

Teaching grade 2 students with oral language difficulties use of verb tense in sentences using visual prompts will enhance oral language skills and reading comprehension at the sentence level.

### **Abstract:**

Many students in junior levels may present with poor oral language skills. They may have difficulties constructing or comprehending sentences. These students are also often presenting with literacy difficulties.

Oral language is considered to be the foundation for literacy learning and learning in the classroom. A growing body of research is suggesting that oral language skills other than phonological awareness play an important role in reading comprehension. In this study I hypothesise that teaching grade 2 students with oral language difficulties use of verb tense in sentences using visual prompts will enhance oral language skills and reading comprehension at the sentence level.

This study involved eight grade 2 students considered at risk in the area of oral language by the school. Following pre testing four students were allocated to an intervention group where visual prompts were used to teach verb tense and four students were allocated to a control group where a traditional approach to teaching verb tense was utilised. There were 2 males and 2 females in each group. Ten intervention sessions took place, 30 minutes each within the literacy block time.

The results indicated that explicit teaching of verb tense using visual prompts and traditional approaches enhanced oral language skills and reading comprehension.

### **Introduction:**

Many students in junior levels may present with poor oral language skills. They may have difficulties constructing sentences with correct structure using appropriate tense, difficulties comprehending sentences: they may be unable to distinguish when meaning has changed due to errors or unable to identify key information in a sentence, or present with difficulties following instructions within the classroom. These students are also quite often presenting with literacy difficulties.

#### *Related research that has been done :*

Effective oral language skills are thought to be the building blocks on which subsequent literacy and numeracy skills are based. Without solid foundations in language and communication skills, children run the risk of school failure, low self esteem and poor social skills. (Hartshorne, 2006) The development of literacy has been closely linked to the development of oral language, with written language competence building on and utilising children's oral language competence (Catts, 1993).

Studies have considered the links between the oral language skill of phonological awareness and reading but oral language influences reading development much more broadly than just isolated skills such as phonological awareness and vocabulary knowledge. (NICHD Early Childhood Research Centre, 2005) Many current theories on reading development highlight the importance of phonological awareness as a pre-requisite for reading (Byrne, Fielding-Barnsley & Ashley, 2000) but there has not been extensive research into the contribution of broader language issues such as receptive and expressive vocabulary and syntax. Research is emerging highlighting the importance of other aspects of oral language such as vocabulary and listening comprehension for reading comprehension. (Nation and Snowling, 2004) Further research has suggested that a variety of oral language skills during the pre-school period have been shown to contribute to a child's reading ability, including semantic (word knowledge, expressive and receptive vocabulary), syntactic (knowledge of word order and grammatical rules) and conceptual knowledge. (Storch and Whitehurst, 2002)

One of the traditional ways that we, as speech pathologists, have approached developing expressive language is to explicitly teach various grammatical rules through explaining the rule, modelling, practising and generalising. A slightly different approach where the focus is on the functional level is a strategy based on Alyson Bryan's colourful semantics. This is a strategy where coloured visual prompts are used to show the structure of sentence ie who (subject), what doing (verb) and what (object). Within this approach the grammatical rules are not explicitly taught, but are modelled. There is also a receptive component to this strategy focusing on being able to identify the key words within the sentence and thus gain more meaning. (Bryan, 1997)

A pilot study conducted by Ebbels and van der Lely(2001) investigating the use of meta-syntactic therapy using visual coding indicated improvements with both comprehension and production of language in children with severe specific language impairments, capitalising on their visual strengths.

The importance of syntactic awareness was highlighted within a recent study in which problems in reading fluency and comprehension were linked to difficulties in syntactic awareness. This study indicated that lower levels of syntactic awareness correspond to poor reading fluency and poor comprehension among these readers. (Mokhtari, 2006)

It was decided that two approaches were to be investigated in this research project: the control group would be explicitly taught verb tense based on a traditional therapy approach. The intervention group would be taught verb tense using coloured visual prompts and modelling of particular types of sentences (present, past and future).

There were a number of purposes of this research study including:

- comparing the gains made between the two approaches and whether one was more effective
- does explicitly focusing on oral language directly affect reading comprehension
- can this information from this research study further enhance the CEO speech pathology service and support to schools in the area of oral language.

## Method

### Design:

This study uses a case study OXO design in which gain in oral language skills and reading comprehension following explicit teaching of verb tense using visual prompts is monitored for grade 2 students who have been identified at risk in the area of oral language. The study compares 2 groups of students: a control group (where there is explicit teaching of verb tense) and a teaching group (where the teaching of verb tense occurs through the use of visual prompts).

### Participants:

The participants were 8 grade 2 students who had a history of being considered at risk in oral language. This was identified at the school level. These students may have been on funding for severe language disorder, receiving support from the CEO speech pathologist or had performed poorly on the ROL in school testing. The student information is presented in Table 1.

Student	Sex	Teaching/control	Age (in months)	ESL	Reading Recovery	ROL	Text Level	SLD	CEO SP	NV: AVE/BEL
A1	M	c	85	n	n	24	8	n	y	BEL
B1	M	c	87	y	y	16	14	n	n	BEL
C1	F	c	89	y	n	25	16	n	n	AVE
D1	F	c	89	y	y	13	9	n	y	AVE
A2	M	t	88	n	n	11	28	n	y	AVE
B2	M	t	86	y	n	29	14	n	y	AVE
C2	F	t	87	y	n	23	28	n	n	AVE
D2	F	t	85	y	y	13	16	y	y	AVE

**Table 1: Student information**

### Materials:

Materials used include the following

Pre/post testing materials:

- Oral language assessment tasks including the Renfrew Action Picture Test and the Sentence Structure subtest from the CELF-4.
- Non-verbal subtest from the KBIT 2
- Reading comprehension task: matching written sentence to picture.

Intervention materials:

- Stimulus pictures to elicit present tense, past tense and future tense
- Sentence reading tasks
- Colourful Semantics cue cards

### Procedure:

In pre-testing for this study, students were assessed with a battery of tests: RAPT (Renfrew Action Picture Test), Sentence Structure subtest of the CELF 4, Non-verbal section of the KBIT 2 and a reading comprehension task. The pre-testing took place individually in a room adjacent to the classroom. Following the pre-testing, students were matched and allocated to the control group or the teaching group.

The control procedure was based on the Catholic Education Office Speech Pathology Simple Grammar Programs: is/are ing, regular past tense and future tense. The teaching procedure followed a similar teaching path but instead of explicitly focusing on tense, introduced the use of coloured cue cards (colourful semantics) which showed the structure of a sentence: who, what doing and what (subject, verb, object). Although these students were not explicitly taught tense, the stimulus pictures used elicited is/are ing, past tense and future tense sentences. With both groups each of the tenses were targeted for 2-3 sessions each. Over these sessions the rule was introduced and modelled and students were given an opportunity to practise the rule. Each session began by reviewing what was done the previous session. The majority of the sessions were completed with an oral language focus. Students were given a matching reading task after 2 sessions on a rule. See appendix 1 for the full teaching procedures for the control and teaching group. At the end of each session students reflected on what was learnt in the session and when this could help them in the classroom.

Students in each of the groups were withdrawn from the literacy block for 30 minute sessions. The ten sessions were held over 13 school days (there was a public holiday and school closure day within this time). The teaching sessions were carried out by the CEO speech pathologist who serviced the school. Following the teaching sessions, all students were assessed again using the same materials and procedure used during pre-testing (except for the administration of the non-verbal subtest of the KBIT 2).

## Results

### Observations of the group

Results indicate support for the hypothesis that teaching grade 2 students with poor oral language skills verb tense does enhance oral language skills and has some impact on reading comprehension. The average scores in all of the tests administered increased at post testing. The comprehension scores of all the students in both the control group and the intervention group increased in at least one of the tests (listening comprehension or reading comprehension). All of the students maintained (if they were already at high levels) or improved in their reading comprehension score.

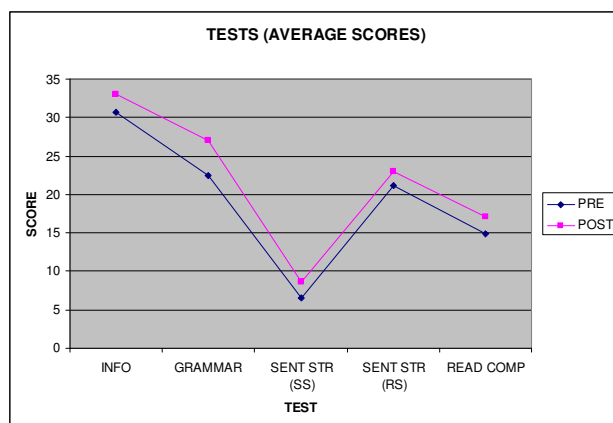


Figure 1: Average scores

Gains made by the intervention group were greater in 3 of the 4 areas assessed. The control group made greater gains in reading comprehension.

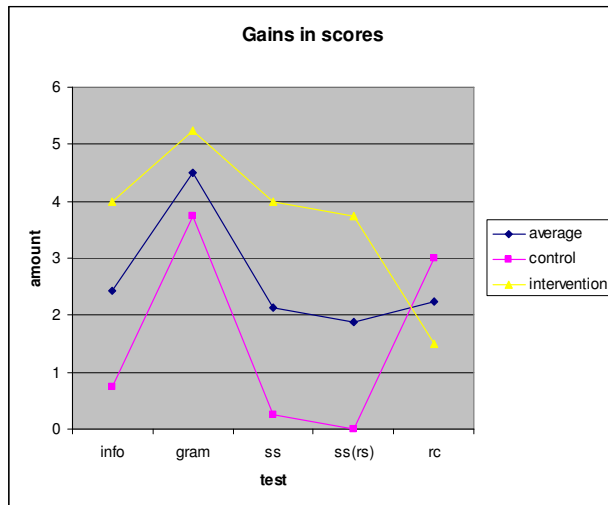


Figure 2: Gains in scores

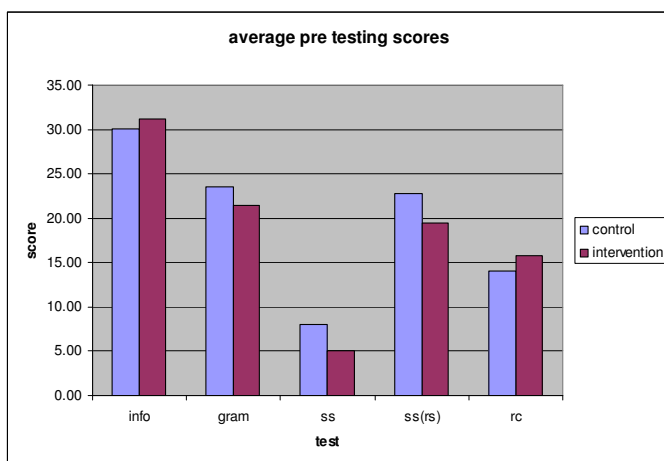


Figure 3: Average pre testing

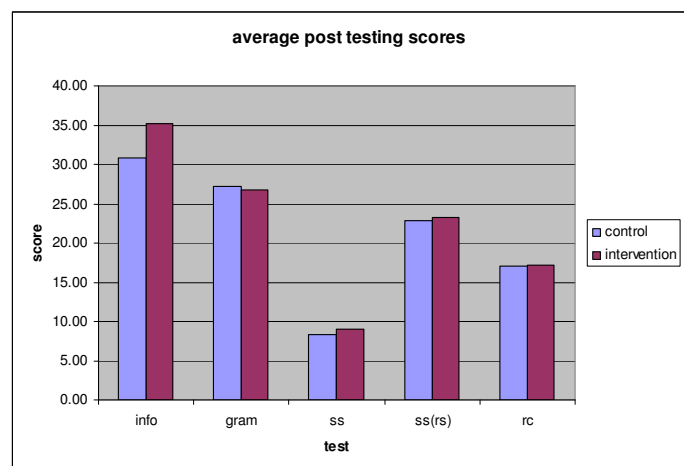


Figure 4: Average post-testing

The pre-testing results suggest that the control group began at a higher level than the intervention group in the grammar and sentence structure scores. The intervention group scored higher on the information and the reading comprehension. Following the intervention, the post testing indicates that the two groups were now performing at similar levels across nearly all the areas. The area the intervention group performed better in was the information score on the RAPT. This could be linked to a focus on not only the structure of a sentence but also the content (with the coloured cue cards).

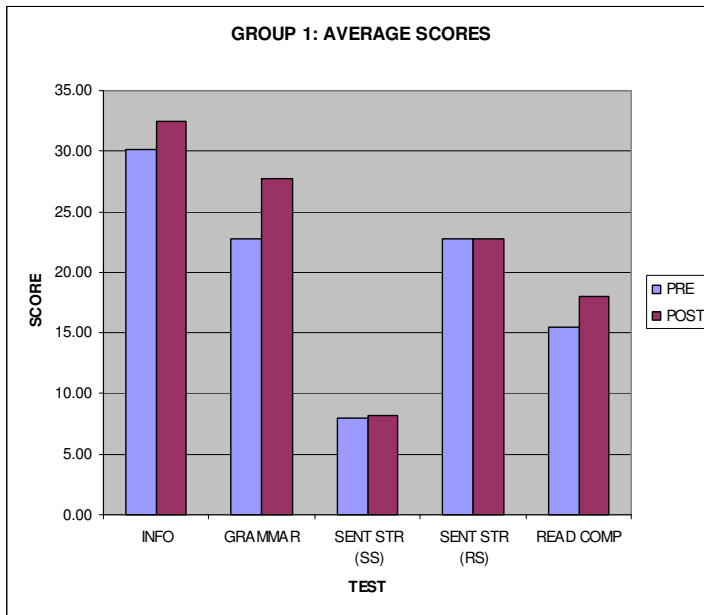


Figure 5: Control Average Scores

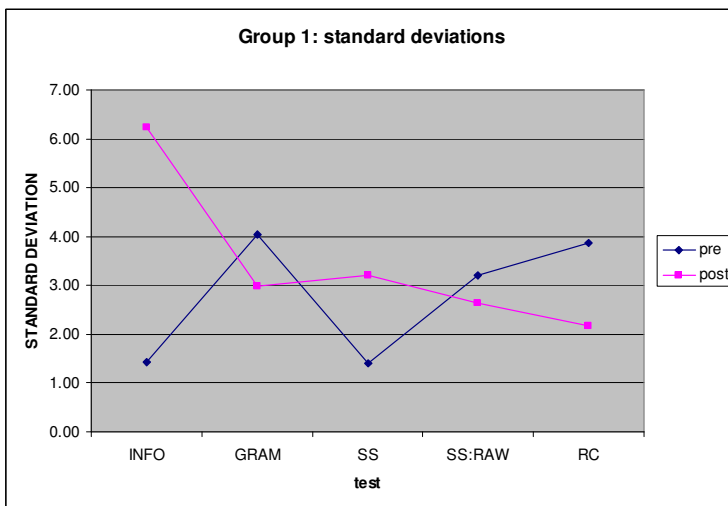


Figure 6: Control Standard Deviation

In the control group, the average score of the students improved in all areas. This suggests that the explicit teaching of verb tense enhances oral language skills and impacts on reading comprehension. In the amount of information included in sentences the average improved, however the standard deviation of the group also widened suggesting that some students made more significant gains than others so there may be some members of this group who were further from the mean. The standard deviation of the grammar, sentence structure and reading comprehension scores all decreased in value indicating all students were performing at a closer range to each other in these areas.

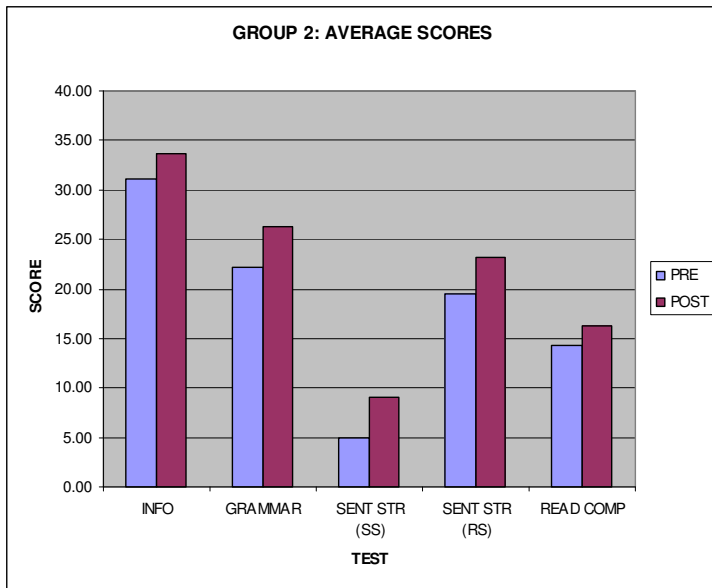


Figure 7: Intervention average scores

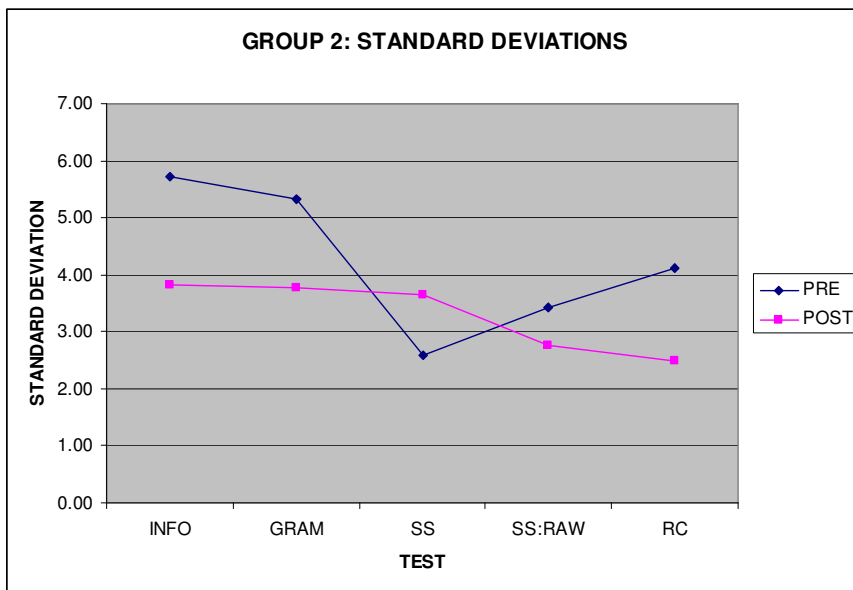


Figure 8: Intervention standard deviation

In the intervention group, the average score of the students improved in all areas. This suggests that the use of coloured visual prompts can enhance oral language skills and impact on reading comprehension. In the sentence structure subtest (standard scores) the average increased, however the standard deviation of the group also widened suggesting that some students made more significant gains than others. The standard deviation of the information, grammar and reading comprehension scores all decreased in value indicating all students were performing at a closer range to each other. It could be surmised that the focus on the key words within the sentence assisted students to provide further information when answering questions about pictures and assisted in the comprehension of oral sentences.

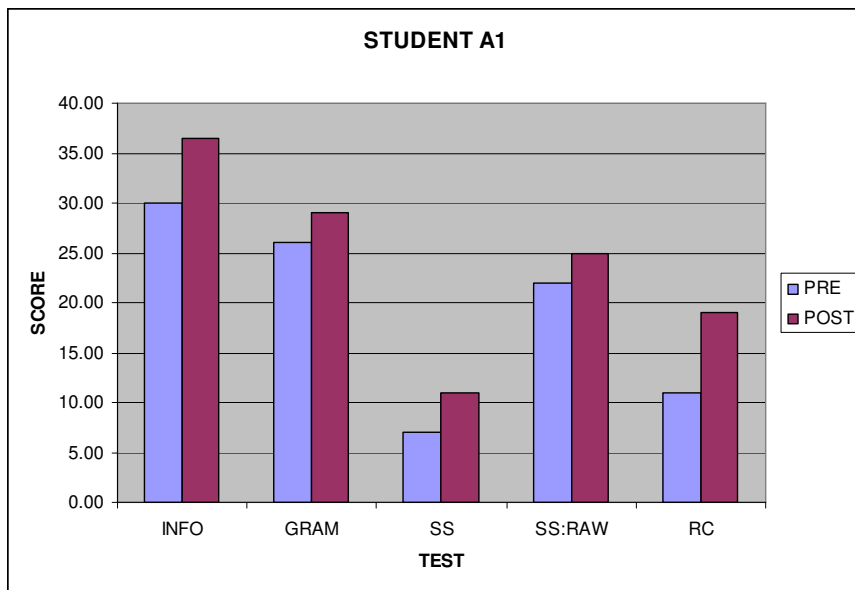


Figure 9 : Student A1 (control)

Student A1 demonstrated improvement in all areas. He scored 100% on each of the review sentences in the review sessions throughout the intervention which showed with explicit teaching and modelling he responded well. He gained greater than the average in information, sentence structure and reading comprehension. The reading task completed in session 9 showed he was able to accurately identify correct sentence structure. The task in session 10 indicated he was yet to consistently (60%) be able to read a sentence and indicate when something was occurring without picture cues. It was noted that he was able to decode the text a lot more easily in the post testing which may have assisted his comprehension.

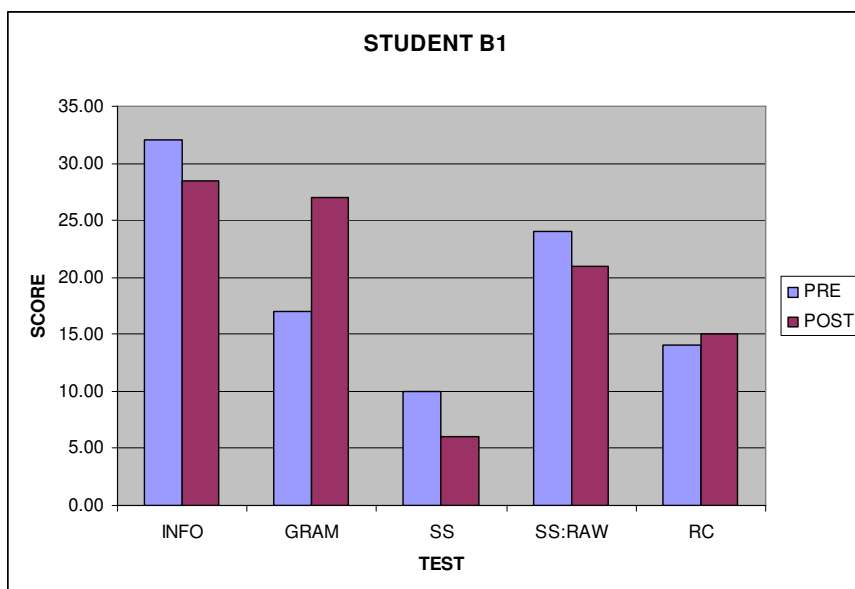


Figure 10 : Student B1 (control)

Student B1 demonstrated a mixture of results. He performed well during the sessions, scoring 100% on each of the review sessions throughout the intervention. The information score in the post testing decreased however the grammar score improved greater than the average. This could be due to when he was answering questions he may have been going off the topic of the picture but still maintained correct use of grammar. This shows that the explicit teaching of the verb tense assisted him but



further development may be needed on maintaining topics and answering questions. His post test score on sentence structure also decreased. The reading task completed in session 9 showed he was able to accurately identify correct sentence structure (80%). The task in session 10 indicated he was consistently (100%) able to read a sentence and indicate when something was occurring without picture cues. Student B1 was absent for session 4.

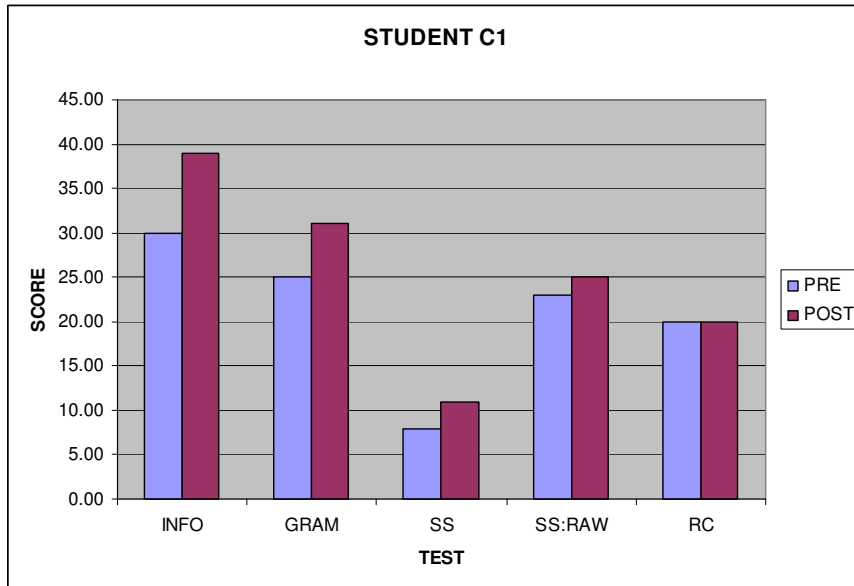


Figure 11 : Student C1 (control)

Student C1 demonstrated greater than average gains in all areas. She performed extremely well during all teaching sessions and was clearly able to articulate what was learnt each lesson. She scored 100% on the review sentences throughout the intervention. The reading task completed in session 9 showed she was able to accurately identify correct sentence structure. The task in session 10 indicated she was able to indicate when something was occurring without picture cues. It should be noted that Student C1 has an ESL background. Her improvement with explicit teaching is indicating that her initial difficulties are likely to be due to her language background and lack of English language experience rather than a language problem.

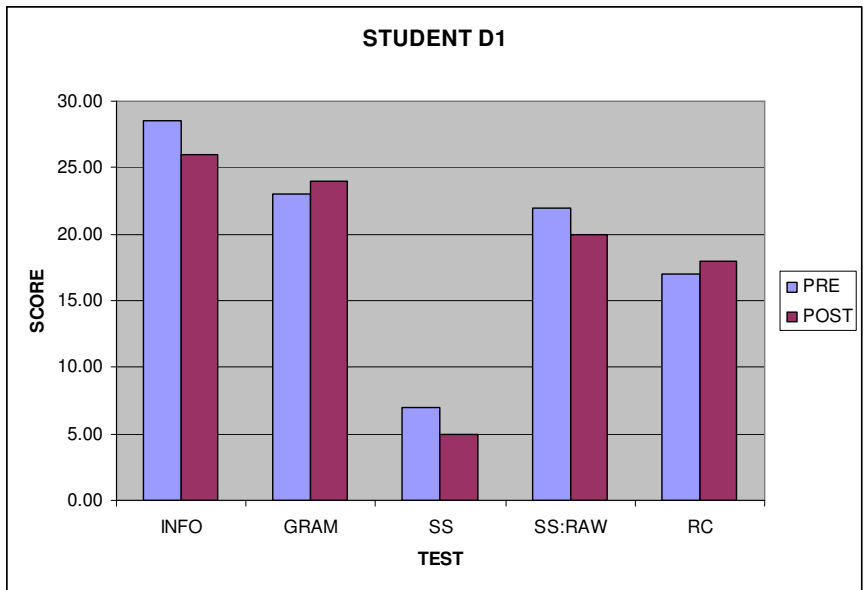


Figure 12 : Student D1

Student D1 demonstrated a mixture of results. She scored 50% correct on the first review session but subsequently scored 100% on the remainder. The information score in the post testing decreased however the grammar score improved. This could be due to when she was answering questions she consistently went off the topic of the picture but still maintained correct use of grammar. This shows that the explicit teaching of the verb tense assisted her but further development may be needed on maintaining topics and answering questions. The reading task completed in session 9 showed she had difficulty accurately identifying correct sentence structure (50%). The task in session 10 indicated she was yet to consistently (20%) able to indicate when something was occurring without picture cues. Her post test score on sentence structure also decreased. It should be noted that Student D1 has a history of attention difficulties and this may have impacted upon her results, particularly when she was required to work independently. She appeared to respond well when questioned orally but had more difficulty when she was required to work independently.

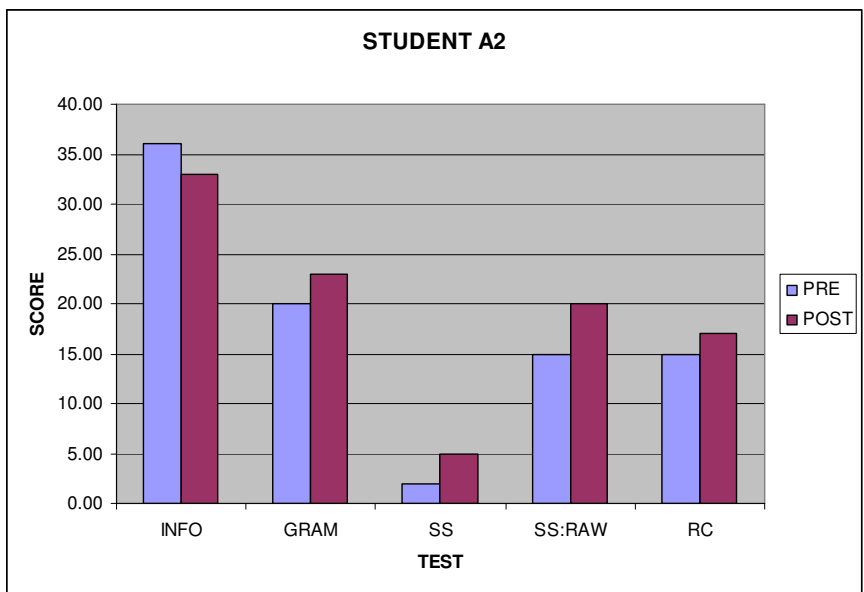


Figure 13 : Student A2

Student A2 demonstrated a mixture of results. He performed well on the review sessions throughout the intervention scoring 100% on each. The information score in the post testing decreased however the remainder of the scores improved. This could be due to when he was answering questions he may have been going off the topic of the picture but still maintaining correct use of grammar. This shows that further development may be needed on maintaining topics and answering questions. The reading task completed in session 9 showed he was able to accurately identify correct sentence structure (90%). The task in session 10 indicated he was only able to read a sentence and indicate when something was occurring 30% of the time. He was only able to correctly identify who, what doing and what 20% of the time. This may show that using the coloured cue card strategy was not as beneficial for this student as his visual skills were not strong. Further investigation would be required to confirm this as he appeared to use it well during the sessions but not when he had to do so independently.

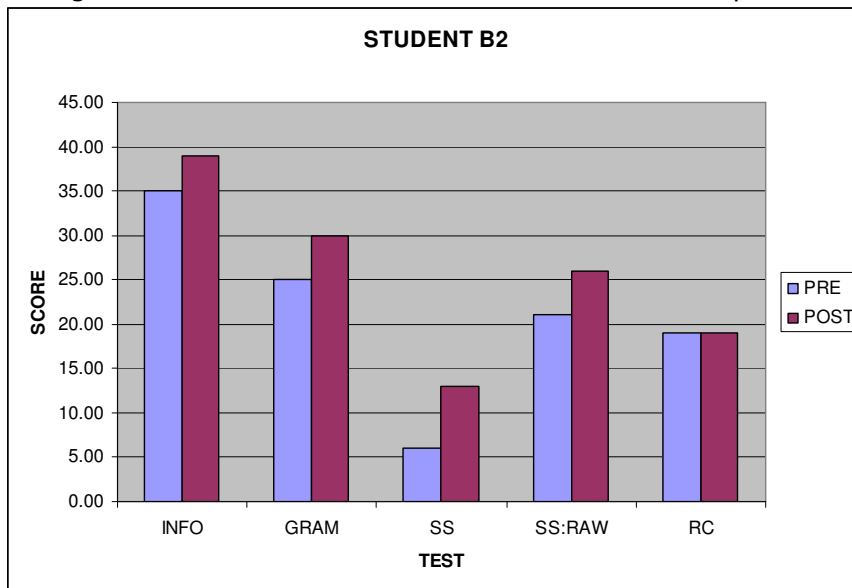


Figure 14: Student B2

Student B2 demonstrated gains in all oral language areas and maintained the same level of reading comprehension. He performed well on all the review tasks throughout the intervention scoring 100% on each. The reading task completed in session 9 showed he was able to accurately identify correct sentence structure 80% of the time. The task in session 10 indicated he was able to read a sentence and indicate when something was occurring 70% of the time. He was able to consistently correctly identify who, what doing and what 100% of the time.

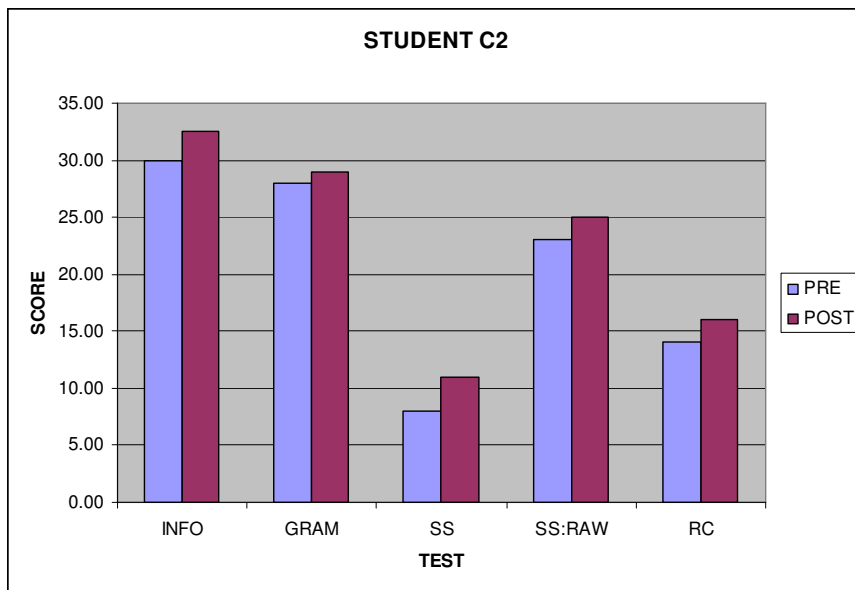


Figure 15 : Student C2

Student C2 demonstrated gains in all areas. She performed well in the review sessions scoring 100% at each review. She presented as a confident member of the group. These gains were generally around the average which was achieved for the two groups although there was only minimal gain in the grammar score. The reading task completed in session 9 showed she was able to accurately identify correct sentence structure 100% of the time. The task in session 10 indicated she was able to read a sentence and indicate when something was occurring 70% of the time. She was able to correctly identify who, what doing and what 70% of the time.

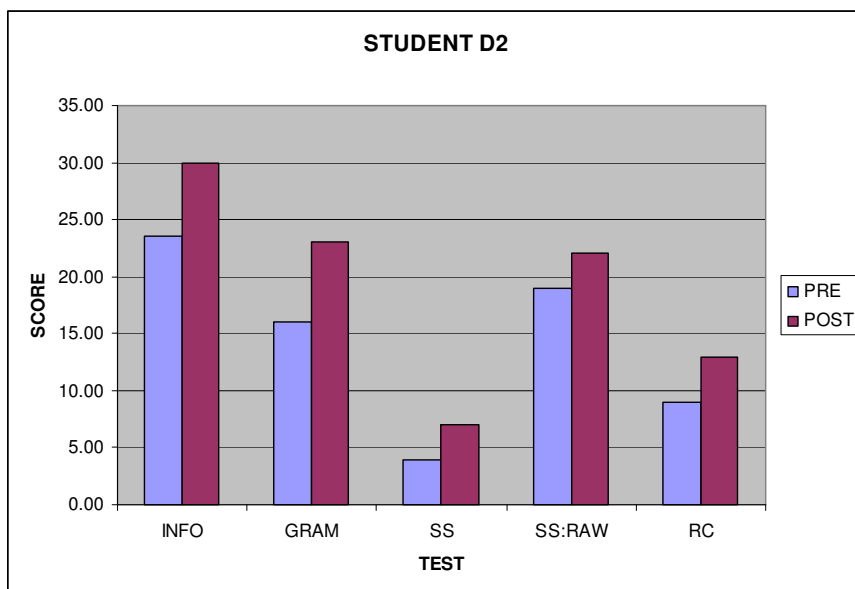


Figure 16 : Student D2

Student D2 was initially not a confident participant in the group, often waiting for others to respond before she made a contribution. As the sessions continued she gained in confidence and was initiating responses. Post testing indicated that she made greater than average gains in all the areas assessed. It must be noted that this student has been diagnosed with a severe language disorder and receives support at the school level. She was a student that scored 50% at each of the review sessions. The reading task completed in session 9 showed she was able to accurately identify correct sentence

structure (70%). The task in session 10 indicated she was emerging in her ability (70%) able to indicate when something was occurring without picture cues. She was able to correctly identify who, what doing and what 60% of the time. Student D2 was absent for session 4.

## **Discussion**

In considering the results of this study, there is evidence to support the prediction that explicitly teaching verb tense through visual prompts enhances oral language skills. There was not sufficient evidence to suggest that this was more effective than the traditional approach to teaching grammar although the intervention group did make greater gains. However, further analysis would be required to consider whether this was statistically significant. There were also gains in reading comprehension but it would be difficult to ascertain this was a direct result of the oral language teaching and a true gain in reading comprehension. Based on the results of this study, it can perhaps be suggested that trends support this prediction but further investigation is warranted. This may include using a larger sample of students. This study was replicated with two other clinicians and collating of this data may provide further evidence to support the hypothesis. This was unable to occur at this point time due to time constraints.

A potential issue with the design of this study was with the tests that were used to measure gains. Were these tests sensitive enough to measure change? The reading comprehension test used was developed by the investigators and used examples with either syntactic errors or semantic errors. It was not based on any normative sample and did not take into account the decoding ability of the student. Students could have easily have been guessing the correct answers. It may have been beneficial to look at students reading level using a standardised assessment such as the Neale Analysis for Reading. This could have given a more comprehensive assessment of student's reading abilities beyond the sentence level. Other potential issues may include a test-retest validity issue with both the RAPT and the Sentence structure subtest as they occurred within 2 weeks of each other: a practice effect may have taken place. There were also a number of variables which may have contributed to the results. What were the students focusing on in the classroom literacy block? Was this having an effect on the results?

The results of this study do concur with Ebbels and van der Lely (2001) in that oral language gains were made with the intervention group with those students with visual strengths and the gains were not as great with the student that had weaker visual skills. Further investigation is required for conclusive evidence as only one student in the intervention group had below average visual skills.

The results of this study highlight the potential value in explicitly focussing on oral language. Regular, explicit teaching of oral language can make a difference. I believe that any approach to teaching oral language should involve explicit teaching of targets, using a variety of modalities ie visual, tactile, kinaesthetic and auditory. The value in students talking about what they have learnt was also beneficial to both the student and teacher as it highlighted what they understood and what they didn't understand. This should be encouraged in all activities.

It also highlighted the gains the ESL learners make with explicit language teaching. This sort of dynamic assessment (testing-teaching-testing) can differentiate those students who make gains easily (generally ESL learners) compared to those who perhaps need a lot more teaching and practise to master a skill. This is an area where further investigation is required.

Hall (1997)(cited in Kirkland and Patterson, 2005) found that oral language emerges when the following conditions are present: a) children are the major constructors of language; b) parents, teachers and caregivers serve as facilitators, not transmitters, of language development; c) language is embedded in the context of the daily life of the child; d) children construct language in their pursuit of meaning and comprehension related to their world and print; e) the conditions for developing language are identical to those for learning about the world; f) social interaction is foundational to language development; g) children understand the functions of language as they use it to clarify information about themselves and others; and h) language is learned in a child initiated, holistic manner.

These conditions can be present in all classrooms. Classrooms that implicitly and explicitly teach children about language and its function through the environment, connections to literature, developmentally appropriate oral language activities, and engaging curriculum will further enhance the oral language and learning of our students. *Developing Oral Language in Primary Classrooms* (Kirkland and Patterson, 2005) suggests a number of ways to support this. The Catholic Education Office Melbourne project in promoting an oral language curriculum further highlights the importance of oral language in our classrooms. The explicit teaching of oral language is even more important for those students who are considered at risk with oral language.

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- *CEO Simple Grammar Home Programs: is/are ing, regular past tense, future tense*

### Testing Materials:

- Gustasson, M (1991) *Fold a book – Individual story books for language development*, Communication Skill Builders
- Kaufman A and Kaufman, N. (2006) *Kaufman Brief Intelligence Test, 2nd Edition (KBIT 2)*, ACER
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## Appendices

# CONTROL GROUP

### **SESSION 1 – Teaching *is –ing* rule**

- (1) SP Introduces/models the rule: *is – ing*  
When we talk about something a person is doing now or today we put *is* before the action word/verb and add *–ing* to the action word.

Example using picture: The boy *is reading* a book.

- (2) Matching activity:  
Using pictures, the SP produces a sentence and the student has to identify the picture the SP is discussing. The student then produces the same sentence.

e.g. The girl *is feeding* the fish.  
Can you find the picture I am talking about?  
So, tell me *what is the girl doing?*

- (3) Practise activity:  
Each student must produce 1 sentence demonstrating *is –ing* structure. SP cues with “*What is \_\_\_\_\_ doing?*”  
Record responses on **Session 1 : Record Sheet**.

- Group reviews *is –ing* rule using a picture.
- Each child verbalises what they learnt and when they will use it.  
Record responses on **Session 1 : What Learnt?**

### **SESSION 2 – Review *is-ing* + Teach *are-ing***

- (1) Review rule from previous session (*is -ing*) using picture stimulus.  
e.g. The boy *is reading* a book.

- (2) SP introduces/model the rule: *are –ing*  
We have learnt then when we talk about someone doing something now we say *is* and add *–ing* at the end of our action word.

Today we are also going to talk about two or more people doing things. When we do this, we say *are* instead and add *-ing* at the end of our action word.

Example using picture: The two girls *are drinking*.

- (3) Matching activity:



Using pictures, the SP produces a sentence and the student has to identify the picture the SP is discussing. The student then produces the same sentence.

e.g. The boys are washing the car.  
Can you find the picture I am talking about?  
So, tell me *what are the boys doing?*

(4) Practise activity:

Each student must produce 1 sentence demonstrating *are –ing* structure. SP cues with “*What are \_\_\_\_\_ doing?*”

Record responses on **Session 2 : Record Sheet.**

- Group reviews *is/are –ing* rule using a pictures.
- Each child verbalises what they learnt and when they will use it.  
Record responses on **Session 2 : What Learnt?**

### **SESSION 3 – Review *is/are –ing* structures**

(1) Review rules from previous sessions ( *is/are -ing*) using picture stimulus; each student produces oral sentences for picture stimulus.

(2) Match activity: Students match the correct written sentence to the picture.  
Complete model with group.

Use **Session 3: Matching Activity.**

Record on **Record Sheet 3: Match written to picture.**

Student completes two pictures/sentences.

Student to verbalise response.

(3) Board game activity: pick up picture card and produce sentence using *is/are -ing*

Record on **Session 3: Record Sheet (board game).**

- Group reviews *is/are-ing* structure.
- Each child verbalises what they learnt **Session 3: What Learnt?**

### **SESSION 4 – Teaching *–ed* rule (verbs ending with /t/)**

(1) SP Introduces/models the rule: *ed*

Past tense is used when we talk about something that has already happened or has finished (e.g. talking about the past, yesterday). We add an *–ed* at the end of our action word to show we are talking about the past.

These pictures make the /t/ sound when we add *–ed*.

Example using pictures: He walked to the park.

(2) Matching activity:

Using pictures, the SP produces a sentence and the student has to identify the picture the SP is discussing. The student then produces the same sentence.

e.g. The girl baked a cake.  
Can you find the picture I am talking about?  
So, tell me *what did the girl do?*

(3) Practise activity:

Each student must produce 1 sentence demonstrating *-ed* structure. SP cues with “*What did \_\_\_\_\_ do?*”

Record responses on **Session 4 : Record Sheet /t/**.

- Group reviews *-ed* rule using a picture.
- Each child verbalises what they learnt and when they will use it.  
Record responses on **Session 4 : What Learnt?**

### **SESSION 5 – Teaching *-ed* rule (verbs ending with /d/, /ed/)**

(1) Review rule from previous session (*-ed – /t/ ending*) using picture stimulus.

(2) SP Introduces/models the rule: *-ed*

Past tense is used when we talk about something that has already happened or has finished (e.g. talking about the past, yesterday). We add an *-ed* at the end of our action word to show we are talking about the past.

These pictures make the /d/ sound when we add *-ed*.

Example using pictures: I dialled the phone.

#### **Practise activity 1:**

e.g. The girl climbed the mountain.

So, tell me *what did the girl do?*

Each student must produce 1 sentence demonstrating *-ed* structure. SP cues with “*What did \_\_\_\_\_ do?*”

Record responses on **Session 5: Record Sheet /d/**.

(3) SP Introduces/models the rule: *ed*

Past tense is used when we talk about something that has already happened or has finished (e.g. talking about the past, yesterday). We add an *-ed* at the end of our action word to show we are talking about the past.

These pictures make the /ed/ sound when we add *-ed*.

Example using pictures: The boy decided to eat chocolate cake.

#### **Practise activity 2:**

e.g. The boy hunted for socks.

So, tell me *what did the boy do?*

Each student must produce 1 sentence demonstrating *-ed* structure. SP cues with “*What did \_\_\_\_\_ do?*”

Record responses on **Session 5: Record Sheet /ed/**.

- Group reviews *-ed* rule using a picture.
- Each child verbalises what they learnt and when they will use it.  
Record responses on **Session 5 : What Learnt?**

### **SESSION 6 – Review *-ed* rule**

(1) Review rule from previous session (*-ed*) using picture stimulus.

(2) Match activity: Students match the correct written sentence to the picture. Complete model with group. Use **Session 6: Matching Activity**. Record on **Record Sheet 6: Match written to picture**.

Student completes two pictures/sentences. Student to verbalise response.

(3) Board game activity: pick up picture card and produce sentence using regular past tense. Record on **Session 6: Record Sheet (board game)**.

- Group reviews regular past tense *-ed* rule using a picture.
- Each child verbalises what they learnt **Session 6: What Learnt?**

### **SESSION 7 – Teaching future tense**

(1) SP Introduces/models the rule : *will*

When we talk about something that has not happened yet or will happen in the future we add *will* before the action word.

Example using pictures:                      I will eat my dinner after the news.

(2) Matching activity:

Using pictures, the SP produces a sentence and the student has to identify the picture the SP is discussing. The student then produces the same sentence.

e.g. The girl *will* wash the dishes.

Can you find the picture I am talking about?

So, tell me *what will the girl do?*

(3) Practise activity:

Each student must produce 1 sentence demonstrating *will* structure. SP cues with "*What will \_\_\_\_\_ do?*"

Record responses on **Session 7 : Record Sheet**.

- Group reviews *will* rule using a picture.
- Each child verbalises what they learnt and when they will use it.  
Record responses on **Session 7 : What Learnt?**

### ***SESSION 8 – Review future tense will rule***

- (1) Review rule from previous session (will) using picture stimulus.
- (2) Match activity: Students match the correct written sentence to the picture. Complete model with group. Use **Session 8: Matching Activity**. Record on **Record Sheet 8: Match written to Picture**

Student completes two pictures/sentences. Student to verbalise response.

- (3) Board game activity: pick up picture card and produce sentence using future tense. Record on **Session 8: Record Sheet (board game)**.
- Group reviews future tense *will* rule using a picture.
  - Each child verbalises what they learnt **Session 8: What Learnt?**

### ***SESSION 9 – Review present, past & future tense (group examples: 2 of each)***

- (1) Super sentence fixer (complete example as a group)

Student picks a tense card and a picture card, clinician presents incorrect sentence and asks student “Does that sound right?”, student responds with correct sentence.

Each student to complete 2 examples.  
Record on **Session 9: Record Sheet**

- (2) Choose the correct sentence: Complete example as a group

Students presented with 2 written sentences (one correct, one incorrect).  
Need to read and identify correct response. Use **Session 9: Activity A**

Each student completes 10 sentences independently.  
Record on **Session 9: Record Sheet (Activity A)**  
Review sentences as a group.

- Each child verbalises what they learnt **Session 9: What Learnt?**

### ***SESSION 10 – Review present, past & future tense***

- (1) Group example: students presented with written sentences.

Student to read the sentence, identify who, what doing, what words in the sentence using colour coding (underline/circle words). Require **orange, yellow & green coloured pencils** for each student.

Students then to identify the tense of the sentence (today, yesterday, tomorrow).

Students to complete 10 sentences independently  
Record on **Session 10: Activity A**  
Review sentences as group.

- Each child verbalises what they learnt **Session 10: What Learnt?**

## INTERVENTION GROUP:

### Session 1. Teach 'WHO+WHAT DOING+WHAT'

\* using pictures to elicit present tense sentences (is/ing)

- Establish the colour link by explaining to student '*who*' words are orange and present orange '*who*' card (provided): Who words can be people or animals. Model examples
- Using pictures provided, encourage student to identify '*who*'. Remember to model responses if required, using strategies such as multiple choice e.g. '*Is it a boy or a girl?*'
- Establish the colour link by explaining to student '*what doing*' words are yellow. (present yellow '*what doing*' card.) : What doing words are the doing/action words. Model examples
- Using pictures provided, encourage student to identify the '*what doing*' word. Remember to model responses if required, using strategies such as multiple choice e.g. '*Is the boy jumping or skipping?*'
- Establish the colour link by explaining to student: 'what' words are green (present green '*what*' card). What words can be objects, people and animals. It usually comes after the what doing word.
- Using pictures provided, encourage student to identify the '*what*' word. Remember to model responses if required, using strategies such as multiple choice e.g. '*What is the boy riding: a car or a bike?*'

Place '*who*' (orange), '*what doing*' (yellow) and '*what*' (green) colour cue cards in front of student, in order.

b) Select a picture. Model 2 examples to the group explaining that the pictures we are doing have one person doing something now.

c) Prompt student as follows:

E.g. 1. Point to orange '*who*' card and ask 'Who is in the picture?' (*boy*)

2. Point to yellow '*what doing*' card and ask 'What is the boy doing?'

(reading)

3. Point to green '*what*' card and ask 'What is the boy reading?' (*book*)
  4. Ask 'What is the complete sentence?' (*The boy is reading a book.*)
- d) Each student to complete 1 picture using above procedure (board game): record response on sheet (session 1 record sheet)
- Group reviews who/what doing/what using a picture
  - Each child verbalizes what they learnt and when they'll use it (e.g who = orange, eg the boy, will use it when thinking about writing a sentence)  
(session 1 – what was learnt)

## Session 2. Teach 'WHO+WHAT DOING+WHAT'

\* using pictures to elicit present tense sentences (are/ing)

- Review who/what doing/what cue cards using is/ing pictures

Use one picture for group:

1. Point to orange '*who*' card and ask 'Who is in the picture?' (*boy*)
2. Point to yellow '*what doing*' card and ask 'What is the boy doing?'  
(*reading*)
3. Point to green '*what*' card and ask 'What is the boy reading?' (*book*)
4. Ask 'What is the complete sentence?' (*The boy is reading a book.*)

- Place 'who' (orange), 'what doing'(yellow) and 'what' (green) colour cue cards in front of student, in order.
- Select a picture. Model 2 examples to the group explaining that the pictures we are doing have more than one person doing something now.
- Prompt student as follows:

E.g. 1. Point to orange '*who*' card and ask 'Who is in the picture?' (*the boys*)

2. Point to yellow '*what doing*' card and ask 'What are the boys doing?'  
(*washing*)

3. Point to green '*what*' card and ask 'What are the boys washing?' (*car*)

4. Ask 'What is the complete sentence?' (*The boys are washing the car.*)

d) Each student to complete 1 picture using above procedure (board game): record response on sheet (session 2 record sheet)

- Group reviews who/what doing/what using a picture

- Each child verbalizes what they learnt and when they'll use it (e.g who = orange, eg the boy, will use it when thinking about writing a sentence) (session 2 – what was learnt)

### Session 3.

- Review who/what doing/what cue cards using is/are/ing pictures

Use two pictures for group:

1. Point to orange '*who*' card and ask 'Who is in the picture?' (*boy*)
    2. Point to yellow '*what doing*' card and ask 'What is the boy doing?' (*reading*)
      3. Point to green '*what*' card and ask 'What is the boy reading?' (*book*)
      4. Ask 'What is the complete sentence?' (*The boy is reading a book.*)
- E.g. 1. Point to orange '*who*' card and ask 'Who is in the picture?' (*the boys*)
2. Point to yellow '*what doing*' card and ask 'What are the boys doing?' (*washing*)
    3. Point to green '*what*' card and ask 'What are the boys washing?' (*car*)
    4. Ask 'What is the complete sentence?' (*The boys are washing the car.*)
- "Match" activity: students match the correct written sentence to the picture. Complete model with group.
  - Each student to complete 2 pictures/sentences. Student to verbalise response. (record sheet 3)
  - Board game activity : pick up picture card and produce sentence with is/are ing . Record responses (session 3 record sheet)
  - Group reviews who/what doing/what using a picture. Review when to use is and are (singular vs plural) Record
  - Each child verbalizes what they learnt and when they'll use it (e.g who = orange, eg the boy, will use it when thinking about writing a sentence)

## Session 4

\* using pictures to elicit regular past tense sentences (ed)

a) Place 'who' (orange), 'what doing'(yellow) and 'what' (green) colour cue cards in front of student, in order.

b) Select a picture. Model 2 examples to the group explaining that in the pictures we are doing something has already happened or has finished. In these pictures the what doing word makes the 't' sound at the end.

c) Prompt student as follows:

E.g. 1. Point to orange '*who*' card and ask 'Who is in the picture?' (girl)

2. Point to yellow '*what doing*' card and ask 'What did the girl already do?'  
(*baked*)

3. Point to green '*what*' card and ask 'What did the girl bake?' (*cake*)

4. Ask 'What is the complete sentence?' (*The girl baked a cake*)

d) Each student to complete 1 picture using above procedure (board game): record response on sheet (session 4 record sheet)

- Group reviews who/what doing/what using a picture
- Each child verbalizes what they learnt and when they'll use it

## Session 5

Review past tense (t examples): do example as a group.

a) Place 'who' (orange), 'what doing'(yellow) and 'what' (green) colour cue cards in front of student, in order.

b) Select a picture. Model 2 examples to the group explaining that in the pictures we are doing something has already happened or has finished. In these pictures the what doing word makes the 'd' sound at the end.

c) Prompt student as follows:

E.g. 1. Point to orange '*who*' card and ask 'Who is in the picture?' (girl)

2. Point to yellow '*what doing*' card and ask 'What did the girl already do?'  
(*climbed*)

3. Point to green '*what*' card and ask 'What did the girl climb?' (mountain)

4. Ask 'What is the complete sentence?' (*The girl climbed the mountain*)

d) Each student to complete 1 picture using above procedure (board game): record response on sheet. (session 5 record sheet – d)



e) Place 'who' (orange), 'what doing'(yellow) and 'what' (green) colour cue cards in front of student, in order.

f) Select a picture. Model 2 examples to the group explaining that in the pictures we are doing something has already happened or has finished. In these pictures the what doing word makes the 'ed' sound at the end.

g) Prompt student as follows:

E.g. 1. Point to orange '*who*' card and ask 'Who is in the picture?' (boyl)

2. Point to yellow '*what doing*' card and ask 'What did the boy already do?'  
(*hunted*)

3. Point to green '*what*' card and ask 'What did the boy hunt?' (socks)

4. Ask 'What is the complete sentence?' (*The boy hunted for socks*)

h) Each student to complete 1 picture using above procedure (board game): record response on sheet (session 5 record sheet)

- Group reviews who/what doing/what using a picture
- Each child verbalizes what they learnt and when they'll use it

## Session 6

- Review past tense (t, d and ed examples): do example as a group.
- "Match" activity: students match the correct written sentence to the picture. Complete model with group.
- Each student to complete 2 pictures/sentences. Student to verbalise response. (record response session 6)
- Board game activity : pick up picture card and produce sentence with regular past tense . Record responses
- Each child verbalizes what they learnt and when they'll use it (session 6 what was learnt)

## Session 7

\* using pictures to elicit future tense sentences

Place 'who' (orange), 'what doing'(yellow) and 'what' (green) colour cue cards in front of student, in order.

b) Select a picture. Model 2 examples to the group explaining that in the pictures we are doing something that hasn't happened yet or will happen in the future.

c) Prompt student as follows:

- E.g. 1. Point to orange '*who*' card and ask 'Who is in the picture?' (girl)
2. Point to yellow '*what doing*' card and ask 'What will the girl do?' (*wash*)
3. Point to green '*what*' card and ask 'What will she wash?' (*dishes*)
4. Ask 'What is the complete sentence?' (*The girl will wash the dishes*)

d) Each student to complete 2 pictures using above procedure (board game): record response on sheet

- Group reviews who/what doing/what using a picture
- Each child verbalizes what they learnt and when they'll use it

### **Session 8**

Review future tense: do example as a group. Each student to complete 2 examples.

- "Match" activity: students match the correct written sentence to the picture. Complete model with group.
- Each student to complete 2 pictures/sentences. Student to verbalise response. (session 8 record sheet)
- Board game activity : pick up picture card and produce sentence with future tense . Record responses (session 8 record sheet)
- Group reviews who/what doing/what using a picture
- Each child verbalizes what they learnt and when they'll use it (session 8 what was learnt)

### **Session 9**

Review present, past and future tense (group examples: 2 of each)

- Super sentence fixer (complete example as a group ): Student picks a tense card and a picture card, clinician presents incorrect sentence and asks student "Does that sound right?" , student responds with correct sentence. Each student to complete 2 examples. (session 9 activity A)

- Choose the correct sentence: Complete example as a group: Students presented with 2 written sentences (one correct, one incorrect). Need to read and identify correct response. Each student completes 10 sentences independently. (session 9 activity B)
- Review sentences as a group
- Each child verbalizes what they learnt and when they'll use it (session 9 what was learnt)

## Session 10

- Complete mixed activity (tense cards and pictures)
- Review who/what doing/ what and tenses through the following activity:  
Group example: students presented with written sentences. Student to read the sentence, identify who, what doing, what words in the sentence using colour coding (underline/circle words). Students then to identify the tense of the sentence (today, yesterday, tomorrow). Students to complete 10 sentences independently
- Review sentences as a group
- Each child verbalizes what they learnt and when they'll use it (session 10 what was learnt)

ID	RAPT: PRE	RAPT:POST	SENT STR(SS*):PRE	SENT STR(SS*):POST	KBIT	Read Comp: pre	Read Comp: post
A1	Info: 30 Gram: 26	Info: 36.5 Gram:29	22(7)	25(11)	81	11	19
A2	Info: 36 Gram:20	Info: 33 Gram:23	15 (2)	20( 5)	73	15	17
B1	Info: 32 Gram:17	Info: 28.5 Gram:27	24 (10)	21(6)	110	14	15
B2	Info: 35 Gram:25	Info: 39 Gram:30	21 (6)	26 (13)	112	19	19
C1	Info: 30 Gram:25	Info: 39 Gram:31	23 (8)	25 (11)	112	20	20
C2	Info: 30 Gram:28	Info: 32.5 Gram:29	23 (8)	25 (11)	112	14	16
D1	Info: 28.5 Gram:23	Info: 26 Gram:24	22 (7)	20 (5)	88	17	18
D2	Info: 23.5 Gram:16	Info: 30 Gram:23	19 (4)	22 (7)	Average (wisc4)	9	13

Table 2: Summary of scores: \*SS = standard score