Explicit instruction in the phonological area of segmenting and blending a sequence of sounds increases the student's ability to read unfamiliar words

TEACHING STRATEGIES

SESSION OUTLINE - PHONOLOGICAL AWARENESS

SESSION 1

Activity	Task Description	Time
Syllables	Discuss syllables with the students. Clap syllables in their names. Push forward counters to represent the number of syllables in each multi-syllabic word.	5 mins
Segmenting	Write a single syllable word on white board and teach students how to break word into onset and rime units. Practice breaking up similar words with student using individual white boards showing the onset and rime units.	10 mins
Blending (onset)	Revise onset blends with one, two and three consonants. Make lists of these on white boards. Make flash cards with blends.	5 mins
Blending (rime)	Revise rime units (two and three letter cluster) that students already know. Make flash cards.	5 mins
Reflection	Children articulate what they have done in the lesson and what they have learnt.	5 mins

SESSION OUTLINE - PHONOLOGICAL AWARENESS

SESSION 2

Activity	Task Description	Time
Revision of Session 1	Students explain syllables and how they would break up single syllabic words. Read flash cards of onset and rime units made from session 1.	10 min
Blending (rime)	Continue to revise units (two and three letter clusters) that students already know. Teach any dependable rime units that are not automatic. Make flash cards.	10 min
Reflection	Children articulate what they have done in the lesson and what they have learnt.	5 min

SESSION OUTLINE - PHONOLOGICAL AWARENESS

SESSION 3

Activity	Task Description	Time
Revision of Session 2	Revise onset and rime units covered in session one and two using flash cards. Any rime units that are not automatic, students make a list of words with the particular rime unit.	10 mins
Segmenting	Teach students to break up 2 and 3 syllable words by looking for a beginning, middle and end and common letter patterns. Students practice breaking up different words on individual white boards.	10 mins
Reflection	Children articulate what they have done in the lesson and what they have learnt	5 mins

SESSION OUTLINE - PHONOLOGICAL AWARENESS

SESSION 4

Activity	Task Description	Time
Revision of Session 3	Revise content covered in previous sessions. Use flash cards to practice. Revise breaking up words into syllables.	10 mins
Word Endings	Explore different word endings (e.g. ed, ing, er, tion). Discuss how words change with different endings. Make flash cards with word ending.	10 mins
Reflection	Children articulate what they have done in the lesson and what they have learnt.	5 mins

SESSION OUTLINE - PHONOLOGICAL AWARENESS

SESSION 5

Activity	Task Description	Time
Revision of Session 4	Revise content covered in previous sessions. Use flash cards to practice.	5 mins
Word Ending	Re-visit different word endings (e.g. ed, ing, er, tion). Discuss how words change with different endings. Make flash cards with word endings.	7 mins
Segmenting	Continue to teach students to break up 2 and 3 syllable words by looking for a beginning, middle and end and common letter patterns. Students practice breaking up different words on individual white boards.	8 mins
Reflection	Children articulate what they have done in the lesson and what they have learnt.	5 mins

SESSION OUTLINE - PHONOLOGICAL AWARENESS

SESSION 6

Activity	Task Description	Time
Revision of Session 5	Revise content covered in previous sessions. Use flash cards to practice onset, rime units and word endings.	10 mins
Reading	Reading a passage. Take out tricky words and look at breaking up words into a beginning/middle/end. If word still doesn't make sense, look at other ways of chunking letter clusters.	10 mins
Reflection	Children articulate what they have done in the lesson and what they have learnt.	5 mins

SESSION OUTLINE - PHONOLOGICAL AWARENESS

SESSION 7

Activity	Task Description	Time
Revision of Sessions	Revise content covered in previous sessions. Look at tricky words that were broken up in session 6 and discuss how they were broken up.	10 mins
Reading	Continue to read different passages, highlighting any unknown words. Discuss how to break up the word into a beginning/middle/end. If word still doesn't make sense, look at other ways of chunking letter clusters.	10 mins
Reflection	Children articulate what they have done in the lesson and what they have learnt.	5 mins

SESSION OUTLINE - PHONOLOGICAL AWARENESS

SESSION 8

Activity	Task Description	Time
Revision of Sessions	Revise content covered in previous sessions. Look at tricky words that were broken up in session 6 and discuss how they were broken up.	10 mins
Reading	Continue to read different passages, highlighting any unknown words. Discuss how to break up the word into beginning/middle/end. If word still doesn't make sense, look at other ways of chunking letter clusters.	10 mins
Reflection	Children articulate what they have done in the lesson and what they have learnt.	5 mins

SESSION OUTLINE - PHONOLOGICAL AWARENESS

SESSION 9

Activity	Task Description	Time
Revision of Sessions	Revise content covered in previous sessions. Look at tricky words that were broken up in session 6 and discuss how they were broken up.	10 mins
Reading	Continue to read different passages, highlighting any unknown words. Discuss how to break up the word into beginning/middle/end. If word still doesn't make sense, look at other ways of chunking letter clusters.	10 mins
Reflection	Children articulate what they have done in the lesson and what they have learnt.	5 mins

SESSION OUTLINE - PHONOLOGICAL AWARENESS

SESSION 10

Activity	Task Description	Time
Revision of Sessions	Revise content covered in previous sessions. Look at tricky words that were broken up in session 6 and discuss how they were broken up.	10 mins
Reading	Continue to read different passages, highlighting any unknown words. Discuss how to break up the word into beginning/middle/end. If word still doesn't make sense, look at other ways of chunking letter clusters.	10 mins
Reflection	Children articulate what they have done in the lesson and what they have learnt.	5 mins

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