Focused instruction in using self-management strategies together with the revision of word reading strategies with struggling readers in Year Six improves self-efficacy as a reader.
### LESSON SEQUENCE FOCUS

**Year Six Student – format -individual**  
**Focus:** To teach self-management strategies and revise word reading skills to improve self-efficacy.

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<th>Session Number</th>
<th>Teacher Focus</th>
<th>Extra Activities</th>
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<td>Pre Testing</td>
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<td></td>
<td>- PROBE test, Self-efficacy survey</td>
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<td>- RIME Test</td>
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<td>- Running records to identify Reading Recovery Text Level – instructional level</td>
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<td>- Observe during Uninterrupted Sustained Silent Reading (U.S.S.R). – Class Teacher</td>
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<td>1</td>
<td>Book Orientation- discuss the cover, title, pictures, read the blurb, predict content discuss type of book – fiction or non-fiction. Number Line Reading – level 18 text (independent level) Number Line and Daily Survey</td>
<td>Make a bookmark listing pre-reading strategies</td>
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<td>2</td>
<td>Segment and blend words orally starting with phonetic three letter words eg pig then introduce words with initial blends eg stop. Book Orientation - discuss the cover, title, pictures, read the blurb, predict content and type of text. Predict words that may be found in the text. Articulate strategies to use when reading Number Line Reading level 18 text Discuss story line of text Number Line and Daily Survey</td>
<td>Revisit bookmark and discuss strategies Add strategies for decoding text that the student can identify</td>
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<td>3</td>
<td>Segmenting and blending words using Onset and RIME cards made using dependable rimes. Book Orientation- Student uses pre-reading strategies to orient book for himself. Together-Predict content, type of text and words that may be found in the text Running records level 18 text Student articulates word reading strategies Number line Reading level 19 text(Independent Level) Number line and Daily Survey</td>
<td>Self script – “Before I start reading I …”. (Before orientation of book)</td>
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<td>4</td>
<td>Revise segmenting and blending words using Onset and RIME cards Book Orientation – Student uses pre-reading strategies to orient book for himself. Together-Predict content, type of text and words that may be found in the text -focus on synonyms Number line Reading level 19 text (Independent Level) Number line and Daily Survey</td>
<td>Self script – “When I come to a word I do not recognize I will …”.(using bookmark strategies)</td>
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| 5 | Segmenting and blending two syllable words orally eg rocket  
Book Orientation Student uses pre-reading strategies to orient book for himself. Together-Predict content, type of text and words that may be found in the text -focus on synonyms  
Number line  
Reading level 19 text  
Number line and Daily Survey | Self scripts  
Rewrite bookmark |
|---|---|---|
| 6 | Segmenting and blending two syllable words focus on double letters eg funny. Child draws a line through the words to segment them  
Book Orientation  
Re-reading for meaning  
Running record level 19 text  
Number line  
Reading level 20 text Instructional Level  
Number line and Daily Survey | Self scripts  
Add self-monitoring strategies to bookmark – think –does it make sense/ re-read for meaning |
| 7 | Segmenting and blending three syllables orally eg yesterday  
Book Orientation  
Reading level 20 text  
Re-reading  
Using context cues  
Number line survey and Daily Survey | Self scripts |
| 8 | Revision of segmenting and blending words up to two syllables  
Book Orientation  
Running record level 20 text  
Number line  
Reading “Paw Thing” Chapter One (Instructional level)  
Number line and Daily Survey | Self scripts |
| 9 | Book Orientation  
Number line  
Reading level 21 text  
Number line and Daily Survey | Self scripts |
| 10 | Book Orientation  
Number line  
Reading “Paw Thing” Chapter Two (Instructional level)  
Number line and Daily Survey | Self scripts |

**Post Testing**
- PROBE test, Self-efficacy survey
- RIME Test
- Running records to identify Reading Recovery Text Level – instructional level
- Observe during U.S.S.R.
NUMBER LINE

Pre lesson

Statement: “On a number line draw show how you are feeling about reading this book. One is not confident at all, five is very confident.”

The student then circles the appropriate point.

Post lesson

The same statement is asked at the conclusion of the lesson and the student required to indicate his feelings on the number line.

DAILY SURVEY

At the Conclusion of Each Lesson

The student is asked “What strategies did you use today to help you when you were reading?