EXPLICIT TEACHING

OF ANALOGY USING

DEPENDABLE RIME UNITS

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Explicit teaching of the use of analogy to effectively read words with dependable rime units, to students who are experiencing reading difficulties, leads to an improvement in word decoding and prose reading.

ABSTRACT

It has been widely reported that some students require explicit teaching in phonological analysis to acquire reading skills. Research continually suggests that explicit instruction in phonological and decoding skills can assist students at risk in reading and that early intervention is the key to assist these students to develop literacy skills before long term problems develop.

As Adams states, many poor readers have not learned to recognise frequently occurring letter clusters as individual rime units.

Often students demonstrate poor orthographic knowledge that does not extend beyond the initial letter level.

This present study examined two students in their early years of schooling who after intervention with the Reading Recovery program still presented with reading difficulties. The study was conducted over ten 20 minute sessions during a three week time frame.

Both students demonstrated poor orthographic knowledge. They were able to use initial letter clues to assist them when reading but were not extending their knowledge beyond this level and using more assessable rime units. Rimes are not only more psychologically accessible to children than are individual phonemes but they are more predictable and regular than smaller linguistic structures.

The results of this study indicated that significant gains were made by both students in their ability to decode words using the dependable rime units taught. At the end of the program using analogy to decode words helped them to see word patterns more clearly. Both students were able to look beyond the initial letter or letters when word decoding. They were able to verbalize that knowing one word helped them to know other similarly patterned words. Prose reading showed small gains by both students. Further explicit teaching and continual revision of rime units should assist to build up these students' orthographic knowledge and in time should transfer more significantly to their prose reading.

INTRODUCTION:

Some children, even after one-to-one reading intervention, are very reliant on using only initial letters and blends in words when reading and predict too often without looking beyond the initial letters in words. They do not use what they know in one word to assist in reading other words, that is, they do not make or use analogies. Research on students at risk for learning disability suggests that early, explicit instruction in phonological and decoding skills can help these students stay on track to successful reading acquisition (Adams, 1990). Such instruction may be critical for young children who exhibit very low literacy skills because they are at serious risk for developing long-term problems in learning to read (Juel, 1988; Vellutino 1996).

Good readers are phonemically aware, understand the alphabetic principle, apply these skills in a rapid and fluent manner, possess strong vocabularies and syntactical

and grammatical skills, and relate reading to their own experiences. Difficulties in any of these areas can impede reading development. We know from research that reading is a language-based activity. Reading does not always develop naturally, and for many children, specific decoding, word-recognition, and reading comprehension skills must be taught directly and systematically.

It has been proposed that initial reading instruction should mirror the accessibility of linguistic units. Therefore after a child sees accessible syllable units, emphasis should then be focused on onsets and rimes. Young children can more easily identify an intermediate level of word segmentation that divides words up into units that are smaller than syllables, but bigger than phonemes. These are called onsets and rimes. The onset is the letter or letter cluster that precedes the vowel in a monosyllabic word and the rime is the vowel and any subsequent consonants (Iversen & Reeder, 1998). In support of this argument is the utility of rime units in reading. Wyle & Durell (1970) identified thirty seven dependable rimes that appear in approximately five hundred different words that children commonly see in early reading (Adams, 1990). The ability to use onsets and rimes helps with both spelling and word identification. It has also been shown that children make analogies from rime units to read and write new words (Goswami, 1995, Treiman, 1992). That is, once a rime like "ing" is known, students can use their knowledge of onsets and the "ing" rime to read never-seen-before words eg. sting, thing.
Rimes are not only more psychologically accessible to children than are individual phonemes, but they are more predictable in their spellings than smaller linguistic units.

As Marie Clay (1993) states, given knowledge of some items, and strategies that can be applied to similar items to extract messages, the child then has a general way of approaching new items. We do not need to teach him the total inventory of items. Using the strategies will lead the reader to the assimilation of new items of knowledge. For example, if children know the common rime units in words they will have a much greater chance of working out and assimilating unfamiliar words. This is using analogy skills to read unfamiliar words.
Juel (1996) found that the time spent on specific activities was significantly related to reading growth. Spending more time on letter-sound and word-reading activities was associated with larger reading gains

Once some consonant and vowel knowledge is secured, knowledge of rimes may be exactly what helps children chunk and decode unknown words (Bruck & Treiman, 1992). Research has indicated that awareness of onsets and rimes precedes the development of full-blown phonological awareness (Goswami & Bryant, 1990). They also suggested that for young children, words that share rimes are more readily decoded by analogy than are words that share onsets or vowels.

Effective phonics instruction focuses children's attention on noticing the letter/sound patterns in initial consonants and consonant clusters and in rimes. Focusing on rimes rather than on vowels alone is particularly important in helping children to learn to decode words (Adams, 1990). He goes on to state that many poorer readers have not learned to recognize frequently occurring letter clusters as individual rime units.

Bradley and Bryant(1985) believed that the phonological processes of alliteration and rhyme were central to learning their orthographic parallels, onset and rime. Instruction stemming from this research has been developed and used successfully with poor and good readers (Gaskins et al, 1988; Gaskins, Gaskins, Anderson & Schommer, 1995).

This investigation aims to extend earlier research to show the benefit of teaching the dependable rime units to extend a student's word knowledge and to link these skills in making analogies to other words. By using a context base of rhymes as well as words in isolation this should then impact positively on their prose reading as well as word decoding skills.

PREDICTION:

Explicitly teaching students who are experiencing reading difficulties, to use analogy to effectively read words with dependable rime units, leads to an improvement in word decoding and prose reading.

METHOD

DESIGN:

This study used an OOXO design, pre-testing twice, teaching, then post-testing. Monitoring of students' word reading and prose reading was carried out on two students who continued to have reading difficulties after participating in the Reading Recovery program during their second year of schooling.

PARTICIPANTS:

Both students in this study are boys and at present are in the same Multi-age P-1-2 class.

Student A, aged 8 years 1 month, is in his third year of school, Grade Two, and was a participant in the Reading Recovery program in Grade One. At the end of the program he was further referred as he had not made the gains required for him to work successfully with his peer group. In Grade Two he worked one-to -one on a modified Reading program for the first six weeks of the year and he has been closely monitored and assisted within the classroom since then. However, his gains in reading and writing have been minimal. He was then assessed using the Weschler Intelligence Scale for Children. This showed his performance in Coding and Digit Span to be less than age 6 years. These scores indicated difficulties in memory, concentration and visual-motor.

Student B, aged 7 years 3 months, is in his second year of school, Grade One, and has been a participant in the Reading Recovery program this year. However, his results showed he needed further referral to be able to work successfully in the classroom situation in reading and writing. He presents with difficulties in orthographic knowledge in particular.

Both students enjoy stories and know reading is for meaning. However both students present with difficulties at the Word Level in the Multiple Levels of Text Processing Model (Munro, 2000). The reading strategies and conventions at the Word level appear to be their main weaknesses.

MATERIALS REQUIRED

- Running Record analysis sheets
- Prose Reading Analysis sheets (from J.K.Munro Course notes)
- Levelled texts for reading records from the Literacy Advance Benchmark Testing Kit
- 2 Dependable Rime Word Tests
- Phonological awareness test
- Match the Rimes activity
- 6 flashcards containing words for each of the rimes to be revised and taught
- Chunks Word game
- Wall charts of rime words
- Rhymes to be used in teaching sessions
- Highlighter pens and pencils
- Easel for displaying shared text

ASSESSMENT TASKS

- Running Records on two texts – Level 10 and Level 12, and prose reading analysis on these texts. Both texts were chosen from the Literacy Advance Benchmark Testing Kit.(C.E.O. Melbourne)
- Child Screening for Phonological Awareness – This test was administered orally to find out whether students could hear initial sounds and rhymes in words. From the text; A Sound Way
- Analogy Test on Dependable Rimes – 2 letter and 3 letter(vcc) using analogies. This word list was teacher compiled using dependable rimes in order of complexity, listing the rime unit, two words with a one letter onset and one word with a two letter blend.
- Word Test on Dependable Rimes – ordered list using two words for each rime with a one letter onset and then one with a 2 letter blend. These were listed randomly. This word list was teacher compiled.
- Match the Rimes activity to see whether students could visually see rimes that were the same. This was teacher compiled.

PROCEDURE

Tasks were administered individually to the students in the following order:
- Child screening for Phonological Awareness
- Match the Rimes activity
- Running Record analysis on both texts
- Analogy Test on Dependable Rimes
- Word Test on Dependable Rimes

These tests were all administered in the first pre testing over two sessions.
- Phonological Awareness Test was administered orally.
- Match the Rime was a written activity

- Running records were taken on both texts in one sitting
- Dependable Rime tests were both administered in one sitting

Four days later, in the second pre test, the two dependable rime word tests were administered again.

With both tests on Dependable Rime words, testing ceased at a point where the student indicated that he did not know any more words or wish to continue.

Teaching sessions began the day after the second pre test and were carried out during the morning over a three-week period. Each session took approximately twenty minutes and the students were removed from the class group for these teaching sessions and taught together as a group.

At the end of the ten sessions, post testing was administered using the following:
- Running Records and Prose reading analysis – both texts again
- Analogy Test on Dependable Rimes
- Word Test on Dependable Rimes

In the pre-testing both students were successful in completing the test for Phonological awareness and the Rime Matching activity, indicating they could both hear and see rime units in words so these tests were not administered again at the end of the program.
In the pre-testing on prose reading both students used meaning cues heavily but continued to predict unfamiliar words from initial letter clues without seeming to look beyond the initial letter to solve words.
This study measured the gains made after ten teaching sessions focussed on explicit teaching of dependable rime units and the use of analogy to improve word reading and eventually impact on prose reading. Because of the importance and value of reading in context, words were introduced in context using appropriate teacher constructed rhymes that included words containing the rime units to be taught.

After initial testing both students knew some common vc(vowel/consonant) rime units so these were used as revision words in sessions and the teaching sessions were then based on rime units in order of vc then vcc(vowel/consonant/consonant) units.

TEACHING SESSION STRUCTURE

Each session ran for approximately 20 minutes.
Ten teaching sessions were taken, concentrating on two new rime units every two sessions.

From the 37 dependable rimes, testing indicated that some rime units were known reasonably consistently by both students so these were used as revision words in sessions.
Known rimes – at, it, in, ay, ing
Rime units were then introduced in the following order of complexity, beginning with 2 letter(vc) rime units then 3 letter (vcc) rime units -
- Sessions One & Two – an & ap
- Sessions Three & Four – op & ot
- Sessions Five & Six – ug & ip

- Sessions Seven & Eight – aw & ill
- Sessions nine & Ten – ack & ell

Session 1
- Revise known or taught Rime units (2 each day) This is a quick flashcard type activity with students taking turns to read words. Do as analogies in rime sets.

- Highlight new rime units to be focused on - show in large print and say – students repeat. Emphasis on saying the rime as one unit of sound.

- Teacher reading of poem that includes words using the 2 new rime units to be taught. Students read poem with teacher. Students then highlight and read the new rime unit words within the poem.

- Students highlight rime words on own copies of poem and read.

- Make and read related words using onset and rime units from "Chunks" game – only the 2 new units being taught.

- Play a Concentration Game using 6 cards for each rime unit. Read the words in rime groups – flashcard style first. Mix and add a range of rime units as they are taught and revised but always include the 2 new rime units. Children must say pairs of words to be able to "keep" them.

- Complete session by rereading of poem by students together.

Session 2
- Commence session with a quick flashcard revision of 2 sets of known/taught rime words.

- Students read with teacher the same poem as the day before and again highlight rime unit words being taught.

- Students write a list of words using the 2 rime units focussed on – read to the teacher individually when 6-8 are written – can refer to poem and discuss together for ideas.

- Card game of concentration with 2 sets of new rime word cards and 1-2 sets of revisional rime cards.(As for Session One)

- Read rime units taught to date from large chart – words written thus – at, cat, hat, chat. This shows analogies with one and two letter onsets.

- Conclude session with rereading of the poem by students in turn.

Throughout all these teaching sessions the students were encouraged to articulate what they were focusing on in the sessions.
The important foci were:

- Knowing one word then helps you to know and read other words
- Say the letters together as one sound unit, e.g. op

Following these ten sessions post-testing was administered to measure the impact of the program on the students' prose reading and word decoding skills.

RESULTS:

The impact of the program on the students' prose reading was shown by use of Running Record analysis and Prose reading analysis on the same two texts as administered in the pre-testing. These texts are both part of the Literacy Advance Testing Kit and no exposure to these books is permitted except for testing purposes.

The results of the Running Record Analysis (Clay) are shown in the following tables;

Student A	Pre-test			Post-test		
	Miscues	Self corrections	Accuracy	Miscues	Self corrections	Accuracy
Level 10 Jane's Car	8	0	93%	5	4	95%
Level 12 Clever Penguins	10	2	91%	5	1	96%

Student A made small improvements in reading accuracy on both texts.
Less miscues were noted in both post-tests.
It is significant to note the increased use of self-corrections on the post-test of Jane's Car.

Student B	Pre-test			Post-test		
	Miscues	Self corrections	Accuracy	Miscues	Self corrections	Accuracy
Level 10 Jane's Car	9	6	91%	2	6	98%
Level 12 Clever Penguins	15	4	89%	7	1	94%

Student B made improvements in reading accuracy on both texts, more significantly on Jane's Car with only 2 miscues even though there were 6 self-corrections. This indicates significant text monitoring.

The results of the Prose Reading Analysis is summarised in the following tables:

CODE USED
Read Correctly=√
No= x
Partially= P

Student A   Text: Jane's Car – Level 10

	Text re-read		Error corrected		Meaning retained		Sentence sensible		Fits with grammar		Looks like text		Sounds like text	
	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post
√	0	3	0	3	1	6	2	6	1	6	2	6	2	6
x	6	4	6	5	3	1	2	1	2	1	1	0	2	0
P	0	1	0	0	2	1	2	1	3	1	3	2	2	2

Hesitations – Pre-test = 4
                        Post-test = 7

These results indicated that Student A re-read the text in the post-test whereas in the pre-test he made no attempts at re-reading. He was more successful in self – correcting and monitoring for meaning, sense and visual structure in the post-testing. There were more hesitations in reading in the post-test but these were positive occasions when self-corrections were made.
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Student A   Text: Clever Penguins - Level 12

	Text re-read		Error corrected		Meaning retained		Sentence sensible		Fits with grammar		Looks like text		Sounds like text	
	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post
√	2	2	2	1	4	4	4	4	4	4	2	1	2	1
x	8	3	8	4	6	1	6	1	6	1	1	1	3	2
P	0	1	0	1	0	1	0	1	0	1	7	4	5	30

Hesitations – Pre-test = 10
                        Post-test = 3

Pre-test results showed that Student A made 8 errors without any attempts to reread. These results indicated that Student A used re-reading and self-correcting more often and successfully in the post-test. Hesitations varied from 10 to 3 indicating that he read more fluently with fewer hesitations in the post-test.

Student B   Text: Jane's Car – Level 10

	Text re-read		Error corrected		Meaning retained		Sentence sensible		Fits with grammar		Looks like text		Sounds like text	
	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post
√	5	5	4	4	4	4	4	4	4	4	4	4	4	4
x	5	1	6	1	5	1	5	1	5	1	5	1	4	4
P	0	0	0	1	1	1	1	1	1	1	1	1	2	1

Hesitations – Pre-test = 7
             Post-test = 8

These results indicated that Student B showed a significant change in successful correction of errors in the post-testing using meaning, structure and visual cues. Hesitations were slightly higher in the post-test.

Student B   Text: Clever Penguins - Level 12

	Text re-read		Error corrected		Meaning retained		Sentence sensible		Fits with grammar		Looks like text		Sounds like text	
	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post
√	4	2	3	1	5	2	6	1	7	1	3	1	3	1
x	9	6	11	7	5	5	5	5	4	4	2	1	4	2
P	1	0	0	0	4	1	3	2	3	3	9	6	7	5

Hesitations – Pre-test = 13
             Post-test = 11

These results indicated that Student B had a similar number of hesitancies in both tests but there were less errors made during the post-test. There were 14 errors in the pre-test but only 8 in the post-test indicating more accurate reading.

Word Tests

The impact of the program on the students' word reading was indicated by collating and then interpreting the results on the two Dependable Rime tests.

Both these tests were administered at two pre-testing times prior to the program's commencement and post-testing the day after the program concluded.
There were no testing sessions during the teaching program.

Gains in word reading ability are shown in the following graphs:
- Word Test For Dependable Rimes – Student A, Student B
- Analogy Test – Student A, Student B

Student A

Word Test For Dependable Rimes
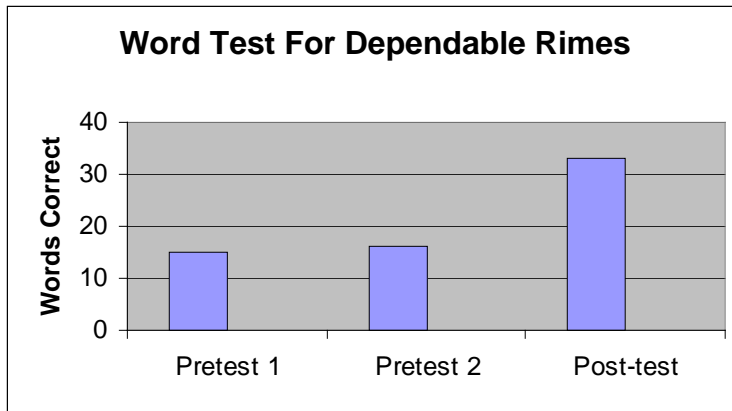
There was a variation of 1 word in the two pre-tests.
Significantly more words were read correctly in the post-test showing an increase from 16 words to 33 words.
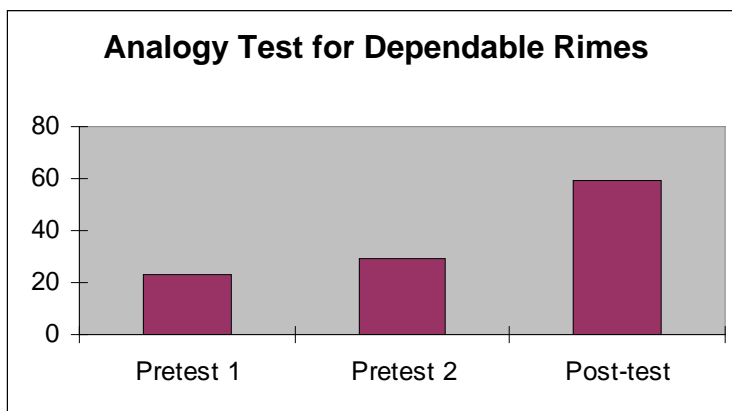
Student B

Word Test For Dependable Rimes
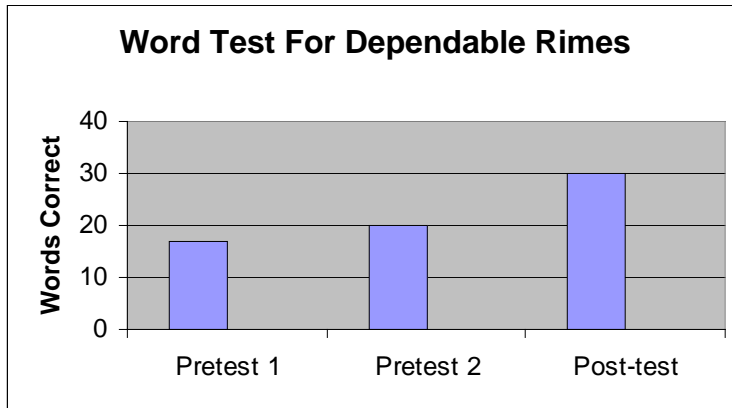
There was a variation of 3 words in the two pre-tests.
Significantly more words were read correctly in the post-test showing an increase from 17 words to 30 words.

The influence of analogy use in word reading was examined by comparing the pre and post-test results of this analogy-based dependable rime word list.

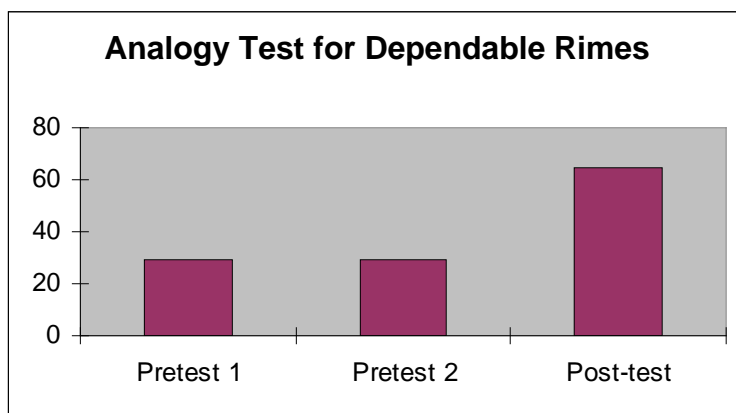## Student A

Analogy Test for Dependable Rimes

There was a variation of 6 words in the two Pre-tests.
Student A made significant gains in the Post-test on reading words using analogy.
Scores increased from 23 words in Pre-test 1 to 59 words in the Post-test.

Student B

Analogy Test for Dependable Rimes

(bar chart: Pretest 1 ≈ 29, Pretest 2 ≈ 29, Post-test ≈ 65; y-axis 0 to 80)

There was no variation in words read on the two Pre-tests.
Student B made significant gains in the Post-test on reading words using analogy.
Scores increased from 29 words in Pre-test 1 to 65 words in the Post-test.

Trends for the group indicated that both students showed some improvements in prose reading accuracy and both showed significant improvements in word decoding.
These trends support the prediction that explicit teaching of analogy using dependable rime units will improve students' prose reading and word reading therefore supporting the hypothesis being tested.

DISCUSSION:

During the teaching sessions of this program both students showed enthusiasm to work together. They enjoyed and appeared to benefit from each other's interaction. They would help each other as well as compete enthusiastically.
There are no measures to show the effects of this interaction but I believe it is worthwhile noting that consideration could be made towards the benefits that may occur when some students work and learn together.

The results presented showed similar outcomes for both students.

Student A

Student A made some increases in reading prose. His accuracy on both running records taken improved and it was noted that he did correct errors and re-read with more success on the Post-tests.
However there was no evidence that this was a result of the program. There was no evidence in the running records or the prose analysis to show any use of orthographic knowledge of dependable rimes to decode words.

In the Word Tests the results were more significant. Results on both tests indicated that the student could decode and recode more words successfully.

The Word Test for Dependable Rimes listed words in mixed rime order but increasing in difficulty from vc rimes to vcc rimes. It was very noticeable in the Post-test that Student A could read many words that had been taught or revised in the teaching sessions. He often needed to decode words into rime units then recode before reading. He also was keen to attempt some rime unit words that had not been taught. He achieved some success with these unfamiliar words. Hesitations were used but he was able to use decoding skills to solve many words.

On the Analogy Test for Dependable Rimes the most significant increases were observed. In contrast to the Pre-tests, Student A was able to readily notice the common rime units in words and when the rime unit changed. Similarly to the other word test he was keen to attempt words not taught in the teaching sessions. He had some success with these but soon became confused. It is worth noting that he made very few errors with the rime unit words that had been taught or revised in the teaching sessions.

Student B

Some increases in accuracy and speed were seen in the student's prose reading. He was able to monitor his reading more successfully which improved his reading accuracy. There was however no part of his reading analysis that showed his improvement was in any way impacted by the teaching sessions. There was no evidence of decoding using rime unit words that had been explicitly taught.

In both Word Tests the results were quite significant.
In the Word Test for Dependable Rimes he could readily use decoding skills to work out words that had been taught or revised. He was not however able to extend his skills to decode unfamiliar rime units although he was keen to try. Student B needed to verbally say the rime unit and then add the onset for successful decoding to occur on many occasions. In the pre-test he was unable and unwilling to tackle as many words. Listing the words in random order made this task challenging.
In the Analogy Test, Student B worked with greater confidence. He was very aware of the similarity of words with the same rime units and noted this when being tested. He stated that if you know one word then you can read others. His results showed a significant increase from his pre-test scores. In the Pre-test he did not often see the analogy link whereas in the Post-test he was able to read most words that had been taught or revised in the teaching sessions. He had a go at some new words too and had some success, showing that he was able to transfer the knowledge of knowing some rime units and applying it to solve other unfamiliar ones.

The significant success for both students on the Analogy Test for Dependable Rimes supports Marie Clay's research when she states that, given knowledge of some items and strategies that can be applied to similar items, the child then has a general way of approaching new items. For a student with reading difficulties to know that by knowing one word they can then link to others is vital and will help give them the confidence to achieve.
It was pleasing to see such positive results on both the word tests. However it would be worth testing again at a later date to see if these new skills had been retained and to what degree. Student A, as noted earlier, had been tested and shown to have

difficulties with memory and retention of information so this explicit teaching could be necessary on a more regular basis to help him to achieve more success as a reader. As stated earlier, good readers are phonemically aware and apply these skills in a rapid, fluent manner. Naming speed affects orthographic skill (Munro, 2000). Often reading underachievers have difficulty in remembering names of items, particularly rapid automatised naming. This testing did not record the speed at which a student could read words without decoding or recoding. Hesitations in prose reading would also indicate a lack of automatic processing in letter information. With these in mind it would be worth pursuing these word tests further and noting the speed at which rime unit words could be recalled as this also impacts on success as a reader.

The overall results do support the hypothesis being tested over a short period of time. For continued improvement in reading for students at risk in the early years, it would seem imperative to use regular assessment and testing to show where these explicit needs are and to then teach explicitly to these needs.

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GAME: "Chunks"- the incredible word building game. By Smart Kids. Designed in New Zealand.

<u>APPENDIX 1</u>

- Description of teaching unit
- Session Outlines – Lessons 1.3.5.7 & 9
- Session Outlines – Lessons 2,4,6,8 & 10
- Rhymes/Poems used in teaching sessions.
- Wall chart used in teaching sessions.
- Flashcards

APPENDIX 1

DESCRIPTION OF TEACHING UNIT

The teaching sessions were designed to increase the students' knowledge of dependable rime units through analogy.

Students were encouraged to articulate what they were doing and why they were doing it.
The aims throughout these sessions were to:
- Improve orthographic knowledge at the word level, particularly relating to dependable rime units of increasing complexity.
- Develop skills in using letter strategies to assist in word decoding and word reading.
- Develop skills in using analogy to transfer word knowledge to other words.
- Improve self talk and self efficacy by articulating the reasons and processes being taught.
- See the link between word reading and reading in context.

In the Multiple Levels of text Processing model, this unit fits at the Word Level in the structure, strategies and values sections.
Emphasis was placed on :
- Structure – rime families, word structures.
- Strategies – analogy, letter clusters.
- Values – articulating why word knowledge is useful.

PROCEDURE:

The students involved in this study had been participants in the Reading Recovery program in Year One but had not reached a standard where they could operate independently in reading in their classrooms.

Ten sessions were run, taking the two students in a small group in a withdrawal room.
Materials used in each session:
- Copy of poems, plus enlarged copy for shared reading
- Easel
- Highlighter pens and pencils
- "Chunks" word game
- Flashcards of Rime Words
- Wall charts

These sessions were set up in a manner where:
- There was initial emphasis on reading in context using poems.
- Activities using rime words followed, using a range of procedures, with students verbalising throughout.
- Students were encouraged to interact with each other during sessions
- These prompts were used consistently throughout the sessions.
  Knowing one word helps you to know and read other words.
  Say the letters together as one sound. Eg. "op" not "o-p"

Activity	Task Description	Time (approx.)
Revision of Known Rime Units	A quick flashcard activity using six cards for each rime unit Revise 2 sets of rimes. Teacher holds cards and turns quickly whilst students read together or in turns.	2 mins
New Rime unit	Large cards showing two new rime units are introduced and read and repeated by students.	1 min.
Rhyme reading (Enlarged, shared text)	A new rhyme that includes words using these two new rime units is read by teacher and then together with students. Students find rime words within the text and take turns to highlight with pen and read.	3 mins
Finding Rime words	Students are presented with own copies of the rhyme on which they highlight the new rime words. Do one rime unit at a time and each student must reread the words after highlighting.	3 mins
Making Words	Students take turns to make and read new words from these rime ends using the "Chunks" game. This activity is pre-set and laid out on a flat board by the teacher.	3 mins
Concentration Game	Using 6 cards for each rime unit, teacher shows cards to students. They read the cards and they are placed face down randomly on the floor. Students take turns to flip up 2 cards. When a matching rime pair is turned up, the student must read the words to keep the pair. Game continues until all pairs are complete. Up to 4 sets of 6 rime cards only to be used in each game. Always use the 2 new rime units and 1 or 2 others for revision – teacher chosen.	5-8 mins
Rhyme Rereading	Students reread rhyme together and then read again taking turns, line by line.	2 mins

Activity	Task Description	Time (approx.)
Revision of Known Rime Units	A quick flashcard activity using six cards for each rime unit Revise any 2 or 3 known rimes. Teacher holds cards and turns quickly whilst students read together or take turns.	2 mins
Rhyme reading (Enlarged, shared text)	Revision of the new rhyme from the previous session - read by teacher and then together with students. Students find rime words within the text and take turns to highlight and read.	3 mins
Writing Rime words	Students read rime unit flashcards for the new rimes. (held by teacher) A sheet is then presented for them to complete. Two columns are headed with the new rime units and the students attempt to write 6-8 words using the new rime unit. They are encouraged to talk about their ideas and share. Each student then reads the list to the teacher. Do one rime word list at a time.	5 mins
Concentration Game	Using 6 cards for each rime unit, teacher shows cards to students. They read and cards are placed face down randomly on the floor. Students take turns to flip over 2 cards. When a pair of matching rime unit cards is turned up the student must read the words to keep the pair. Game continues until all pairs are complete. Up to 4 sets of 6 rime cards only should be used in each game. Always use the 2 new rime units and 1 or 2 others for revision – teacher selected.	5-8 mins
Chart Reading	Students together with teacher revise known and taught rime units by reading those rimes and associated words from a wall chart.	1-2 mins
Rhyme Rereading	Students reread rhyme together and then read again, taking turns, line by line.	2 mins

RHYMES USED AT THE START OF EACH TEACHING SESSION.

These poems were created and used to introduce new rime units. Each poem contains a number of words for each rime unit focused on

Enlarged copies were made for shared reading as well as copies for individual activities within teaching sessions.

Sessions 1 & 2 - Rime Units – an & ap

No Trap For Jan

The man in the cap
Had a can and a map.

The man in the cap
Had a plan to trap
Jan in a van.

Jan ran and ran
From the van and the man.

Clap, clap, clap!
No trap, trap, trap!

Sessions 3 & 4 - Rime Units – op & ot

Popcorn

Stop, stop, stop!

Hop to the shop.
Buy a pot.
Put in the popcorn.

When it is hot,
See it pop, pop, pop!

Then eat the lot!

And do not stop.

Sessions 5 & 6 - Rime Units – ug & ip

A Bug on a Rug

Pip the bug, sat on a rug.

Pip the bug, gave me a hug.

Pip the bug, went on a trip.

Pip the bug, went on a ship.

Pip the bug, had a sip from a mug.

Pip the bug, sat on a rug.

Sessions 7 & 8 - Rime Units – aw & ill

Jill and Bill

Look at Jill on the hill.

Look at Bill on the hill.

Jill and Bill are on the hill.

I saw Jill draw a paw.

I saw Bill draw a claw.

Jill and Bill like to draw.

And Jill and Bill are on the hill, still.

Sessions 9 & 10 - Rime Units – ack & ell

Jack's Back Pack

Jack has a shell in his back pack.
Jack has a bell in his back pack.

I yell, "Jack, Jack,
Sell the bell, bell, bell!"

I yell, "Jack, Jack,
Sell the shell, shell, shell!"

"Or I will
Tell, tell, tell!"

WALL CHARTS USED IN TEACHING SESSIONS.

These words were printed in Size 72 font, enlarged, mounted on coloured card and laminated. They were then placed around the walls of the room

These were used for revision after every two sessions.

at	cat	fat	chat
it	hit	sit	spit
an	can	man	plan
in	pin	tin	thin
ap	tap	cap	chap
ip	sip	hip	trip
ot	hot	not	spot
op	top	hop	stop
ug	hug	rug	plug
aw	saw	jaw	claw
ill	bill	will	still
ell	bell	well	shell
ing	ring	sing	thing
ack	pack	sack	black
ick	sick	pick	click
ock	sock	rock	clock
ank	bank	tank	thank
unk	sunk	bunk	clunk
est	west	best	chest
ump	jump	lump	clump
uck	duck	luck	truck

FLASHCARDS

Flashcards used in teaching sessions were typed on coloured card approximately 4 cm. by 8 cm. and laminated.
Words included were:

cat, hat, sat, mat, fat, that.

man, pan, van, tan, can, plan.

tin, win, thin, pin, spin, bin.

hit, sit, pit, lit, spit, fit.

hot, cot, not, pot, spot, dot
.
tap, map, clap, nap, cap, trap.

sip, tip, pip, dip, trip, ship.

top, pop, stop, hop, mop, plop.

rug, bug, mug, dug, hug, plug.

day, may, stay, play, hay, pay
.
saw, raw, draw, claw, jaw, law.

will, pill, still, bill, jill, kill.

bell, tell, sell, smell, fell well.

ring, sing, king, wing thing, sting.

back, jack, tack, pack, rack, track.

APPENDIX 2

TESTS USED IN THE STUDY

- Child Screening Test for Phonological Awareness
- Match the Rime activity
- Analogy Test for Dependable Rimes
- Word Test for Dependable Rimes

APPENDIX 3

TEST RESULTS

STUDENT A
- Child Screening for Phonological Awareness
- Match the Rime Activity
- Pre-tests and Post-tests for Prose reading and running records
- Pre-tests and Post-tests – Analogy Test
- Pre-tests and Post-tests – Word Test

STUDENT B
- Child Screening for Phonological Awareness
- Match the Rime Activity
- Pre-tests and Post-tests for Prose reading and running records
- Pre-tests and Post-tests – Analogy Test
- Pre-tests and Post-tests – Word Test