put it back together <p>Ask each student ... 'What did you learn today?' 'How could you use this new learning back in the classroom?'</p>	5 min
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► **Appendix 3 Amended Rime Unit Test (Dalheim 2004)**

STUDENT RIME UNIT READING SHEET Adapted (Dalheim 2004)

(Student reads the words in order, down each column, cover the other columns.)

bin	pin	hot	not
can	man	fat	pat
day	say	cap	tap
saw	paw	hop	top
cab	tab	lip	zip
bug	mug	hit	pit

RIME UNITS TEST - TEACHER RECORD SHEET Adapted (Dalheim 2004)

(Underneath each attempted word, the teacher ticks words read correctly and records the student's response for incorrect and self corrected attempts)

Name: _____ Date: _____

bin	pin	hot	not
can	man	fat	pat
day	say	cap	tap
saw	paw	hop	top
cab	tab	lip	zip
bug	mug	hit	pit

Observations of student behaviour