

## **TEACHING STRATEGIES**

### **Hypothesis**

Teaching young children who have reading difficulties by slow and articulate modelling of a word needed by the child, and through the child's vocal and subvocal rehearsal, phonological, tactile and orthographical method of working on the required word, leads to the retrieval of a particular word being remembered and becoming automatic.

### **Procedure and Materials**

The procedure for this study is detailed below:

- Initially the child was asked to write several words on the blackboard. No indication was given to the child whether these words were spelt correctly or not. These words were chosen on the basis of words that the child had had difficulty with in the initial tests and words that were causing problems on the daily running records. Each day's initial list grew as it included the words taught over the period of the study and to check on a child's recollection of an incorrectly read word.
- Following the writing of the words, the child was then given a book to read which had been specifically written targeting some of each child's problem words. The teacher took a running record of the child's reading.
- After this, a specific word was taught. To do this the child was given magnetic letters and asked to spell the word. If the child were unable to do the task the teacher would then show the child the word spelt correctly.
- The child would then be asked in what meaningful way could this word be remembered and the cue was recorded by the teacher.
- The word would then be disarranged and the child asked to put the letters in order again.
- When the child could do this independently, the child would then be asked to write the word on the blackboard, on a magic slate, and in sand. On each occasion the teacher would ask the child how this word was going to be remembered.
- The child was then blindfolded and traced words that had been written in sandpaper. The child would say what the letters were as they traced them and what words were spelt out by the letters.
- Following this the teacher would write five sentences with the new target word included and the child would read each sentence immediately after the teacher wrote it saying how this word was to be remembered.

- After this the child would then reread the five sentences without help and when the target word was reached in the sentence, it was verbally emphasised.
- The next day the child was always asked to write the word/s that had been taught with other words that were to be targeted. The word taught yesterday and the day's targeted word, were always included in the new text.

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