

Hypothesis: Teaching unknown rime units benefits a year 4 reader's ability to read words in isolation and this can improve their RAN (Rapid Automatic Naming) skills.

Procedure: The tasks were administered to the participant in the above order. The tests were conducted in the classroom between 9:30 a.m. and 10:45 a.m. Each session lasted between 30-45 minutes. The tests were done in an informal way, as the participant is often withdrawn from the classroom. It was important that she felt relaxed and that this was a part of her usual learning with her usual classroom teacher. The tests were held over 5 consecutive days over 1 school week.

After the tests were conducted and through knowing and reading the participant's school file, I could see the real need to teach and expose the student to rime units in particular vowel/ vowel letter clusters eg. ai, ou, etc. The participant found it real difficult to combine the letters together and her only strategy was to sound out each letter individually which took a lot of time, however, she thought that this strategy was successful and the only one possible. On many occasions the participant was able to read the difficult words, however, it did take her around four minutes or more. The participant wasn't able to independently read most of the words with at least two vowels.

Teaching strategy

Teaching letter clusters to students can help improve a reader's RAN skills and can also improve a reader's ability to scaffold their reading. If a reader can read a word automatically they may apply this knowledge to read another unknown word. This is encouraging a reader to apply a known word and its letter cluster to help read a difficult word. It is fundamental that we teach our students many different strategies to improve their reading.

Some students need to be taught explicitly how to use letter clusters to help them read words. Some students use this strategy automatically, however, some students need some more exposure and guidance in this area.

Describe the activity

1. Present the 'Orthographic Reading Test' to your students individually. Ask them to try and read each word across each row as quickly as they can. Record the results and analyse. Use the key to help interpret the data. E.g. 'H' for hesitated etc.
2. Using the results focus on a particular letter cluster and brainstorm other words that can be included in that group. This highlights the relationships words have and how to scaffold your own learning. Include letter clusters already known to ease the pressure and concentration of the students.
3. Make cards of these words for students to play games like concentration, snap and bingo. Encourage taking the cards home and peer tutoring to reinforce learning.

This test can be used on all readers to determine their orthographic knowledge. Letter clusters can be taught within a spelling programme and the same letter cluster can be taught and used to cater for the varying abilities found within the classroom.

For example in a grade 3/4 level 'ain' can be taught. Different words can be learnt based on their abilities e.g. main, rain, again, contain, maintain, sustain etc.

This document was created with Win2PDF available at <http://www.daneprairie.com>.
The unregistered version of Win2PDF is for evaluation or non-commercial use only.