

Teaching Prep readers to form connections between the letters and sounds of sight words through prose is associated with improving reading accuracy.

Abstract

Many readers have been taught to read sight words in isolation with the intention that this method will improve their reading accuracy. Educators have often considered this procedure unsuccessful because it relies on remembering distinct visual features. Instead, researchers have proven that readers should be taught to decode sight words found in prose. Studies have shown that this method of learning enables readers to transfer their knowledge to other sight words and improves their overall reading ability.

The prediction for this study is that teaching Prep readers to form connections between the letters and sounds of sight words through prose is associated with improving reading accuracy.

The study compared two groups of school children. The teaching group participants were explicitly taught to use their letter sound knowledge to decode unknown sight words found in prose. The teaching group was also taught how to form connections between the sight words they had learnt. The control group participants did not receive this explicit teaching and continued to participate in standard literacy lessons. The study's results did not support the prediction. It still created much questioning related to the implications for current teaching practice and future research including a possible successful length for this study.

Introduction

Many readers have been predominantly taught to read sight words in isolation using a phonic's approach or a rote learning approach such as 'look and say'. These approaches are considered limiting and do not permit readers to unlock a multitude of words in prose. As a consequence this affects many readers' overall reading ability (Greenup, 1992). This is a problem because unless readers have correct and sufficient explicit word recognition instruction, underachievers struggle to improve their reading ability. As a result, underachieving readers tend to read less, hindering skills such as word automaticity, fluency, reading rate, comprehension and vocabulary development, all required to improve reading accuracy (cited in Frantantoni, 1999).

Most readers commence school knowing that words are made up of different sounds, are aware of rhyming words and can determine the beginning sound of a word. Research identifies that underachieving readers who have difficulty with these skills have poor sound knowledge (Val Badham 2007 and McCarthy, 2008). Many underachievers cannot break words down into their sounds, nor put together a series of sounds to make a word. Such knowledge requires the recognition of a sound in any given position of a word. At times even the most common sight words cannot be easily decoded (Hill, 2006; Picker, 2006 and Val Badham 2007). As a consequence underachievers try to memorise individual whole sight words, which often leads to misplaced or omitted letters. These readers see each sight word in isolation and tend to misuse the patterns that exist in language and incorrectly pronounce these sight words (Hill, 2006 and Val Badham 2007).

Discussion surrounds the definition of the term 'sight word'. Some choose to refer to a sight word as a high frequency word or irregularly spelt word, however researchers state that this is not accurate. A sight word can include any word that is read sufficiently and read without hesitation from memory (Greenup, 1992; Ehri, 2005 and Burns, 2007).

In terms of letter sound correspondence, the English language is considered one of the most inconsistent languages in the world. Therefore, it is necessary to find the best method of

reading instruction (Hill, 2006 and Val Badham, 2007). Investigators report that readers learn best when letter sound, phonic and word recognition skills are taught in context, such as when found in prose. Teaching in context enables readers to make connections between letter names and sounds in isolation and in whole words. It has been proven that teaching in context contributes to readers reading prose at expected or above benchmark levels (van Bysterveldt, A. K., Gillon, G.T. and Moran, C., 2006 and Pressley, M., Mohan, L., Raphael, L. M., and Fingeret, L., 2007).

It is suggested that readers need to be taught basic letter sounds and also made aware that letters such as vowels can make more than one sound. This foundation enables readers to explore different word components assisting overall vocabulary development (Hill, 2006 and Val Badham, 2007). Teachers need to model how to break words apart and how to do so from left to right, so that it is clearly understood by readers (Clay, 2005). When a reader learns a sight word they look at the spelling, pronounce the word, distinguish the different sounds in the pronunciation and recognise how the letters correspond to the sounds in that word (Ehri, 2005 and Manyak, 2008). Such sound knowledge is about hearing and not seeing (Val Badham, 2007). The reader spends less time distracted by decoding sight words, only focussing on unknown words. A reader who obtains skills to accumulate sight words reads more rapidly and fluently, improving reading accuracy (cited in Frantantoni, 1999).

Reading sight words requires readers to choose procedures to optimise outcomes. Readers use procedures such as decoding, analogising and predicting to identify unknown words (Ehri, 2005). Such knowledge requires readers to be given opportunities to learn sight words while reading prose and not in isolation. To ensure success, the teacher must choose clear examples of the procedure to be used. Such an approach enables readers to recall their learning when encountering the word or similar words in future reading experiences (Clay, 2006).

Findings confirm that there are many ways to read and certain practices make prose reading most efficient. Once readers know words by sight and can recognise them automatically as they read, then word reading operates unconsciously improving overall reading accuracy. In contrast, other methods of reading sight words require conscious attention. When readers frequently attempt to decode sight words by analogising or predicting, their attention is shifted from the prose to word identification. As a consequence this interrupts their reading

ability and hinders their accuracy. The most effective reading method is when readers automatically read sight words from memory. Building a sight word bank is essential in achieving necessary prose reading skills (Ehri, 2005 and Van Norman & Wood, 2008). Evidence indicates that underachieving readers form fewer connections and maintain less of what they have been taught when taught sight words in isolation. The best practise is in the context of prose (van Bysterveldt et al., 2006). When sight words are taught in isolation, reports suggest that underachievers regularly learn the associated letter names and/or sounds, and use these to remember how to read these sight words. However, when attempting to transfer this knowledge to read these sight words in prose, underachievers often identify only some of the letter names and sounds, usually the beginning and final letter sounds as they are easier to detect. Readers reliant on this method regularly confuse similarly spelt sight words, making poor word predictions (Ehri, 2005).

Many studies indicate that underachievers have difficulty with sight word reading (Ehri, 2005). Studies suggest that underachievers have difficulty automatically mapping print and require more practise to achieve a standard level of sight word learning than their more capable peers (Ehri, 2005 and Van Norman & Wood, 2008). Fluent readers read accurately, at an appropriate rate and with correct expression. The inability to fluently decode prose at the word level is evidence of a severe reading problem. Statistics indicate that such inability can lead to readers struggling in other areas of the curriculum (Van Norman & Wood, 2008).

Results suggest that readers who have learning difficulties in kindergarten and their first year of schooling require explicit reading instruction to develop fluent decoding and word identification skills. For readers to acquire new skills, explicit instruction requires appropriate materials, a level of scaffolding, feedback, practice and review. Beginning reading instruction is more beneficial when the teacher delivers explicit instruction to a small group of readers at the same instructional level (Van Norman & Wood, 2008). Such effective teaching permits readers to practise new skills (Pressley, et.al, 2007).

An investigation conducted reports the importance of explicitly teaching readers to hear sounds, isolate sounds in words and differentiate between the sounds of given words (Picker, 2006 and cited in Frantantoni, 1999). For some, learning to differentiate sounds in sight words at the sound level can be challenging. Researchers confirm that using a kinaesthetic

approach to the auditory process scaffolds their learning so that readers may become more skilled at manipulating the sounds in sight words while reading (McCarthy, 2008).

A number of studies have also established the critical role of sound knowledge in the development of beginning reading (Manyak, 2008). Readers who acquire sufficient letter sound knowledge are able to learn sight words efficiently and remember them long term. Evidence from related studies identifies that when a familiar sight word is found in unseen prose, competent readers are able to recognise the pronunciation and meaning automatically without any attention or effort at sounding out letters. Studies have proven that readers in their initial year of schooling who are taught to read sight words effectively are able to read them from memory after a minimum of four practise trials. This supports that readers who possess a strong understanding of the letter sound system build a sight word vocabulary more easily, improving their reading accuracy (Ehri, 2005).

Further studies conducted on readers in their initial years of schooling identified that readers with limited letter sound knowledge learnt sight words by relying on distinct visual features, whereas readers with advanced letter sound knowledge learnt to use cues to aid their sight word learning. Research conducted on younger skilled readers and older less skilled readers found that the younger readers who had received explicit teacher instruction were able to identify sight words in prose at the same level as older less skilled readers (Ehri, 2005).

Supporting letter sound learning at the early reading stages is an important factor for readers at risk of developing reading difficulties (van Bysterveldt et al., 2006). Research proves that successful explicit teaching of reading, identifying sight words in prose using letter and sound skills assists underachievers (Pressley et al., 2007). Underachievers learn best when lessons are tailored to their needs (Clay, 2006). Studies verify that effective prevention can improve the reading skills of poor readers to average levels. Such prevention focuses on skills required in vocabulary development to improve reading accuracy (cited in Velasco & Zizak, 2001).

The present investigation aims to extend earlier research by examining how a reader can effectively use letter sound knowledge to learn new sight words located in prose, how this skill can be transferred to new similar words when reading and as a result will improve reading accuracy.

Prediction: Teaching Prep readers to form connections between the letters and sounds of sight words through prose is associated with improving reading accuracy.

Method

Design

The study uses a naturalistic design in the context of a ‘real’ classroom, in which a group of Prep readers are taught how to form connections between the letters and sounds of sight words through prose with the intention to improve their reading accuracy. Pre assessment data were collected, the intervention program was carried out which was followed by the collection of post assessment data at the completion of the study. The study compared two groups of readers. One group was involved in explicit teaching lessons, and the other group served as a control group and was not involved in the teaching lessons. The assessment results from the teaching and control groups were compared.

Participants

The participants used for this study were two groups of Prep readers from a metropolitan school. 20 participants in total were chosen from two separate Prep classes. The teaching group consisted of 10 participants all from one class. The control group consisted of 10 participants all from the other class.

All of the participants selected for this study had poor reading accuracy results, but higher letter identification results. Each participant’s gender, age, speech/auditory history, letter identification and reading text level pre-assessment are shown in Table 1.0. The Prep participants included of an even number of males and females from both classes. Participants were all age appropriate for Year Prep. No ESL participants were included in this study. There was a male participant in each group with a speech and/or auditory difficulty. The teaching group participants had a range of letter identification stanine scores. Four participants scored at stanine 2, two scored at stanine 3 and four scored at stanine 4. The control group also had a range of letter identification stanine scores. Four participants scored at stanine 2, three scored at stanine 3 and three scored at stanine 4. All the teaching group participants scored 0 on their reading text level pre assessment. Eight in the control group scored 0 on their reading text level pre assessment; two others one male and one female scored at reading text level 1 (refer to Table 1.0).

Table 1.0 Participant Data

| Participant | Group Teaching = 1 Control = 0 | Gender Male = 0 Female = 1 | Age in years / months | ESL No = 0 Yes = 1 | Speech Difficulty No = 0 Yes = 1 | Auditory Difficulty No = 0 Yes = 1 | Letter Id Pre-testing Stanine Scores | Reading Text Level Pre Test |
|--------------------|---|---------------------------------------|------------------------------|-------------------------------|---|---|---|------------------------------------|
| A | 1 | 0 | 5yrs 10mths | 0 | 0 | 0 | 3 | 0 |
| B | 1 | 0 | 5yrs 6mths | 0 | 0 | 0 | 2 | 0 |
| C | 1 | 0 | 5yrs 8mths | 0 | 0 | 0 | 2 | 0 |
| D | 1 | 0 | 6yrs 1mth | 0 | 1 | 1 | 2 | 0 |
| E | 1 | 0 | 5yrs 11mths | 0 | 0 | 0 | 3 | 0 |
| F | 1 | 1 | 5yrs 11mths | 0 | 0 | 0 | 4 | 0 |
| G | 1 | 1 | 5yrs 4mths | 0 | 0 | 0 | 4 | 0 |
| H | 1 | 1 | 6yrs | 0 | 0 | 0 | 2 | 0 |
| I | 1 | 1 | 5yrs 11mths | 0 | 0 | 0 | 4 | 0 |
| J | 1 | 1 | 5yrs 4mths | 0 | 0 | 0 | 4 | 0 |
| | | | | | | | | |
| K | 0 | 0 | 6yrs 1mth | 0 | 0 | 0 | 2 | 0 |
| L | 0 | 0 | 6yrs 2mths | 0 | 0 | 0 | 2 | 1 |
| M | 0 | 0 | 6yrs 2mths | 0 | 0 | 0 | 4 | 0 |
| N | 0 | 0 | 5yrs 4mths | 0 | 1 | 0 | 2 | 0 |
| O | 0 | 0 | 5yrs 10mths | 0 | 0 | 1 | 2 | 0 |
| P | 0 | 1 | 5yrs 4mths | 0 | 0 | 0 | 4 | 0 |
| Q | 0 | 1 | 5yrs 7mths | 0 | 0 | 0 | 4 | 0 |
| R | 0 | 1 | 5yrs 11mths | 0 | 0 | 0 | 3 | 1 |
| S | 0 | 1 | 5yrs 10ths | 0 | 0 | 0 | 3 | 0 |
| T | 0 | 1 | 5yrs 9mths | 0 | 0 | 0 | 3 | 0 |

Materials

Materials used in this study are as follows:

Pre and Post Assessment Materials

· *Alpha Assess text levelling kit*: The reading accuracy assessment followed standard procedures of unseen text levelling used in primary schools.

· *Letter Identification assessment*: The participants were assessed on their letter identification skills using the standard letter identification assessment. The highest possible raw score was 54. These were converted to stanines scores (refer to Appendix 1.0 - Table 2.0 Student Assessment Summary Data).

· *Sight word assessment*: The assessment consisted of ten sight words. Each sight word appeared in three sentences. Participants needed to correctly identify the sight word in all three sentences to score a full mark of 1. The highest possible raw score was ten. These raw scores were then converted into percentages (refer to Appendix 2.0 Sight Word Assessment).

Intervention Materials

· *Sight words in prose*: Each sight word appeared in three simple sentences on an A4 placemat. The nouns and/or verbs in these sentences were accompanied by pictures to assist readers to focus on decoding the target sight words (refer to Appendix 4.0 Sentence Activities). The sight words were replicated and the letter sound combinations were individually cut. The cut letter sounds were used to cover the sight words and could be removed as required. Each sight word sentence was accompanied by a sound box with two cells divided by perforated lines. The teacher also had a set of larger replicated letter sound combinations and sound boxes.

· Large teacher whiteboard and whiteboard markers

· Blu-Tack used to attach the teacher's materials to the whiteboard

· Stickers used to encourage participant involvement and reward achievements

Procedure

The ten participants who were part of the teaching group were divided into two smaller focus groups consisting of both males and females. Each group of participants worked with the teacher for approximately fifteen minutes on a daily basis during the morning reading block completing ten consecutive lessons. The teaching groups were taught in front of the whiteboard. The participants worked in pairs on the mat sharing the sight words in prose placemat and related materials. Teacher support was provided as required. The rest of the class participated in literacy group activities with the support of classroom helpers and occasionally the classroom teacher.

Each group's lessons involved recording each participant's progress in the form of anecdotal notes. Participants who required more practise with particular sight words were able to do so at the end of lessons.

During this study the ten participants who were part of the control group did not receive any focussed teaching related to the general purpose of this study. They continued to participate in their regular reading block. Their classroom teacher continued to teach according to the needs of individuals and the class. Therefore, the participants may still have been exposed to the focus sight words in other direct or indirect teaching.

Teaching Group Lesson Format

Revision (not applicable for lesson 1)

The teacher and participants revise the letter sound combinations of sight words learnt through prose from past lessons.

Teacher Prepares

The teacher prepares the teaching materials required for the demonstration.

Participants Prepare

Working in pairs the participants follow the teacher's example to prepare their learning materials.

Teacher and Participant Sharing

The teacher models how to read the sentences. The participants also have a turn. The teacher identifies the focus sight word in prose. The teacher uses the teaching materials to model the letter sound combinations of the sight word. The letter sound combinations are transferred into the sound boxes.

Participants Attempt Independently (with teacher support as required)

Following the teacher's example the participants use their own materials to make an independent attempt to identify the letter sound combinations of the sight word. Teacher support is given as required.

Teacher Demonstration

The teacher models how to once again correctly read the sentences.

Participants Attempt Independently

The participants use their own materials to follow the teacher's example to correctly read the sentences.

Forming Connections

The teacher and participants make connections with the current and past sight words learnt, that is, they identifying it's uses, similarities and differences.

Revision

The teacher works with the participants who require further practise with past sight words learnt.

Further detailed information on the content of the lessons is contained in Appendix 3.0

Intervention Lesson Sequence.

Data Analysis

Pre Assessment Data

- Participants with higher beginning of year letter identification stanine scores were chosen for this study. This is because well developed letter sound knowledge was required to participate in the lessons. These participants all had lower beginning of year reading text level pre assessment results which is what the study aimed to improve.
- Participants involved in this study were also chosen based on their gender to ensure an even spread of males and females in both groups. This selection was used to see if the study would create any identifiable gender related results.
- Both the teaching and control group participants were individually assessed on the same ten sight words. Each sight word was located in three simple sentences. Participants who could read each sight word three times were given a raw score of 1. The raw scores were then converted into percentages (refer to Appendix 2.0 and Appendix 4.0).

Ongoing Assessment

- As already explained in the teaching group lesson format each individual lesson involved recording each participant's progress in the form of anecdotal notes on the class literacy planners. This information was used to inform if and when further support was required for individual participants. Time for this was allocated at the end of each lesson.

Post Assessment Data

- At the completion of the study the participants' letter identification knowledge was reassessed. The reason for this was simply to see if the participants' letter identification stanines had maintained and/or improved as the year had progressed. Poor letter identification scores could have affected the other assessment results.
- All participants were reassessed on their sight words in prose assessment. Comparisons were made against their pre and post assessment results identifying if participants had learnt the sight words through prose.
- All participants underwent reading text level assessments. This was to determine whether teaching sight words through prose had improved their reading accuracy.

Results

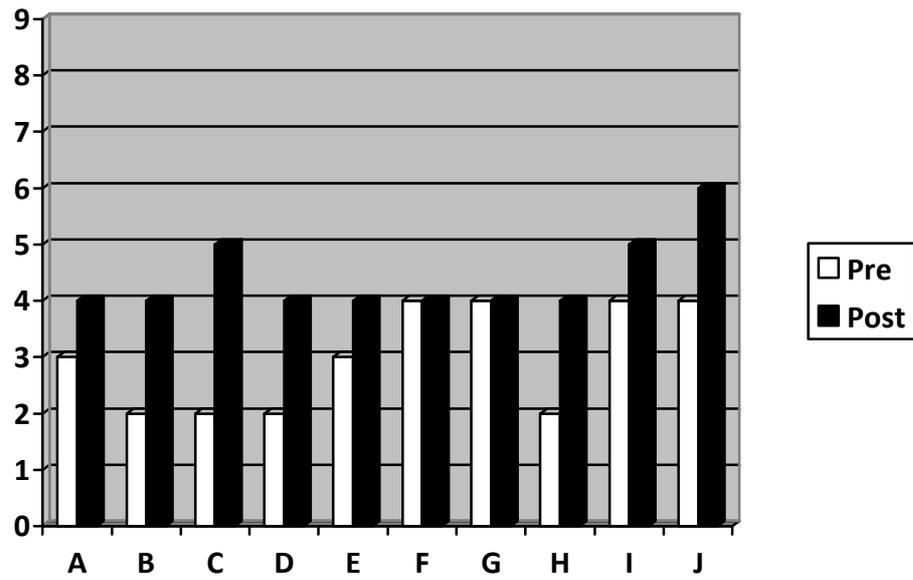


Figure 1.0 Teaching group's letter identification pre and post assessment stanines

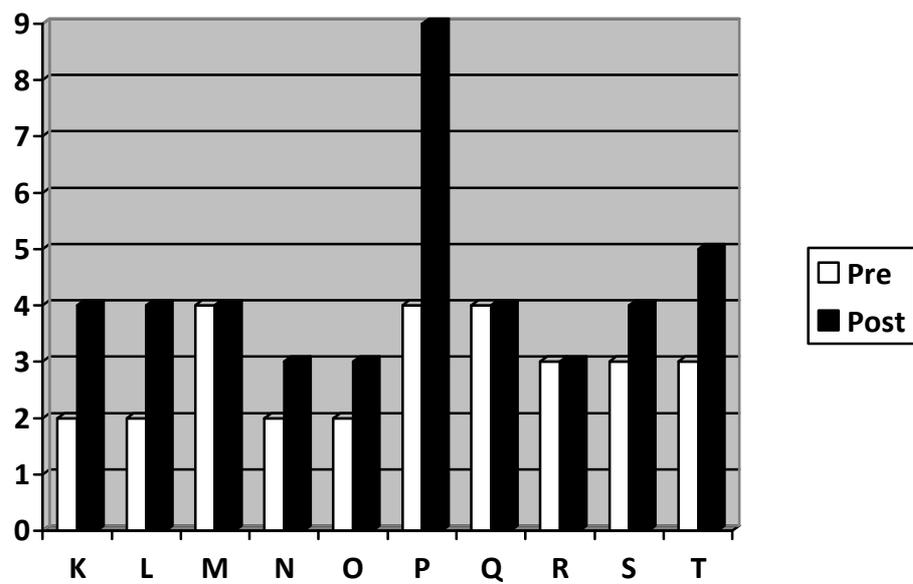


Figure 2.0 Control group's letter identification pre and post assessment stanines

Letter identification results

The teaching group's letter identification pre assessment results indicated varying letter knowledge. Four participants scored at stanine 2, two at stanine 3 and four at stanine 4 (refer to Figure 1.0).

The teaching group's letter identification post assessment results indicated that the participants' scores had maintained or improved. Seven participants maintained or improved their letter identification knowledge scoring at stanine 4. Two participants' results had improved even higher since initial testing scoring at stanine 5 and participant J's score rose to stanine 6 (refer to Figure 1.0).

The teaching group's letter identification pre assessment average stanine score was approximately 3 and the letter identification post assessment average stanine score was approximately 4.

The control group's letter identification pre assessment results also indicated varying letter knowledge. Four participants scored at stanine 2, three at stanine 3 and three at stanine 4 (refer to Figure 2.0).

The control group's letter identification post assessment results also indicated that the participants' scores had maintained or improved. Three participants improved scoring at stanine 3. Two participants maintained their letter identification knowledge scoring at stanine 4. Three participants improved scoring at stanine 4. Two participants' results had improved particularly since initial testing; one participant scored at stanine 5 and participant P scored exceptionally high at stanine 9 (refer to Figure 2.0).

The control group's letter identification pre assessment average stanine score was approximately 3 and the letter identification post assessment average stanine score was approximately 4.

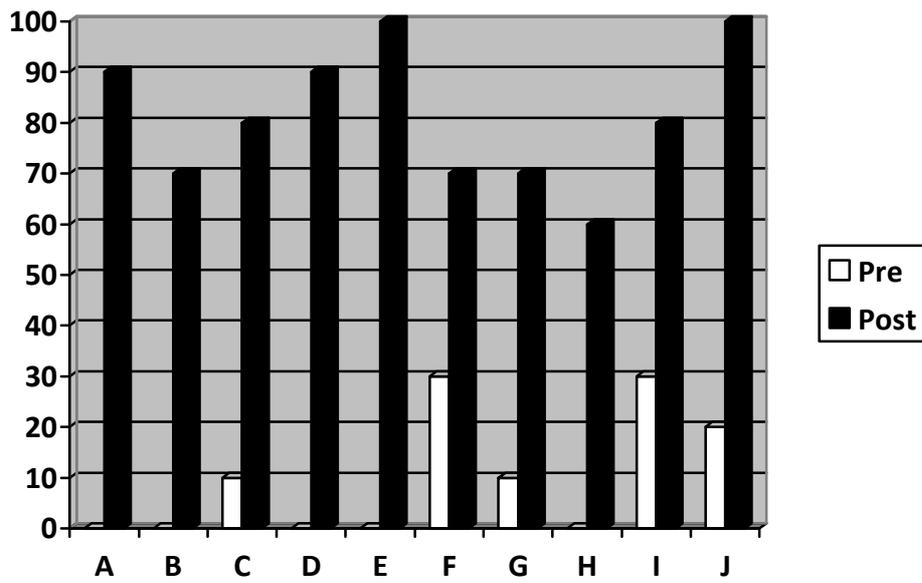


Figure 3.0 Teaching group's sight words recognised in prose pre and post results (%)

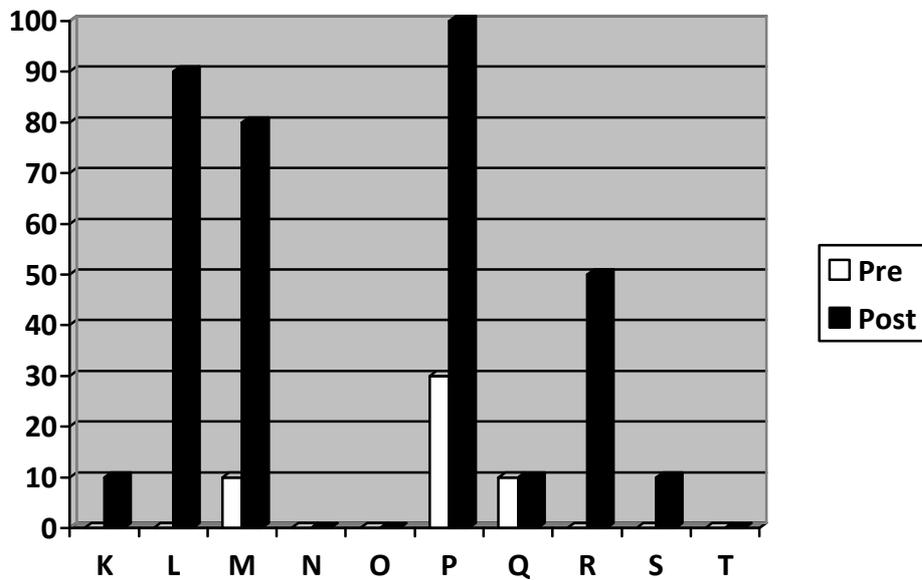


Figure 4.0 Control group's sight words recognised in prose pre and post results (%)

Sight words recognised in prose assessment results

The teaching group's sight words recognised in prose pre assessment indicated that five participants were not able to recognise any of the sight words in prose, two participants recognised 10%, one recognised 20% and two recognised 30% of the sight words in prose (refer to Figure 3.0).

The teaching group's sight words recognised in prose post assessment indicated a tremendous improvement. One participant was able to recognise 60% of the sight words in prose, three recognised 70%, two recognised 80%, two recognised 90% and two recognised 100%. The teaching group's pre assessment average for recognising sight words in prose was less than 10%, while the post assessment average was 80% (refer to Figure 3.0).

The control group's sight words recognised in prose pre assessment indicated that seven participants were not able to recognise any of the sight words in prose, two participants recognised 10% and only one recognised 30% of the sight words in prose (refer to Figure 4.0).

The control group's sight words recognised in prose post assessment indicated a varied outcome. Three participants made no improvement; hence they were not able to recognise any of the sight words in prose. Three participants maintained or improved their scores recognising 10%, one recognised 50%, one recognised 80%, one recognised 90% and participant P once again scored higher than the others recognising 100% of the sight words in prose. The control group's pre assessment average for recognising sight words in prose was less than 10%, while the post assessment average was approximately 40% (refer to Figure 4.0).

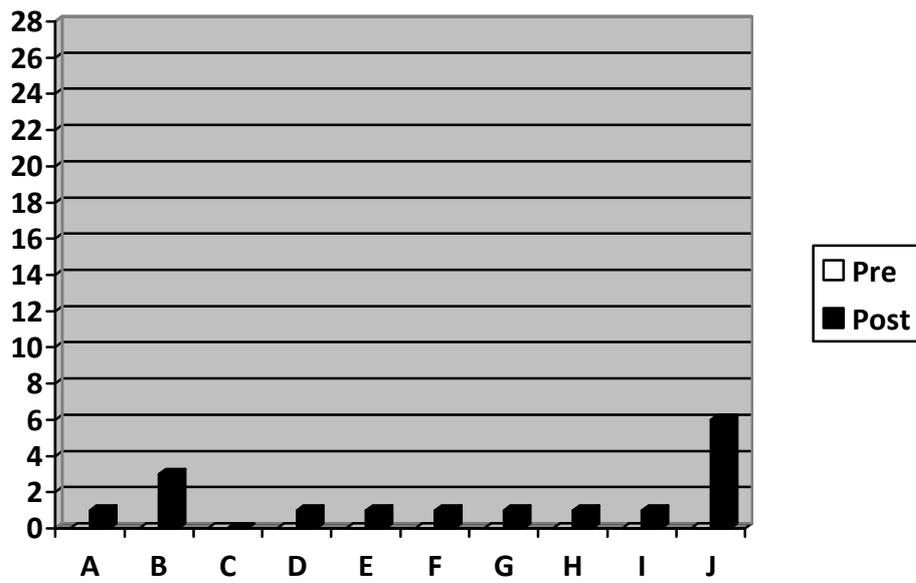


Figure 5.0 Teaching group's reading text level pre and post assessment results

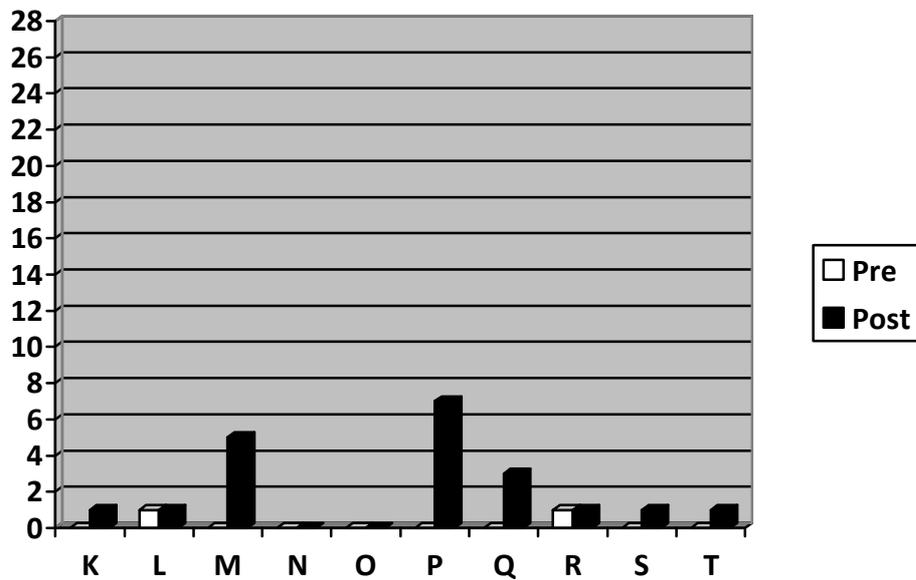


Figure 6.0 Control group's reading text level pre and post assessment results

Reading text levelling assessment results

The teaching group's reading text level pre assessment identified that all participants scored at level 0. The teaching group's reading text level post assessment indicated a general overall improvement of all participants, except for one who scored at level 0. Seven participants improved reaching level 1. Participant B improved reaching level 3 and participant J successfully reached level 6. The teaching group's reading text level pre assessment average was level 0 and the post assessment average was level 2 (refer to Figure 5.0).

The control group's reading text level pre assessment identified that most participants scored at level 0, two reached level 1. The control group's reading text level post assessment also indicated a general overall improvement of most participants, except for two participants who scored at level 0. Five participants improved reaching level 1. Three participants improved better than the others: participant Q improved reaching level 3, participant M reached level 5 and participant P reached level 7. The control group's reading text level pre assessment average was approximately level 0 and the post assessment average was approximately level 2 (refer to Figure 6.0).

Summary of all assessment results

As discussed previously both participants from the teaching and control groups were able to maintain or improve their letter identification stanine scores (refer to Figures 1 and 2). Both groups' pre assessment averages were at stanine 3, while their post assessment averages were at stanine 4. This information was useful to ensure that both groups had equal letter identification knowledge, the foundation necessary for this study to take place.

The teaching group participants' letter identification knowledge was used to teach the letter sound combinations of the sight words through prose. The teaching and control groups' sight words in prose pre assessment assessed both groups with an average of 10% correct. From the sight words in prose post assessment results it can be assumed that the teaching group participants outperformed the control group participants because of the focussed lessons. The teaching group's ability to identify sight words in prose increased to an average of 80%, while the control group's ability only rose to an average of 40% (refer to Figures 3 and 4). The control group's ability may have improved, as they, like the teaching group could have been directly or indirectly exposed to the focus sight words at school and/or home.

The teaching group's sight words in prose post assessment results are the only results in which there is a greater difference when comparing gender averages. Male participants A-E scored an average of approximately 80%, while female participants F-J scored an average of 70% (refer to Figure 3.0). However, when reviewing the overall results there is no indication that participants in either the teaching or control groups performed better because of their gender (refer to Appendix 1.0).

Both the teaching and control groups' text level pre and post assessment results are similar (refer to Figures 5 and 6). Both groups moved from a pre assessment average of level 0 to a post assessment average of level 2.

Participant J who was part of the teaching group had higher overall results than any other participant in that group (refer to Appendix 1.0). Participants M and P who were part of the control group also had higher overall results than any other participant in that group (refer to Appendix 1.0).

Discussion

Prediction support

The overall results do not indicate support for the prediction that teaching Prep readers to form connections between the letters and sounds of sight words through prose is associated with improving reading accuracy.

Determining whether or not the participants had maintained their letter identification scores was important to the study. It was intended that participants who had strong letter identification knowledge would develop further awareness of letter sound combinations of sight words found in prose. This did prove more successful for the teaching group than the control group (refer to Figures 3.0 and 4.0). It was expected that the teaching group participants would use this knowledge to decode similar sight words and as a result, improve their reading accuracy. However, the similar reading text level results suggest otherwise (refer to Figures 5.0 and 6.0).

Conducting a short study such as this one and only teaching a select number of sight words may not have provided enough learning experiences or evidence to prove this prediction. Therefore, this theory has implications on a number of areas. These areas include: whether it can be acceptable to determine if the overall results do or do not fit the predicted trends, the level of support that this study can give to the related research given this study's short duration, the implications for teaching practice and possible directions for future research.

Results and predicted trends

The overall aim of this study was to prove that teaching Prep readers to form connections between the letters and sounds of sight words through prose is associated with improving reading accuracy. Unfortunately the teaching and control groups' reading text level post assessment results did not prove this because there was a similar average improvement in both groups. During this study both the teaching and control group participants continued to participate in standard whole class and small group literacy tasks in order to improve their reading accuracy, as well as, regular reading practice and sight word revision at home. As already mentioned, this study was conducted over a short period of time and only a small number of sight words were taught. Hence, it is more than likely that there is not enough evidence to determine the reason for the improvement in either group's reading accuracy.

The teaching group's sight words recognised in prose assessment results are more than likely the outcome of participating in the focussed teaching lessons (refer to Figure 3.0). The control group participants did not perform as well as the teaching group participants except for participants L, M and P (refer to Figure 4.0).

Participant C's reading text level did not improve during this study (refer to Figure 5.0). This could be due to a number of factors including the participant's self efficacy or even reading inexperience.

Participants J, M and P from both the teaching and control groups have the most consistently higher results than any other participant's (refer to Appendix 1.0). Participant J was part of the focussed teaching lessons; however participants M and P were not. Therefore this too could be the result of school teaching and home revision.

Research support

As suggested, readers need to be taught basic letter sounds and also made aware that letters such as vowels can make more than one sound (Hill, 2006 and Val Badham, 2007). Before the study this information was used in the selection process to ensure that all participants had well developed letter knowledge. The participants had also been exposed to learning various vowels sounds.

This well developed letter knowledge enabled the Prep readers to form connections between the letters and sounds of sight words found in prose. Investigators reported that readers learn best when letter sound, phonic and word recognition skills are taught in context, such as, when found in prose. Teaching in context enables readers to make connections between letter names and sounds in isolation and in whole words (van Bysterveldt et al., 2006 and Pressley et al., 2007). This is supported by the tremendous improvement in the teaching group's sight words recognised in prose post assessment results, compared to the control group's results.

As noted previously teachers need to model how to break words apart and how to do so from left to right so that it is clearly understood by readers (Clay, 2005). During the teaching group's lessons, the participants were taught in this manner too. It must be noted that this method regularly appeared successful. Frequently the participants verbally decoded the sight words they had learnt from left to right, in order to say the sight words correctly.

There is evidence to show that teaching in context contributes to readers reading texts at expected or above benchmark levels (van Bysterveldt et al., 2006 and Pressley et al., 2007). Though this study did not prove this evidence, the short period of time allocated to conduct this study may have been a contributing factor. Therefore, if this study was to be conducted over a longer period of time it would be expected that the teaching group participants would be able to read texts at expected or above benchmark levels too.

Implications for teaching practice

This study suggests that there are several implications for teaching practice all which intend to improve readers' reading accuracy. The implications indicate the importance for readers to develop strong letter sound knowledge before learning to read sight words, the need to review current sight word teaching practice, how teaching Prep readers to form connections between the letters and sounds of sight words through prose can be used as a teaching tool and the importance of teaching reading strategies.

Readers need to develop strong letter sound knowledge before being expected to learn sight words. The study involved readers with well developed letter knowledge. It was this knowledge that may have enabled them through focussed lessons to learn the letter sound combinations found in particular sight words.

Teachers need to review the effectiveness of currently teaching readers to learn sight words in isolation or even by rote learning. Both techniques rely heavily on readers learning sight words by appearance. It is common practice in some schools to send home sight word lists to revise or learn. The teaching group participants in this study who were taught sight words through prose scored higher in their sight words recognised in prose post assessment, than the control group participants. The control group participants may have been exposed to the sight words in isolation or by rote learning at school and home. With this in mind, if the procedure of sight word learning at school and revision at home is to continue, then readers should be learning sight words found in prose, rather than receiving sight word lists. Therefore, a stronger emphasis is also required at school and home on the letter sound combinations found in sight words.

Teaching readers to read sight words found in prose is an effective teaching and learning tool. It would still be beneficial to compliment this with teaching readers how to use effective reading strategies to decode both sight words and unknown words. Due to the amount of learning that needs to take place readers are not able to efficiently learn each individual sight word and unknown word in a focus group. Therefore, readers need a balance of reading procedures to assist them in improving their reading accuracy.

Directions for future research

In the future participants would be best taught with individual learning materials and not having to share materials in pairs. This would allow the participants to have their turn immediately after each teacher demonstration, hence keeping the lesson flowing. Though working in pairs can be beneficial, it also gave the participants opportunities to become distracted when it was not their turn.

Conducting the fifteen minute lessons in the morning proved to be when the participants were most attentive. The busy reading block did not always allow for sustained concentration. At times the teaching group was distracted by computer audio, listening post audio and other peer working noise. Therefore, it is suggested to conduct the lessons in a separate learning environment away from the classroom. This would give the participants more opportunity to focus on the listening component of the lessons.

The prediction was probably not achieved because this study only took place over ten lessons. It would be beneficial to carry out this study again over a longer period of time, such as, a term. This is supported by the tremendous improvement in the teaching group's sight words recognised in prose post assessment results, compared to the control group's results. Though this outcome did not improve reading text levels, it did however improve the participants' ability to recognise sight words in prose. Therefore, it may be possible that teaching Prep readers over a longer period of time to form connections between the letters and sounds of sight words through prose would too improve reading accuracy

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Appendices

Appendix 1.0 - Table 2.0 Student Assessment Summary Data

| Participant | Group Teaching = 1 Control = 0 | Gender Male = 0 Female = 1 | Age in years / months | Number of lessons attended | Letter Id Pre-testing Stanine Scores | Letter Id Post-testing Stanine Scores | Sight words recognised in prose pre test | Sight words recognised in prose post test | Text level pre test | Text level post test |
|-------------|--------------------------------|----------------------------|-----------------------|----------------------------|--------------------------------------|---------------------------------------|--|---|---------------------|----------------------|
| A | 1 | 0 | 5yrs 10mths | 10 | 3 | 4 | 0% | 90% | 0 | 1 |
| B | 1 | 0 | 5yrs 6mths | 10 | 2 | 4 | 0% | 70% | 0 | 0 |
| C | 1 | 0 | 5yrs 8mths | 9 | 2 | 5 | 10% | 80% | 0 | 3 |
| D | 1 | 0 | 6yrs 1mth | 8 | 2 | 4 | 0% | 90% | 0 | 0 |
| E | 1 | 0 | 5yrs 11mths | 10 | 3 | 4 | 0% | 100% | 0 | 1 |
| F | 1 | 1 | 5yrs 11mths | 9 | 4 | 4 | 30% | 70% | 0 | 1 |
| G | 1 | 1 | 5yrs 4mths | 10 | 4 | 4 | 10% | 70% | 0 | 1 |
| H | 1 | 1 | 6yrs | 9 | 2 | 4 | 0% | 60% | 0 | 1 |
| I | 1 | 1 | 5yrs 11mths | 10 | 4 | 5 | 30% | 80% | 0 | 1 |
| J | 1 | 1 | 5yrs 4mths | 10 | 4 | 6 | 20% | 100% | 0 | 6 |
| K | 0 | 0 | 6yrs 1mth | 0 | 2 | 4 | 0% | 10% | 0 | 1 |
| L | 0 | 0 | 6yrs 2mths | 0 | 2 | 4 | 0% | 90% | 1 | 1 |
| M | 0 | 0 | 6yrs 2mths | 0 | 4 | 4 | 10% | 80% | 0 | 5 |
| N | 0 | 0 | 5yrs 4mths | 0 | 2 | 3 | 0% | 0% | 0 | 0 |
| O | 0 | 0 | 5yrs 10mths | 0 | 2 | 3 | 0% | 0% | 0 | 0 |
| P | 0 | 1 | 5yrs 4mths | 0 | 4 | 9 | 30% | 100% | 0 | 7 |
| Q | 0 | 1 | 5yrs 7mths | 0 | 4 | 4 | 10% | 10% | 0 | 3 |
| R | 0 | 1 | 5yrs 11mths | 0 | 3 | 3 | 0% | 50% | 1 | 1 |
| S | 0 | 1 | 5yrs 10ths | 0 | 3 | 4 | 0% | 10% | 0 | 1 |
| T | 0 | 1 | 5yrs 9mths | 0 | 3 | 5 | 0% | 0% | 0 | 1 |

Appendix 2.0 Sight Word Assessment

Name:

Sight Word Pre Assessment

Score /100%

I go to the park.

I go to the church.

I go to the pool.

I sit by the dog.

I sit by the cat.

I sit by the mouse.

I like my fish.

I like my cow.

I like my elephant.

Do you swim?

Do you fly?

Do you run?

I want a cow or sheep.

I want a cat or dog.

I want a pig or horse.

Sight Word Post Assessment

Score /100%

I go to the park.

I go to the church.

I go to the pool.

I sit by the dog.

I sit by the cat.

I sit by the mouse.

I like my fish.

I like my cow.

I like my elephant.

Do you swim?

Do you fly?

Do you run?

I want a cow or sheep.

I want a cat or dog.

I want a pig or horse.

Sight Word Pre Assessment

A new yellow car.

A new blue car.

A new orange car.

Two blue birds.

Two red trucks.

Two pink flowers.

Who is digging?

Who is painting?

Who is cooking?

She can skip.

She can dance.

She can snowboard.

Can he ski now?

Can he dive now?

Can he kick now?

Sight Word Post Assessment

A new yellow car.

A new blue car.

A new orange car.

Two blue birds.

Two red trucks.

Two pink flowers.

Who is digging?

Who is painting?

Who is cooking?

She can skip.

She can dance.

She can snowboard.

Can he ski now?

Can he dive now?

Can he kick now?

Appendix 3.0 Intervention Lesson Sequence

Lesson: 1

Focus Sight Word: she

Focus Sentences: She can skip. She can dance. She can snowboard.

Lesson Procedure

NB: Stickers used to promote each participant's involvement and achievements.

Teacher Prepares

1. Teacher writes all three sentences on the whiteboard.
2. The replicated sight word's letters i.e. 'Shē' are placed on top of the written sight word.
3. Each sight word sentence is accompanied by a sound box with two cells divided by perforated lines. A sound box is placed next to each sentence.

Participants Prepare

4. Participants sit in pairs with the lesson's sentence placemat in front of them.
5. The replicated sight word's letters i.e. 'Shē' are placed on top of the sight word 'she'.
6. A sound box is also placed next to each sentence.

Teacher and Participant Sharing

7. Teacher models how to read each sentence in full. Participants then do the same.
8. Teacher focuses the participants' attention to the focus sight word and reads it.
9. The replicated sight word letters i.e. 'Shē' are removed and placed below the individual sound box cells.
10. Teacher asks the participants for the standard short and/or long sounds of the individual letters of the sight word i.e. 'S', 'h' and 'e' = s, h and ē/ē.
11. Teacher explains how the letters in this sight word make particular sounds i.e. She = Sh-ē.
12. Teacher models how to move the letters from below the sound box into the correct sound box cells while saying the letters' particular sounds i.e. Sh-ē.

Participants Attempt Independently (with teacher support as required)

13. Participants remove their own sight word letters and place them below the sound box cells i.e. 'Shē'.
14. Participants repeat moving the letters from below the sound box into the correct sound box cells while also saying the letters' particular sounds i.e. Sh-ē.

Teacher Demonstration

15. Teacher once again uses the replicated letters to cover each written sight word in the sentences and reads the sentences in full.

Participants Attempt Independently

16. Participants use their replicated letters to cover the sight word in the sentences and read the sentences in full.

Forming Connections

17. Teacher and group discuss examples of how and when to use the word 'She'. The word is added to the sight word list.
-

Lesson: 2**Focus Sight Word:** by**Focus Sentences:** I sit by the dog. I sit by the cat. I sit by the mouse.**Lesson Procedure****NB:** Stickers used to promote each participant's involvement and achievements.

Revision

Referring to the sight word list the teacher and participants revise the letter sound combinations of the sight word learnt in prose during the past lesson i.e. 'She'.

Teacher Prepares

1. Teacher writes all three sentences on the whiteboard.
2. The replicated sight word's letters i.e. 'b y' are placed on top of the written sight word.
3. Each sight word sentence is accompanied by a sound box with two cells divided by perforated lines. A sound box is placed next to each sentence.

Participants Prepare

4. Participants sit in pairs with the lesson's sentence placemat in front of them.
5. The replicated sight word's letters i.e. 'b y' are placed on top of the sight word 'by'.
6. A sound box is also placed next to each sentence.

Teacher and Participant Sharing

7. Teacher models how to read each sentence in full. Participants then do the same.
8. Teacher focuses the participants' attention to the focus sight word and reads it.
9. The replicated sight word letters i.e. 'b y' are removed and placed below the individual sound box cells.
10. Teacher asks the participants for the standard short and/or long sounds of the individual letters of the sight word i.e. 'b' and 'y' = b and y/ē/ī.
11. Teacher explains how the letters in this sight word make particular sounds i.e. by = b- ī.
12. Teacher models how to move the letters from below the sound box into the correct sound box cells while saying the letter/s particular sound i.e. b- ī.

Participants Attempt Independently (with teacher support as required)

13. Participants remove their own sight word letters and place them below the sound box cells i.e. 'b y'.
14. Participants repeat moving the letters from below the sound box into the correct sound box cells while saying the letters' particular sounds i.e. b- ī.

Teacher Demonstration

15. Teacher once again uses the replicated letters to cover each written sight word in the sentences and reads the sentences in full.

Participants Attempt Independently

16. Participants use their replicated letters to cover the sight word in the sentences and read the sentences in full.

Forming Connections

17. Teacher and group discuss other examples of how and when to use the word 'by'. The word is added to the sight word list.
18. They identify the letter sounds of the past lesson's word 'She'. Are there any similarities in 'by'?

Revision

19. Teacher refers to past anecdotal notes. If required the teacher supports individual participants with any past sight words in prose that need to be revised.

Lesson: 3**Focus Sight Word:** my**Focus Sentences:** I like my fish. I like my cow. I like my elephant.**Lesson Procedure****NB:** Stickers used to promote each participant's involvement and achievements.

Revision

Referring to the sight word list the teacher and participants revise the letter sound combinations of sight words learnt in prose during past lessons i.e. 'She' and 'by'.

Teacher Prepares

1. Teacher writes all three sentences on the whiteboard.
2. The replicated sight word's letters i.e. 'm' 'y' are placed on top of the written sight word.
3. Each sight word sentence is accompanied by a sound box with two cells divided by perforated lines. A sound box is placed next to each sentence.

Participants Prepare

4. Participants sit in pairs with the lesson's sentence placemat in front of them.
5. The replicated sight word's letters i.e. 'm' 'y' are placed on top of the sight word 'my'.
6. A sound box is also placed next to each sentence.

Teacher and Participant Sharing

7. Teacher models how to read each sentence in full. Participants then do the same.
8. Teacher focuses the participants' attention to the focus sight word and reads it.
9. The replicated sight word letters i.e. 'm' 'y' are removed and placed below the individual sound box cells.
10. Teacher asks the participants for the standard short and/or long sounds of the individual letters of the sight word i.e. 'm' and 'y' = m and y/ē/ī.
11. Teacher explains how the letters in this sight word make particular sounds i.e. my = m-ī.
12. Teacher models how to move the letters from below the sound box into the correct sound box cells while saying the letters' particular sounds i.e. m-ī.

Participants Attempt Independently (with teacher support as required)

13. Participants remove their own sight word letters and place them below the sound box cells i.e. 'm' 'y'.
14. Participants repeat moving the letters from below the sound box into the correct sound box cells while saying the letters' particular sounds i.e. m-ī.

Teacher Demonstration

15. Teacher once again uses the replicated letters to cover each written sight word in the sentences and reads the sentences in full.

Participants Attempt Independently

16. Participants use their replicated letters to cover the sight word in the sentences and read the sentences in full.

Forming Connections

17. Teacher and group discuss examples of how and when to use the word 'my'. The word is added to the sight word list.
18. They identify the letter sounds of the past lesson's word 'by'. Are there any similarities in 'my'?

Revision

19. Teacher refers to past anecdotal notes. If required the teacher supports individual participants with any past sight words in prose that need to be revised.

Lesson: 4**Focus Sight Word:** or**Focus Sentences:** I want a cow or sheep. I want a cat or dog. I want a pig or horse.**Lesson Procedure****NB:** Stickers used to promote each participant's involvement and achievements.

Revision

Referring to the sight word list the teacher and participants revise the letter sound combinations of sight words learnt in prose during past lessons i.e. 'She', 'by' and 'my'.

Teacher Prepares

1. Teacher writes all three sentences on the whiteboard.
2. The replicated sight word's letters i.e. 'o' 'r' are placed on top of the written sight word.
3. Each sight word sentence is accompanied by a sound box with two cells divided by perforated lines. A sound box is placed next to each sentence.

Participants Prepare

4. Participants sit in pairs with the lesson's sentence placemat in front of them.
5. The replicated sight word's letters i.e. 'o' 'r' are placed on top of the sight word 'or'.
6. A sound box is also placed next to each sentence.

Teacher and Participant Sharing

7. Teacher models how to read each sentence in full. Participants then do the same.
8. Teacher focuses the participants' attention to the focus sight word and reads it.
9. The replicated sight word letters i.e. 'o' 'r' are removed and placed below the individual sound box cells.
10. Teacher asks the participants for the standard short and/or long sounds of the individual letters of the sight word i.e. 'o' and 'r' = ɔ̃/ō and ř.
11. Teacher explains how the letters in this sight word make particular sounds i.e. or = □- ř.
12. Teacher models how to move the letters from below the sound box into the correct sound box cells while saying the letters' particular sounds i.e. □- ř.

Participants Attempt Independently (with teacher support as required)

13. Participants remove their own sight word letters and place them below the sound box cells i.e. 'o' 'r'.
14. Participants repeat moving the letters from below the sound box into the correct sound box cells while saying the letters' particular sounds i.e. □- ř.

Teacher Demonstration

15. Teacher once again uses the replicated letters to cover each written sight word in the sentences and reads the sentences in full.

Participants Attempt Independently

16. Participants use their replicated letters to cover the sight word in the sentences and read the sentences in full.

Forming Connections

17. Teacher and group discuss examples of how and when to use the word 'or'. The word is added to the sight word list.
18. They identify the letter sounds of the past lessons' words 'by' and 'my'. Are there any similarities in 'or'?

Revision

19. Teacher refers to past anecdotal notes. If required the teacher supports individual participants with any past sight words in prose that need to be revised.

Lesson: 5**Focus Sight Word:** go**Focus Sentences:** I go to the park. I go to the church. I go to the pool.**Lesson Procedure****NB:** Stickers used to promote each participant's involvement and achievements.

Revision

Referring to the sight word list the teacher and participants revise the letter sound combinations of sight words learnt in prose during past lessons i.e. 'She', 'by', 'my' and 'or'.

Teacher Prepares

1. Teacher writes all three sentences on the whiteboard.
2. The replicated sight word's letters i.e. 'g o' are placed on top of the written sight word.
3. Each sight word sentence is accompanied by a sound box with two cells divided by perforated lines. A sound box is placed next to each sentence.

Participants Prepare

4. Participants sit in pairs with the lesson's sentence placemat in front of them.
5. The replicated sight word's letters i.e. 'g o' are placed on top of the sight word 'go'.
6. A sound box is also placed next to each sentence.

Teacher and Participant Sharing

7. Teacher models how to read each sentence in full. Participants then do the same.
8. Teacher focuses the participants' attention to the focus sight word and reads it.
9. The replicated sight word letters i.e. 'g o' are removed and placed below the individual sound box cells.
10. Teacher asks the participants for the standard short and/or long sounds of the individual letters of the sight word i.e. 'g' and 'o' = ġ/j and ɔ̃/ō.
11. Teacher explains how the letters in this sight word make particular sounds i.e. go = ġ-ō.
12. Teacher models how to move the letters from below the sound box into the correct sound box cells while saying the letters' particular sounds i.e. ġ-ō.

Participants Attempt Independently (with teacher support as required)

13. Participants remove their own sight word letters and place them below the sound box cells i.e. 'g o'.
14. Participants repeat moving the letters from below the sound box into the correct sound box cells while saying the letters' particular sounds i.e. ġ-ō.

Teacher Demonstration

15. Teacher once again uses the replicated letters to cover each written sight word in the sentences and reads the sentences in full.

Participants Attempt Independently

16. Participants use their replicated letters to cover the sight word in the sentences and read the sentences in full.

Forming Connections

17. Teacher and group discuss examples of how and when to use the word 'go'. The word is added to the sight word list.
18. They identify the letter sounds of the past lesson's word 'or'. Are there any similarities in 'go'?

Revision

19. Teacher refers to past anecdotal notes. If required the teacher supports individual participants with any past sight words in prose that need to be revised.

Lesson: 6**Focus Sight Word: Do****Focus Sentences:** Do you swim? Do you fly? Do you run?**Lesson Procedure****NB:** Stickers used to promote each participant's involvement and achievements.

Revision

Referring to the sight word list the teacher and participants revise the letter sound combinations of sight words learnt in prose during past lessons i.e. 'She', 'by', 'my', 'or' and 'go'.

Teacher Prepares

1. Teacher writes all three sentences on the whiteboard.
2. The replicated sight word's letters i.e. 'D' 'o' are placed on top of the written sight word.
3. Each sight word sentence is accompanied by a sound box with two cells divided by perforated lines. A sound box is placed next to each sentence.

Participants Prepare

4. Participants sit in pairs with the lesson's sentence placemat in front of them.
5. The replicated sight word's letters i.e. 'D' 'o' are placed on top of the sight word 'Do'.
6. A sound box is also placed next to each sentence.

Teacher and Participant Sharing

7. Teacher models how to read each sentence in full. Participants then do the same.
8. Teacher focuses the participants' attention to the focus sight word and reads it.
9. The replicated sight word letters i.e. 'D' 'o' are removed and placed below the individual sound box cells.
10. Teacher asks the participants for the standard short and/or long sounds of the individual letters of the sight word i.e. 'D' and 'o' = Ǿ and ɔ̄.
11. Teacher explains how the letters in this sight word make particular sounds i.e. Do = D-ú.
12. Teacher models how to move the letters from below the sound box into the correct sound box cells while saying the letters' particular sounds i.e. D-ú.

Participants Attempt Independently (with teacher support as required)

13. Participants remove their own sight word letters and place them below the sound box cells i.e. 'D' 'o'.
14. Participants repeat moving the letters from below the sound box into the correct sound box cells while saying the letters' particular sounds i.e. D-ú.

Teacher Demonstration

15. Teacher once again uses the replicated letters to cover each written sight word in the sentences and reads the sentences in full.

Participants Attempt Independently

16. Participants use their replicated letters to cover the sight word in the sentences and read the sentences in full.

Forming Connections

17. Teacher and group discuss examples of how and when to use the word 'Do'. The word is added to the sight word list.
18. They identify the letter sounds of the past lesson's word 'go'. Are there any similarities in 'Do'?

Revision

19. Teacher refers to past anecdotal notes. If required the teacher supports individual participants with any past sight words in prose that need to be revised.

Lesson: 7**Focus Sight Word:** Two**Focus Sentences:** Two blue birds. Two red trucks. Two pink flowers.**Lesson Procedure****NB:** Stickers used to promote each participant's involvement and achievements.

Revision

Referring to the sight word list the teacher and participants revise the letter sound combinations of sight words learnt in prose during past lessons i.e. 'She', 'by', 'my', 'or', 'go' and 'Do'.

Teacher Prepares

1. Teacher writes all three sentences on the whiteboard.
2. The replicated sight word's letters i.e. 'T' 'wo' are placed on top of the written sight word.
3. Each sight word sentence is accompanied by a sound box with two cells divided by perforated lines. A sound box is placed next to each sentence.

Participants Prepare

4. Participants sit in pairs with the lesson's sentence placemat in front of them.
5. The replicated sight word's letters i.e. 'Tw' 'o' are placed on top of the sight word 'Two'.
6. A sound box is also placed next to each sentence.

Teacher and Participant Sharing

7. Teacher models how to read each sentence in full. Participants then do the same.
8. Teacher focuses the participants' attention to the focus sight word and reads it.
9. The replicated sight word letters i.e. 'T' 'wo' are removed and placed below the individual sound box cells.
10. Teacher asks the participants for the standard short and/or long sounds of the individual letters of the sight word i.e. 'T', 'w' and 'o' = t, w and ɔ̃/ō.
11. Teacher explains how the letters in this sight word make particular sounds i.e. Two = t- ũ.
12. Teacher models how to move the letters from below the sound box into the correct sound box cells while saying the letter/s particular sound i.e. t- ũ.

Participants Attempt Independently (with teacher support as required)

13. Participants remove their own sight word letters and place them below the sound box cells i.e. 'T' 'wo'.
14. Participants repeat moving the letters from below the sound box into the correct sound box cells while saying the letters' particular sounds i.e. t- ũ.

Teacher Demonstration

15. Teacher once again uses the replicated letters to cover each written sight word in the sentences and reads the sentences in full.

Participants Attempt Independently

16. Participants use their replicated letters to cover the sight word in the sentences and read the sentences in full.

Forming Connections

17. Teacher and group discuss examples of how and when to use the word 'Two'. The word is added to the sight word list.
18. They identify the letter sounds of the past lessons' words 'go' and 'Do'. Are there any similarities in 'Two'?

Revision

19. Teacher refers to past anecdotal notes. If required the teacher supports individual participants with any past sight words in prose that need to be revised.

Lesson: 8

Focus Sight Word: Who

Focus Sentences: Who is digging? Who is painting? Who is cooking?

Lesson Procedure

NB: Stickers used to promote each participant's involvement and achievements.

Revision

Referring to the sight word list the teacher and participants revise the letter sound combinations of sight words learnt in prose during past lessons i.e. 'She', 'by', 'my', 'or', 'go', 'Do' and 'Two'.

Teacher Prepares

1. Teacher writes all three sentences on the whiteboard.
 2. The replicated sight word's letters i.e. 'Wh o' are placed on top of the written sight word.
 3. Each sight word sentence is accompanied by a sound box with two cells divided by perforated lines. A sound box is placed next to each sentence.
-

Participants Prepare

4. Participants sit in pairs with the lesson's sentence placemat in front of them.
 5. The replicated sight word's letters i.e. 'Wh o' are placed on top of the sight word 'Who'.
 6. A sound box is also placed next to each sentence.
-

Teacher and Participant Sharing

7. Teacher models how to read each sentence in full. Participants then do the same.
 8. Teacher focuses the participants' attention to the focus sight word and reads it.
 9. The replicated sight word letters i.e. 'Wh o' are removed and placed below the individual sound box cells.
 10. Teacher asks the participants for the standard short and/or long sounds of the individual letters of the sight word i.e. 'w', 'h' and 'o' = w, h and ɔ̄/ō.
 11. Teacher explains how the letters in this sight word make particular sounds i.e. Who = h and ũ.
 12. Teacher models how to move the letters from below the sound box into the correct sound box cells while saying the letter/s particular sound i.e. h and ũ.
-

Participants Attempt Independently (with teacher support as required)

13. Participants remove their own sight word letters and place them below the sound box cells i.e. 'Wh o'.
 14. Participants repeat moving the letters from below the sound box into the correct sound box cells while saying the letters' particular sounds i.e. h and ũ.
-

Teacher Demonstration

15. Teacher once again uses the replicated letters to cover each written sight word in the sentences and reads the sentences in full.
-

Participants Attempt Independently

16. Participants use their replicated letters to cover the sight word in the sentences and read the sentences in full.
-

Forming Connections

17. Teacher and group discuss examples of how and when to use the word 'Who'. The word is added to the sight word list.
 18. They identify the letter sounds of the past lessons' words 'Do' and 'Two'. Are there any similarities in 'Who'?
-

Revision

19. Teacher refers to past anecdotal notes. If required the teacher supports individual participants with any past sight words in prose that need to be revised.

Lesson: 9

Focus Sight Word: new

Focus Sentences: A new yellow car. A new blue car. A new orange car.

Lesson Procedure

NB: Stickers used to promote each participant's involvement and achievements.

Revision

Referring to the sight word list the teacher and participants revise the letter sound combinations of sight words learnt in prose during past lessons i.e. 'She', 'by', 'my', 'or', 'go', 'Do', 'Two' and 'Who'.

Teacher Prepares

1. Teacher writes all three sentences on the whiteboard.
 2. The replicated sight word's letters i.e.

| | |
|---|----|
| n | ew |
|---|----|

 are placed on top of the written sight word.
 3. Each sight word sentence is accompanied by a sound box with two cells divided by perforated lines. A sound box is placed next to each sentence.
-

Participants Prepare

4. Participants sit in pairs with the lesson's sentence placemat in front of them.
 5. The replicated sight word's letters i.e.

| | |
|---|----|
| n | ew |
|---|----|

 are placed on top of the sight word 'new'.
 6. A sound box is also placed next to each sentence.
-

Teacher and Participant Sharing

7. Teacher models how to read each sentence in full. Participants then do the same.
 8. Teacher focuses the participants' attention to the focus sight word and reads it.
 9. The replicated sight word letters i.e.

| | |
|---|----|
| n | ew |
|---|----|

 are removed and placed below the individual sound box cells.
 10. Teacher asks the participants for the standard short and/or long sounds of the individual letters of the sight word i.e. 'n', 'e' and 'w' = ñ, ě/ē and w.
 11. Teacher explains how the letters in this sight word make particular sounds i.e. new = ñ - yŭ.
 12. Teacher models how to move the letters from below the sound box into the correct sound box cells while saying the letter/s particular sound i.e. ñ - yŭ.
-

Participants Attempt Independently (with teacher support as required)

13. Participants remove their own sight word letters and place them below the sound box cells i.e.

| | |
|---|----|
| n | ew |
|---|----|

.
 14. Participants repeat moving the letters from below the sound box into the correct sound box cells while saying the letters' particular sounds i.e. ñ - yŭ.
-

Teacher Demonstration

15. Teacher once again uses the replicated letters to cover each written sight word in the sentences and reads the sentences in full.
-

Participants Attempt Independently

16. Participants use their replicated letters to cover the sight word in the sentences and read the sentences in full.
-

Forming Connections

17. Teacher and group discuss examples of how and when to use the word 'new'. The word is added to the sight word list.
 18. They identify the letter sounds of past lessons' words 'Do', 'Two' and 'Who'. Are there any similarities in 'new'?
-

Revision

19. Teacher refers to past anecdotal notes. If required the teacher supports individual participants with any past sight words in prose that need to be revised.

Lesson: 10

Focus Sight Word: now

Focus Sentences: Can he ski now? Can he dive now? Can he kick now?

Lesson Procedure

NB: Stickers used to promote each participant's involvement and achievements.

Revision

Referring to the sight word list the teacher and participants revise the letter sound combinations of sight words learnt in prose during past lessons i.e. 'She', 'by', 'my', 'or', 'go', 'Do', 'Two', 'Who' and 'new'.

Teacher Prepares

1. Teacher writes all three sentences on the whiteboard.
 2. The replicated sight word's letters i.e.

| | |
|---|----|
| n | ow |
|---|----|

 are placed on top of the written sight word.
 3. Each sight word sentence is accompanied by a sound box with two cells divided by perforated lines. A sound box is placed next to each sentence.
-

Participants Prepare

4. Participants sit in pairs with the lesson's sentence placemat in front of them.
 5. The replicated sight word's letters i.e.

| | |
|---|----|
| n | ow |
|---|----|

 are placed on top of the sight word 'now'.
 6. A sound box is also placed next to each sentence.
-

Teacher and Participant Sharing

7. Teacher models how to read each sentence in full. Participants then do the same.
 8. Teacher focuses the participants' attention to the focus sight word and reads it.
 9. The replicated sight word letters i.e.

| | |
|---|----|
| n | ow |
|---|----|

 are removed and placed below the individual sound box cells.
 10. Teacher asks the participants for the standard short and/or long sounds of the individual letters of the sight word i.e. 'n', 'o' and 'w' = ñ, õ/ō and w.
 11. Teacher explains how the letters in this sight word make particular sounds i.e. now = n-{o.
 12. Teacher models how to move the letters from below the sound box into the correct sound box cells while saying the letter/s particular sound i.e. ñ -{o.
-

Participants Attempt Independently (with teacher support as required)

13. Participants remove their own sight word letters and place them below the sound box cells i.e.

| | |
|---|----|
| n | ow |
|---|----|

.
 14. Participants repeat moving the letters from below the sound box into the correct sound box cells while saying the letters' particular sounds i.e. ñ -{o.
-

Teacher Demonstration

15. Teacher once again uses the replicated letters to cover each written sight word in the sentences and reads the sentences in full.
-

Participants Attempt Independently

16. Participants use their replicated letters to cover the sight word in the sentences and read the sentences in full.
-

Forming Connections

17. Teacher and group discuss examples of how and when to use the word 'now'. The word is added to the sight word list.
 18. They identify the letter sounds of past lessons' words 'Who' and 'new'. Are there any similarities in 'now'?
-

Revision

19. Teacher refers to past anecdotal notes. If required the teacher supports individual participants with any past sight words in prose that need to be revised.



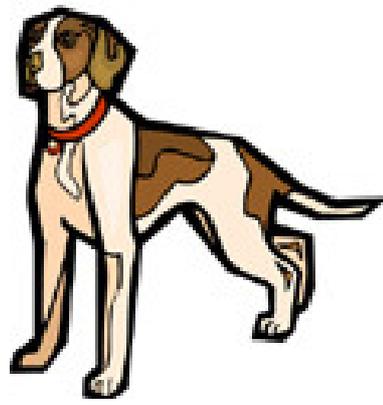
She can skip.



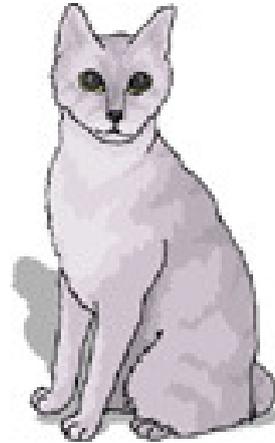
She can dance.



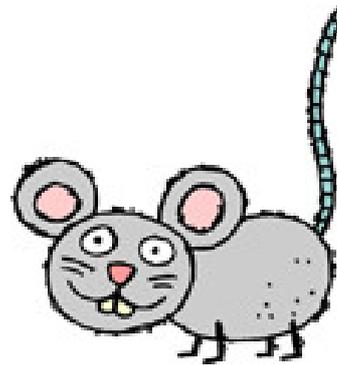
She can snowboard.



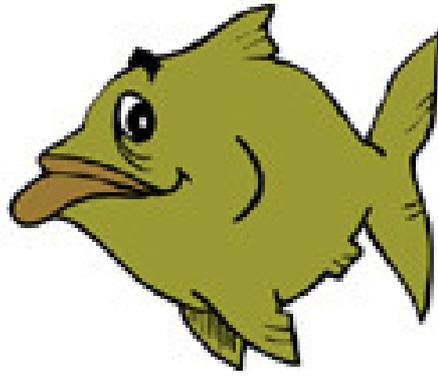
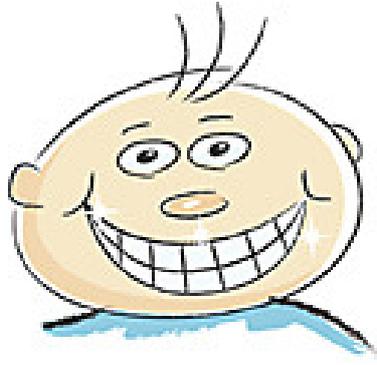
I sit by the dog.



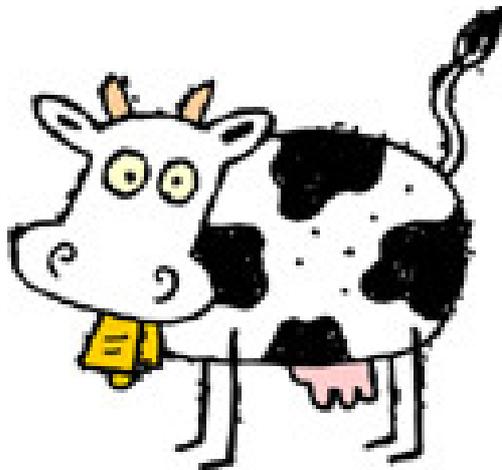
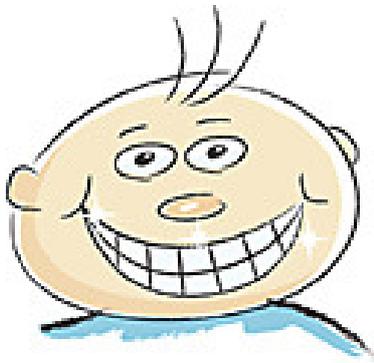
I sit by the cat.



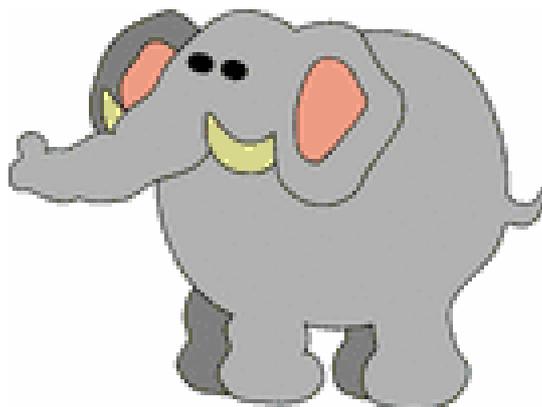
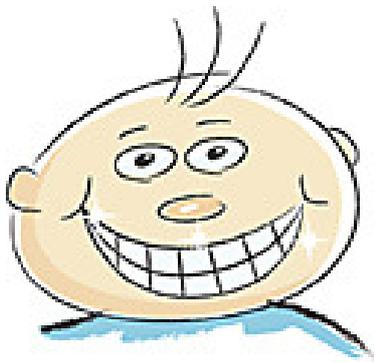
I sit by the mouse.



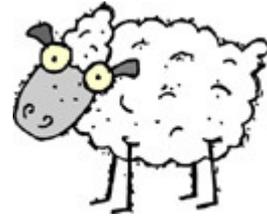
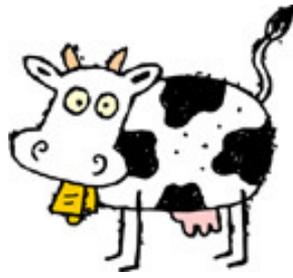
I like my fish.



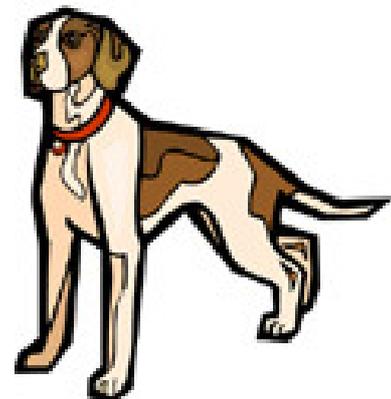
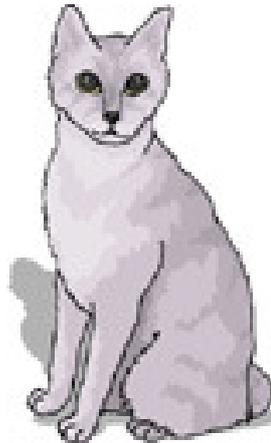
I like my cow.



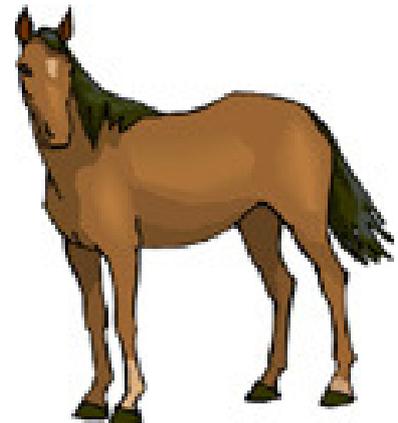
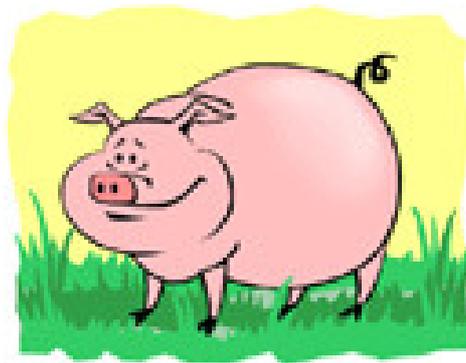
I like my elephant.



I want a cow or sheep.



I want a cat or dog.



I want a pig or horse.



I go to the park.



I go to the church.



I go to the pool.



Do you swim?



Do you fly?



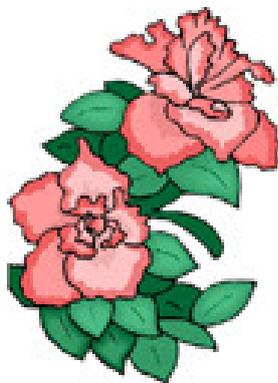
Do you run?



Two blue birds.



Two red trucks.



Two pink flowers.



Who is digging?



Who is painting?



Who is cooking?



A new yellow car.



A new blue car.



A new orange car.



Can he ski now?



Can he dive now?



Can he kick now?