

# **Explicitly instructing Year Three and Four students with reading difficulties to segment and blend words with three to six sounds leads to an improvement in reading words in isolation and in prose**

## **The Teaching Unit**

Eight Year Three and Four students who are experiencing reading difficulties at the word level will be part of a study to investigate the hypothesis:

*Explicitly instructing Year Three and Four students with reading difficulties to segment and blend words with three to six sounds leads to an improvement in reading words in isolation and in prose.*

- Four students will be provided with explicit instruction to improve their phonological knowledge and phonemic awareness. The other four students will be in the Control Group.
- Each lesson will include an emphasis on the students to: segment, blend, write and read 3-6 sound words containing up to six letters, including 1:1 mapping and a variety of letter clusters and patterns
- The words selected for each lesson have been initially chosen from analysis of the word errors that the students recorded in their pretest measures
- Other words in the lessons were included for phonological and orthographic purposes as the lessons progressed as indicated by the students' learning needs
- Each proceeding lesson will briefly revise the content and skills of the previous lesson(s) before the teaching of new material.

## **OUTCOMES**

The Intervention tasks are designed to improve segmenting and blending of individual sounds and letter cluster /pattern knowledge in mainly in-syllable words containing 3-6 sounds. Through intervention the students will be able to:

- Say words in isolation and prose
- Segment words by individual sounds
- Blend words from individual sounds
- Identify specific letter clusters/letter patterns in words
- Categorise words by same/different sounds
- Visualise and write the specific words in isolation, within dictated sentences or in their own created sentences
- Transfer specific letter clusters /letter patterns to other words(real or pseudo)
- Manipulate sounds in words by deleting or substituting phonemes

- Use analogy to help them make links between known words and unknown words
- Meta –cognitive language will be recorded as explicit teacher language throughout the lesson plans to prompt students to use this kind of language to explain/describe their own learning actions.

## **Assessment Procedures**

Pre and Posttesting administered individually

- Running Record PM Benchmark Kit, Level 27 Factual Text
- Orthographic Reading Test
- Rime Unit Reading Test
- Phonological Assessment and Knowledge Test (John Munro, 1998a)

## **Procedure**

### **Lessons 1-4**

- Review of previous letter clusters/patterns through segmentation, blending, writing, reading words and in prose
- Segmentation of new word types-teacher demonstrates phonemic segmenting of separate sounds. students continue with other teacher dictated words
- Blending of new words. Teacher demonstrates how to say a whole word from segmented phonemes. Students continue with other dictated segmented words.
- Visualise and Write words. Students attempt to write example of dictated new words. After each new word type teacher demonstrate correct spelling
- Applying Analogy. Teacher demonstrates how analogy can assist writing/reading of other words. Students suggest their own analogies.
- Read each word. Students read listed words on a prepared sheet
- Reading Prose. Teacher presents prepared prose that includes targeted words. Students read parts individually and together.
- Identifying Targeted words in text. Students together and individually locate targeted word in the text
- Meta-Cognition. Students say what they have learnt, what they know about words and how they will remember them. \*Explicit teacher/student language throughout the lesson also prompts meta-cognition throughout the lesson segments.

## **Lesson 5**

Review of the skills and content of Lesson 1-4 using picture prompts and word cards for:

- for segmentation,
- blending,
- writing,
- reading listed words and differentiating between like words
- Categorising of word sound

Prose reading of texts from Lesson 4, which also included a review of Lessons 1-3 words

## **Lessons 6-7**

Same process as in Lessons 1-4 with the addition of picture cards and word cards for classification /categorisation of sounds /letters

## **Lesson 8-9**

Same process as in Lessons 6-7 with the addition of skills in how to:

- increase word length by adding suffixes and prefixes
- deleting and substituting sounds
- writing words and changing with deleting and substituting initial/medial and final phonemes / letters

## **Lesson 10**

Review of the skills and content of Lesson 1-10 using picture prompts and word cards for:

- for segmentation,
- blending,
- deleting and substituting sounds
- increasing word length by prefixes and suffixes
- writing words and changing with deleting and substituting initial/medial and final phonemes / letters
- reading words
- Categorising of word sounds
- Prose reading of text which also included a review of Lessons 1-9 words.

## Lesson Sample

<b>Lesson One      1:1 Sound/letter Mapping of words- with 3-6 letters and sounds</b>		
<b>ACTIVITY</b>	<b>TEACHER</b>	<b>STUDENTS</b>
<p><b>Saying /Tapping /Clapping/then Counting each sound in order</b></p> <p>*Groups of words (real &amp; pseudo) are presented to do each separate task</p>	<p><i>Listen to how I say “stop’- “s-t-o-p”. I say /tap/clap/ count/... each sound in the word.</i></p> <p><i>Now you do it...</i></p> <p><i>* Correct articulation of words are stressed</i></p>	<p>Students repeat each task following the teacher’s prompts, making sure they say each word correctly before they segment into separate sounds</p>
<p><b>Blending each sound in order to make a whole word</b></p> <p>* words (real &amp; pseudo) are presented to blend</p>	<p><i>Listen to how I put these sounds together to make a word, ‘l-o-g...log.</i></p> <p><i>You do this with...’</i></p> <p><i>Which sounds can you hear? easily? Which sounds do you find are harder to blend? When is it important to hear blend sounds in words?</i></p>	<p>Students repeat each task following the teacher’s prompts to include all segmented sounds into the blended words</p>
<p><b>Writing Dictated Whole Words</b> (real &amp; nonsense words)</p>	<p><i>Say the word.</i></p> <p><i>I can hear and write all the sounds in the word.</i></p> <p><i>I can write a letter for each sound.</i></p> <p><i>Does this look right?</i></p> <p><i>Have I written a letter for every sound?</i></p> <p><i>If I stretch out the word as I say it- I can hear all the sounds I have to try and hear all the sounds in words because...</i></p>	<p>Students attempt writing the words by saying the word out aloud, stretching out the sounds ...and responding to the teachers question prompts.</p>
<p><b>Reading Words</b></p> <p>Reading a list of real and pseudo words on a individually provided sheet</p>	<p><i>Look at these words. Some of the words are real. Many of them are nonsense words. I want you to say each one.</i></p> <p><i>What did you notice about all of these words? ( Each letter has a sound)</i></p> <p><i>The words I find easy/harder to say are...</i></p>	<p>Students read words individually and together</p> <p>Their responses to the teacher’s questions helps them to articulate what they are doing</p> <p>Students attempt to make analogies to other known words</p>

ACTIVITY	TEACHER	STUDENT
<p><b>Reading Words (cont.)</b></p>	<p><i>I need to remember to look at _____ in the harder words to help me to _____</i></p> <p><i>This word _____ reminds me of _____ because _____.</i></p>	
<p><b>Reading Prose</b> that includes words with 1:1 mapping</p>	<p>Teacher invites students to predict ideas that might be in the text from the title and from their own experiential knowledge.</p> <p>Teacher then provides a summary sentence about the ideas in the prose.</p> <p><i>I can read this paragraph. After reading I will look for the words that have a letter for every sound.</i></p> <p><i>Which words remind me of other words?</i></p>	<p>Students read prose individually and together</p> <p>Students locate words that have 1:1 mapping and make analogies to other known words</p>
<p>* <b>Meta –Cognitive</b> responses are encouraged throughout the lesson parts</p>	<p>Tell me what you know about the kind of words we have been working on today?</p>	<p><i>All the words had a sound for every letter.</i></p> <p><i>When I say longer words I have to be careful to....</i></p> <p><i>When words that begin with str...</i></p> <p><i>I have to remember to say the ‘r’</i></p>

## Lesson One

### Segmentation/Blending of individual sounds in 3-6 letter one syllable words with 1:1 mapping

#### Part A Phonological & Phonemic

##### Skills: Saying /Tapping /Counting each sound in order

*\*Listen to how I say “stop’- “s-t-o-p”. I say /tap/can count/... each sound in the word. Now you do it...*

*What helps me to hear the sounds the best? (say/tap/count)*

*Why do I need to be able to hear sounds in word?*

*Which sounds do you have trouble hearing in words?*

*To hear the sounds in a word, I need to say the word properly.*

Say	Clap /Tap	Count
<i>crab</i>	<i>span</i>	<i>frond</i>
<i>snub</i>	<i>swam</i>	<i>swift</i>
<i>crib</i>	<i>prank</i>	<i>grand</i>
<i>scant</i>	<i>slump</i>	<i>frump</i>
<i>swept</i>	<i>frost</i>	<i>trust</i>
<i>scrum</i>	<i>plump</i>	<i>sprat</i>
<i>clank</i>	<i>cleft</i>	<i>croft</i>

#### Part B Phonemic knowledge

##### Skill:Blending each sound in order to make a whole word:

*\*Listen to how I put these sounds together to make a word, ‘l-o-g...log. You do this with...’*

*Which sounds can I hear easily? Which sounds do I find are harder to hear? When is it important to hear sounds in words?*

<i>t-r-a-p</i>	<i>p-l-i-t</i>	<i>t-r-i-p</i>
<i>r-u-m-p</i>	<i>r-e-n-d</i>	<i>l-a-m-p</i>
<i>s-p-l-i-t</i>	<i>l-a-n-d</i>	<i>r-i-n-k</i>
<i>c-l-a-m-p</i>	<i>r-a-n- k</i>	<i>s-t-r-i-p</i>
<i>b-r-i-n-k</i>	<i>s-t-r-a-p</i>	<i>t-r-e-n-d</i>
<i>b-l-a-n-d</i>	<i>t-r-u-m-p</i>	<i>c -r-a-n-k</i>
<i>s-t-r-u-m-p</i>	<i>s-t-r-e-n-d</i>	<i>s- l-a-m-p</i>

**Part C Comprehend the meaning of words**

**Skill: Writing Dictated Whole Words (real & nonsense words)**

Say the word. What sounds can I hear in the word? I can hear all the sounds in the word. I can write a letter for each sound. Does this look right? Have I written a letter for every sound?

If I stretch out the word as I say it- I can hear all the sounds

I have to try and hear all the sounds in longer words.

Which sounds do I have trouble hearing? How can I improve hearing sounds in words?

It is important to hear sounds because...

sprag	strut	crimp
blond	spend	plump
drift	skimp	blunt
sprang	frond	slump

**Part D Phonemic knowledge**

**Skill: Reading Words**

\*Look at these words. Some of the words are real. Many of them are nonsense words. I want you to say each one.

What did you notice about all of these words? ( Each letter has a sound)

The words I find easy/harder to say are...

I need to remember to look at \_\_\_\_\_ in the harder words to help me to \_\_\_\_\_

This word \_\_\_\_\_ reminds me of \_\_\_\_\_ because \_\_\_\_\_

sump	slump	plumps		spat	sprat	strats
wept	swept	strepts		lank	clank	tranks
rust	trust	drusts		limp	skimp	strimps
test	blest	strest		crib	scrib	strib

**Part E Phonemic knowledge**

Reading Prose that includes words with 1:1 mapping

I can read this paragraph.

After reading I will look for the words that have a letter for every sound.

Which words remind me of another word?

*As the lost camper crept into the cleft of the cliff for shelter from the cold, strong wind he suddenly felt a cramp in his left leg. The pain was so strong that he couldn't move, so he had to slump against the damp rock wall. Was this cave now a trap? He tried to rub his sore leg but he was too cold and began to shiver. He felt he was on the brink of giving up. If he let himself drift off to sleep he could be lost forever. With a jolt he knew there was one more plan he could try. He sprang to his feet with a yelp of hope!*

## LESSON TWO

Segmentation/Blending of 3-6 letter one syllable words with 1:1 mapping and with regular vc digraphs -ar, ew, ir, aw

### REVISION OF LESSON ONE

- 3-6 letter words with 1:1 mapping
- Segmentation of words into individual sounds /Blending a sequence of individual sounds into whole words
- Writing words
- Reading words and prose that contain 1:1 mapping

## LESSON TWO

### Part A Phonological & Phonemic

**Segment each word into individual sounds**

Skills: Listen to how I say "newt" - "n-ew-t". I say /tap/can count/... each sound in the word. Now you do it...

What helps me to hear the sounds the best? (say/tap/count)

Why do I need to be able to hear sounds in word?

Which sounds do you have trouble hearing in words?

To hear the sounds in a word I need to say the word properly

Say	Tap/Clap	Count
<i>newt</i>	<i>mew</i>	<i>spew</i>
<i>ark</i>	<i>yarn</i>	<i>clarks</i>
<i>prawns</i>	<i>scraw</i>	<i>craw</i>
<i>stew</i>	<i>Jew</i>	<i>few</i>
<i>stark</i>	<i>lark</i>	<i>stars</i>
<i>bird</i>	<i>girls</i>	<i>clirts</i>
<i>claw</i>	<i>dirt</i>	<i>strawn</i>
<i>flirt</i>	<i>drawls</i>	<i>slirts</i>

### Part B Phonemic knowledge

**Skill: Blending each sound in order to make a whole word:**

\*Listen to how I put these sounds together to make a word, 's-t-ew'. You do this with...'

Which sounds can I hear easily? Which sounds do I find are harder to hear? When is it important to hear sounds in words?

Which words sound the same? Different?

<i>f-ew</i>	<i>p-l-ir-t</i>	<i>d-aw-n</i>
<i>p-ar-k-s</i>	<i>s-m-ew</i>	<i>g-ir-d-s</i>
<i>p-r-aw-n-s</i>	<i>b-ar-n-s</i>	<i>s-c-r-ar-d</i>
<i>s-t-ew</i>	<i>s-t-r-aw-s</i>	<i>g-ir-l-s</i>
<i>f-l-ar-k-s</i>	<i>j-ew</i>	<i>s-t-ir-t-s</i>

**Part C Comprehend the meaning of words**

**Skill: Writing Dictated Whole Words (real & nonsense words)**

Say the word. What sounds can I hear in the word? I can hear all the sounds in the word. I can write a letter(s) for each sound. Does this look right? Have I written a letter for every sound? If not, why?

What do I know about some sounds

Have I written the sounds/letters in the right order?

If I stretch out the word as I say it I can hear all the sounds

I have to try and hear all the sounds in longer words.

Which sounds do I have trouble hearing? How can I improve hearing sounds in words?

It is important to hear sounds because...

Which word can I think of to remember how to write \_\_\_\_\_(analogy)

<i>stew</i>	<i>clark</i>	<i>prawns</i>
<i>bird</i>	<i>few</i>	<i>harms</i>
<i>saw</i>	<i>flew</i>	

**Part D Phonemic knowledge**

**Skill: Reading Words**

\*Look at these words. Some of the words are real. Many of them are nonsense words. I want you to say each one.

What did you notice about all these words? ( Each letter has a sound, )

The words I find easy/harder to say are...

I need to remember to look at \_\_\_\_\_ in the harder words to help me to \_\_\_\_\_

This word \_\_\_\_\_ reminds me of \_\_\_\_\_ because \_\_\_\_\_

<i>new</i>	<i>spew</i>	<i>stews</i>		<i>spat</i>	<i>sprat</i>	<i>strats</i>
<i>law</i>	<i>slaw</i>	<i>straw</i>		<i>plawn</i>	<i>crawl</i>	<i>scrawn</i>
<i>fir</i>	<i>firp</i>	<i>flirt</i>		<i>ark</i>	<i>mark</i>	<i>strark</i>
<i>car</i>	<i>slar</i>	<i>strarm</i>		<i>sir</i>	<i>slirt</i>	<i>swirts</i>

**Part E Phonemic knowledge**

**Reading Prose that includes words with 1:1 mapping, and with regular vc digraphs -ar, ew, ir, aw**

I can read this paragraph. I can talk about what the words/sentences mean.

After reading I will look for the words that have letter/sounds we have been learning about...

Which words remind me of another word?

*Quietly, the dawn of the new day arrived. However so few saw it, except for the busy, dark brown birds that were digging their sharp claws into the firm, damp dirt of the farm yard as they looked for the fresh straw that was so wet with dew. Overhead the tiny larks flew freely in wide sweeping arcs across the soft pink morning sky. Yet, it would not be long before the barking of the hungry sheep dogs and the bawling of the newborn babies would soon draw everyone out of their deep, peaceful slumber.*

**LESSON THREE**

**DATE 20/05/08**

**Segmentation/Blending of 3-6 letter one syllable words with 1:1 mapping, regular vv digraph ai & irregular vc digraph- ow**

**REVISION OF LESSON ONE & TWO**

- 3-6 letter words with 1:1 mapping and regular vowel/consonant digraphs-ar, ew, ir, aw
- Segmentation of words into individual sounds / Blending a sequence of sounds into whole words ( including *hearing ‘m’ in rime, ‘tp’ letter order kin rime, omitted second letters in onset-eg ‘l’ in ‘bl’, short vowel confusion –a/u i/u*)
- Writing
- Reading words and prose that contain 1:1 mapping, regular vc digraphs -ar, ew, ir, aw and cc blends

**LESSON THREE**

**Part A Phonological & Phonemic**

**Segment each word into individual sounds**

Skills: *Listen to how I say “rain- “r-ai-n”. I say /tap/can count/... each sound in the word. Now you do it...*

*What helps me to hear the sounds the best? (say/tap/count)*

*Why do I need to be able to hear sounds in word?*

*Which sounds do you have trouble hearing in words?*

*To hear the sounds in a word I need to say the word properly*

<i>rain</i>	<i>flow</i>	<i>pawn</i>	<i>trail</i>	<i>crow</i>	<i>new</i>	<i>brawl</i>	<i>yarn</i>
<i>strait</i>	<i>mown</i>	<i>lawn</i>	<i>grain</i>	<i>sown</i>	<i>plain</i>	<i>flown</i>	<i>stark</i>
<i>claim</i>	<i>grown</i>	<i>drawn</i>	<i>stain</i>	<i>low</i>	<i>strain</i>	<i>slow</i>	<i>harm</i>

**Part B Phonemic knowledge**

**Skill: Blending each sound in order to make a whole word:**

*\*Listen to how I put these sounds together to make a word, ‘g-r-ow-n’. You do this with...’*

*Which sounds can I hear easily? Which sounds do I find are harder to hear? When is it important to hear sounds in words?*

*Which words sound the same? Different?*

<i>qu-ai-n-t</i>	<i>b-l-ow</i>	<i>c-l-aw</i>	<i>p-r-ai-se</i>	<i>s-t-r-ow-n</i>	<i>d-r-ai-n</i>	<i>g-l-ow-s</i>	<i>s-p-ar-k-s</i>
<i>g-r-ow-n</i>	<i>s-t-r-ai-n</i>	<i>s-ow-n</i>	<i>s-t-r-ai-n</i>	<i>s-ow-n</i>	<i>t-r-ai-n</i>	<i>d-aw-n</i>	<i>S-t-r-aw</i>

### Part C Comprehend the meaning of words

#### Skill: Writing Dictated Whole Words (real & nonsense words)

- *I can explain what this word means...*
- *I can say this word in a sentence*
- *Say the word. What sounds can I hear in the word? I can hear all the sounds in the word. I can write a letter(s) for each sound. Does this look right? Have I written a letter for every sound? If not, why?*
- *What do I know about some sounds*
- *Have I written the sounds/letters in the right order?*
- *If I stretch out the word as I say it I can hear all the sounds*
- *I have to try and hear all the sounds in longer words.*
- *Which sounds do I have trouble hearing? How can I improve hearing sounds in words?*
- *It is important to hear sounds because...*
- *Which word can I think of to remember how to write \_\_\_\_\_(analogy)*

<i>strain</i>	<i>snark</i>	<i>mown</i>	<i>prain</i>	<i>harms</i>	<i>slain</i>	<i>straw</i>	<i>flown</i>
<i>sow</i>	<i>stow</i>	<i>stows</i>	<i>row</i>	<i>crow</i>	<i>drain</i>	<i>grown</i>	<i>Clart</i>

### Part D Phonemic knowledge

#### Skill: Reading Words

*\*Look at these words. Some of the words are real. Many of them are nonsense words. I want you to say each one.*

*What did you notice about all these words?*

*Some letters join together to make a new sound.*

*The words I find easy/harder to say are...*

*I need to remember to look at \_\_\_\_\_ in the harder words to help me to \_\_\_\_\_*

*This word \_\_\_\_\_ reminds me of \_\_\_\_\_ because \_\_\_\_\_*

<i>bow</i>	<i>frow</i>	<i>blown</i>		<i>raid</i>	<i>fraid</i>	<i>straid</i>
<i>raw</i>	<i>traw</i>	<i>straw</i>		<i>plaw</i>	<i>crawl</i>	<i>strawn</i>
<i>arm</i>	<i>larm</i>	<i>slarm</i>		<i>lark</i>	<i>glark</i>	<i>strark</i>

## Part E Phonemic knowledge

**Reading Prose that includes words with 1:1 mapping, regular vv digraph ai & irregular vc digraph- ow and with regular vc digraphs –**

*I can read this paragraph. I can talk about what the words/sentences mean.*

*After reading I will look for the words that have letter/sounds we have been learning about...*

*Which words remind me of another word?*

*In the soft glow of the moonlight, the old lady could just see the faint light coming from the old church of Saint Paul's in the hills ahead of her. As she strained her eyes in the darkness she could just make out the faint white trail of the stony path that led up to holy place where people for so many years had been drawn to attend. Tonight it was her time to be there. Yet it was plain to see that the strain of her long trip marked the lines on her face with weariness. The strain on her body as she took each painful step towards the path was plain to see. She was frail and slow but she would not let her weakness cause her to fail. Step by step she walked up the slippery rocky steps. Just as the snow started to fall to cover the trail with a stark white blanket she took her final step into the porch of the church. "Praise be to the Lord!" she exclaimed.*

## LESSON FOUR

Segmentation/Blending of 3-6 letter one syllable words with 1:1 mapping, regular vv digraph-oi and irregular vv digraph- ou

### REVISION OF LESSONS ONE, TWO & THREE

- 3-6 letter words with 1:1 mapping and regular vc digraphs-ar, ew, ir, aw,
- Regular vowel vv ai & irregular vc digraph- ow
- Segmentation of words into individual sounds blending a sequence of sounds into whole words  
( including hearing 'm' in rime, 'tp' letter order in rime, omitted second letters in onset-e.g. 'l' in 'bl',  
short vowel confusion -a/u i/u)
- Writing words
- Reading words and prose that contains 1 :1 mapping and regular vc digraphs-ar, ew, ir, aw & ai

## LESSON FOUR

### Part A Phonological & Phonemic

#### Segment each word into individual sounds

Skills: Listen to how I say "soil- "s-oi-l". I say /tap/can count/... each sound in the word. Now you do it...

What helps me to hear the sounds the best? (say/tap/count)

Why do I need to be able to hear sounds in word?

Which sounds do you have trouble hearing in words?

To hear the sounds in a word I need to say the word properly

<i>toil</i>	<i>joint</i>	<i>pound</i>	<i>foil</i>	<i>brain</i>	<i>point</i>	<i>proud</i>	<i>sStround</i>
<i>soil</i>	<i>bound</i>	<i>saint</i>	<i>grown</i>	<i>round</i>	<i>grain</i>	<i>boil</i>	<i>blow</i>
<i>sound</i>	<i>moist</i>	<i>bout</i>	<i>flail</i>	<i>mound</i>	<i>trail</i>	<i>loud</i>	<i>scrow</i>

### Part B Phonemic knowledge

#### Skill: Blending each sound in order to make a whole word:

\*Listen to how I put these sounds together to make a word, 'g-r-ow-n'. You do this with...'

Which sounds can I hear easily? Which sounds do I find are harder to hear? When is it important to hear sounds in words?

Which words sound the same? Different?

<i>b-l-ow</i>	<i>s-n-ou-t</i>	<i>s-p-r-ou-t</i>	<i>c-l-ai-m</i>	<i>s-p-r-ou-t</i>	<i>d-r-ai-n</i>	<i>c-l-ou-d</i>	<i>g-l-ow-s</i>
<i>t-r-ai-n</i>	<i>b-oi-l</i>	<i>f-l-ow-n</i>	<i>s-p-oi-l</i>	<i>f-oi-l</i>	<i>s-t-ou-t</i>	<i>g-l-oi-n</i>	<i>w-ou-n-d</i>

### Part C Comprehend the meaning of words

#### Skill: Writing Dictated Sentence

- *I can say this word in a sentence...*
- *Say the word. What sounds can I hear in the word? I can hear all the sounds in the word. I can write a letter(s) for each sound. Does this look right? Have I written a letter for every sound? If not, why?*
- *What do I know about some sounds?*
- *Have I written the sounds/letters in the right order?*
- *If I stretch out the word as I say it I can hear all the sounds*
- *I have to try and hear all the sounds in longer words.*
- *Which sounds do I have trouble hearing? How can I improve hearing sounds in words?*
- *It is important to hear sounds because...*
- *Which word can I think of to remember how to write \_\_\_\_\_(analogy)*

*The crow flew onto the moist snout of the proud plain bold pig as it sat in the new mound of dark soil in the farm yard.*

### Part D Phonemic knowledge

#### Skill: Reading Words-Which words have the same letter patterns /sounds?

*\*Look at these words.*

*What did you notice about all these words?*

*This word \_\_\_\_\_ reminds me of \_\_\_\_\_ because \_\_\_\_\_*

***When I read words I need to check each letter quickly...think of the sounds the letter patterns make...***

<b>moist</b>	mail	stomp	soil	mast	spoil	tromp	joint
<b>bound</b>	sound	ground	braid	drop	cloud	found	nod
<b>train</b>	tramp	brain	strain	new	nana	plain	quaint
<b>grow</b>	grew	mown	flow	grand	raid	stow	stow

### Part E Reading Prose

#### Reading Prose that includes words with 1:1 mapping, regular vv digraph-oi and irregular vv digraph- ou

*I can read this paragraph. I can talk about what the words/sentences mean.*

*After reading I will look for the words that have letter/sounds we have been learning about...*

*Which words remind me of another word?*

*The sound of the loud bell from the old quaint school near the highest point of the small mountain flowed across the valley. The farmers stopped digging in their fields to see if they could also hear the happy shouts of the children as they bounded out of their classrooms into the school yard to join in their noisy games.*

**LESSON FIVE**

**REVISION OF LESSON ONE- FOUR- Using a set of 24 Picture cards/words**

- 3-6 letter one syllable words with 1:1 mapping and regular vc digraphs-ar, ew, ir, aw, regular vv ai , oi /& irregular vc digraphs- ow & ou
- Segmentation of words into individual sounds /blending a sequence of sounds into whole words
- Writing words/ sentences to match pictures

**LESSON FIVE**

**Part A Phonological & Phonemic**

**Segment each word into individual sounds**

Skills: Listen to how I say 'clump' "c-l-u-m-p". I say /tap/can count/... each sound in the word. Now you do it...

What helps me to hear the sounds the best? (say/tap/count)

Why do I need to be able to hear sounds in word?

Which sounds do you have trouble hearing in words?

To hear the sounds in a word I need to say the word properly.

crab	trap	strap	wept	swept	clump	stew	clump
screw	bird	girls	drink	crab	star	train	mound
sprout	trail	points	soil	snow	row	straw	scar

**Part B Phonemic knowledge**

**Skill: Blending each sound in order to make a whole word:**

\*Listen to how I put these sounds together to make a word, 'b-l-ow'. You do this with...'

Which sounds can I hear easily? Which sounds do I find are harder to hear? When is it important to hear sounds in words?

Which words sound the same? Different?

b-l-ow	s-n-ou-t	s-p-r-ou-t	c-l-ai-m	s-c-r-ew	s-qu-ir-m	c-l-ou-d	g-l-ow-s
t-r-ai-n	s-t-ar-k	f-l-ow-n	s-p-oi-l	f-oi-l	s-t-ou-t	g-l-oi-n	w-ou-n-d

**Part C Writing –Oral sentences Modelled by Teacher, then generated by Students**  
**Students write their own sentences –prompted by the picture cards-identifying features of the sounds contained in key words**

- *I can say this word in a sentence...*
- *Say the word. What sounds can I hear in the word? I can hear all the sounds in the word. I can write a letter(s) for each sound. Does this look right? Have I written a letter for every sound? If not, why?*
- *What do I know about some sounds?*
- *Have I written the sounds/letters in the right order?*
- *If I stretch out the word as I say it I can hear all the sounds*
- *I have to try and hear all the sounds in longer words.*
- *Which word can I think of to remember how to write \_\_\_\_\_(analogy)*

*eg. After the rain, the mound of soil was very damp. The crab was caught in the trap...*

**Part D Phonemic knowledge**

**Skill: Reading Words-Which words have the same letter patterns/sounds**

*\*Look at these words.. I want you to say each one.*

*What did you notice about all these words?*

*This word \_\_\_\_\_ reminds me of \_\_\_\_\_ because \_\_\_\_\_*

*When I read words I need to check each letter quickly...think of the sounds the letter patterns make...*

<b>points</b>	<i>mail</i>	<i>stomp</i>	<i>soil</i>	<i>mast</i>	<i>spoil</i>	<i>tromp</i>	<i>joint</i>
<b>mound</b>	<i>sound</i>	<i>ground</i>	<i>braid</i>	<i>drop</i>	<i>cloud</i>	<i>found</i>	<i>nod</i>
<b>train</b>	<i>tramp</i>	<i>brain</i>	<i>strain</i>	<i>new</i>	<i>nana</i>	<i>plain</i>	<i>quaint</i>
<b>snow</b>	<i>grew</i>	<i>mown</i>	<i>flow</i>	<i>grand</i>	<i>raid</i>	<i>stow</i>	<i>snow</i>
<b>swept</b>	<i>wept</i>	<i>pat</i>	<i>weep</i>	<i>lets</i>	<i>slept</i>	<i>west</i>	<i>strept</i>
<b>screw</b>	<i>row</i>	<i>crew</i>	<i>rest</i>	<i>flew</i>	<i>stew</i>	<i>west</i>	<i>score</i>
<b>sprout</b>	<i>out</i>	<i>pout</i>	<i>mound</i>	<i>span</i>	<i>spun</i>	<i>loud</i>	<i>pot</i>
<b>joint</b>	<i>job</i>	<i>jet</i>	<i>oil</i>	<i>boil</i>	<i>soil</i>	<i>foil</i>	<i>jot</i>
<b>pout</b>	<i>put</i>	<i>house</i>	<i>top</i>	<i>pot</i>	<i>mouse</i>	<i>round</i>	<i>sprout</i>
<b>dirt</b>	<i>flirt</i>	<i>squirm</i>	<i>drip</i>	<i>fir</i>	<i>firm</i>	<i>girl</i>	<i>stir</i>

**Part D 2 Phonemic knowledge**

**Skill: Categorising Words by sound**

**Viewing/ Reading 24 picture cards & words and then categorising cards by ‘like sounds’/ words**

**Part E Reading Prose- Revision of Texts- Lesson One to Four- Students reading in pairs**

*Reading Prose that includes words with 1:1 mapping, and regular vc digraphs-ar, ew, ir, aw, regular vv ai , oi /& irregular vc digraphs- ow & ou*

*I can read this paragraph. I can talk about what the words/sentences mean.*

*After reading I will look for the words that have letter/sounds we have been learning about...*

*Which words remind me of another word?*

**Lesson 4 text:**

*The sound of the loud bell from the old quaint school near the highest point of the small mountain flowed across the valley. The farmers stopped digging in their fields to see if they could also hear the happy shouts of the children as they bounded out of their classrooms into the school yard to join in their noisy games.*

## LESSON SIX

Segmentation/Blending of 3-6 letter one syllable words with 1:1 mapping, irregular vv digraphs - oa, ea, ow

**REVISION of Lessons One-Five using Picture Card set from Lesson 5 to segment/blend /create rhyming words and substitute /delete sounds**

- 3-6 letter words with 1:1 mapping and vc digraphs ar, ew, ir, aw, regular vv digraphs ai , oi & irregular vc digraphs- ow, ou

## LESSON SIX

DATE: 24/05/08

### Part A Phonological & Phonemic

**Segment each word into individual sounds**

Skills: Listen to how I say 'gloat' "g-l-oa-t". I say /tap/can count/... each sound in the word. Now you do it...

What helps me to hear the sounds the best? (say/tap/count)

Why do I need to be able to hear sounds in word?

Which sounds do you have trouble hearing in words?

To hear the sounds in a word I need to say the word properly.

<i>gloat</i>	<i>clead</i>	<i>pread</i>	<i>tread</i>	<i>squeak</i>	<i>stread</i>	<i>droat</i>	<i>cread</i>
<i>croat</i>	<i>scleam</i>	<i>floam</i>	<i>bread</i>	<i>stream</i>	<i>snoat</i>	<i>gread</i>	<i>Beak</i>

### Part B Phonemic knowledge

**Skill: Blending each sound in order to make a whole word:**

\*Listen to how I put these sounds together to make a word, 'b-l-ow'. You do this with...'

Which sounds can I hear easily? Which sounds do I find are harder to hear? When is it important to hear sounds in words?

Which words sound the same? Different?

<i>b-l-ea-k</i>	<i>r-oa-s-t</i>	<i>s-n-ea-d</i>	<i>s-c-l-ea-m</i>	<i>f-oa-m</i>	<i>d-r-ea-d</i>	<i>b-ea-s-t</i>	<i>s-t-r-oa-t</i>
<i>g-r-oa-n</i>	<i>t-r-ea-d</i>	<i>s-c-r-ea-m</i>	<i>b-ea-t</i>	<i>c-oa-s-t</i>	<i>d-r-ea-m</i>	<i>l-oa-s-t</i>	<i>g-oa-l</i>

### Part C Comprehend the meaning of words

#### Skill: Writing Dictated Whole Words (real & nonsense words)

- *I can explain what this word means...*
- *I can say this word in a sentence*
- *Say the word. What sounds can I hear in the word? I can hear all the sounds in the word. I can write a letter(s) for each sound. Does this look right? Have I written a letter for every sound? If not, why?*
- *What do I know about some sounds*
- *Have I written the sounds/letters in the right order?*
- *If I stretch out the word as I say it I can hear all the sounds*
- *I have to try and hear all the sounds in longer words.*
- *Which sounds do I have trouble hearing? How can I improve hearing sounds in words?*
- *It is important to hear sounds because...*
- *Which word can I think of to remember how to write \_\_\_\_\_(analogy)*

clead	sloat	bloat	scream	bleast	stread	scoal	squeal
dean	froat	ploat	stream	fleat	head	pread	

### Part D Phonemic knowledge

#### Reading words

**Skill: Reading Words-Which words have the same letter patterns/sounds & \* create rhyming words and substitute/delete sounds**

*\*Look at these words.. I want you to say each one.*

*What did you notice about all these words?*

*This word \_\_\_\_\_ reminds me of \_\_\_\_\_ because \_\_\_\_\_*

*When I read words I need to check each letter quickly...think of the sounds the letter patterns make...*

<i>gloat</i>	<i>clead</i>	<i>pread</i>	<i>tread</i>	<i>squeak</i>	<i>stread</i>	<i>droat</i>	<i>cread</i>
<i>croat</i>	<i>scleam</i>	<i>floam</i>	<i>bread</i>	<i>stream</i>	<i>snoat</i>	<i>gread</i>	<i>beak</i>

### Part D 2

#### Reading picture card words and matching words with the same letter sounds/patterns

<i>head</i>	<i>feast</i>	<i>spread</i>	<i>cream</i>	<i>beak</i>	<i>croak</i>	<i>meat</i>	<i>goal</i>
<i>cloak</i>	<i>toast</i>	<i>coast</i>	<i>beast</i>	<i>bread</i>	<i>thread</i>	<i>steam</i>	<i>roast</i>

## Part E Reading Prose

*I can read this paragraph. I can talk about what the words/sentences mean.*

*After reading I will look for the words that have letter/sounds we have been learning about...*

*Which words remind me of another word?*

“Hey, Mum! Have a listen to my new story.” shouted Kevin. Then he started to read.

The wild beast from the bleak coast of the south spread out its dreadful claws and let out an awful scream. The sound filled everyone with deepest dread. They froze where they stood and feared for their lives.

What could they do? Where could they go?

As it opened its sharp beak-like mouth he...

“STOP!” said Mum. “You can’t read that sort a story like that to your baby sister. She’ll have awful dreams and never get to sleep”.

Just make up a pleasant happy story about the things she likes.

“Oh, no?” groaned Kevin.

“I’m not going to make up stuff about a mouse that lives in a meadow and rows in a boat and thinks that a feast is toasted bread and jam.”

What about one about a cat then? said Mum

“No. I’m not even going to try and think of a story about a squealing, squeaking cat, even if he does like to wear gleaming cloaks and painted leather boots!

“Sounds like you’ve already started to work on one”, said Mum with a smile.

## LESSON SEVEN

Segmentation/Blending of 3-6 letter words with 1:1 mapping, long and short vowels a, e and u, (including vc –ay, vcv a-e, regular vv digraphs ai, ee and irregular vv digraph ea)

**REVISION of Lessons One-Six using selected Pictures/Words from Card sets from Lesson 5& Six to segment/blend /create rhyming words and substitute /delete sounds including**

- 3-6 letter one syllable words with 1:1 mapping and vc digraphs ar, ew, ir, aw, regular vv digraphs ai, oi & irregular vv and vc digraphs- ow and ou

### Lesson Seven

#### Part A Segment each word into individual sounds

Skills: Listen to how I say ‘roast’ “r--oa-s-t”. I say /tap/can count/... each sound in the word. Now you do it...

What helps me to hear the sounds the best? (say/tap/count)

Why do I need to be able to hear sounds in word?

Which sounds do you have trouble hearing in words?

To hear the sounds in a word I need to say the word properly.

roast	slate	pread	cute	squeak	stand	tube	scrub
sprung	fray	grant	scleam	gang	clunk	gread	strap
rake	jade	slate	bread	chant	stray	slake	flate

#### Part B Phonemic knowledge

Skill: Blending each sound in order to make a whole word:

\*Listen to how I put these sounds together to make a word, ‘b-l-ow’. You do this with...’

Which sounds can I hear easily? Which sounds do I find are harder to hear? When is it important to hear sounds in words?

Which words sound the same? Different?

b-l-ea -k	r-oa-s-t	s-n-ea-d	s-c-l-ea-m	p-l-a-n-e	d-r-ea-d	b-ea-s-t	p-l-ai-n
g-r-oa-n	t-r-ea-d	s-c-r-ea-m	b-ea-t	b-l-a-d-e	d-r-ea-m	c-r-ee-k	u-te

#### Part C Comprehend the meaning of words

Skill: Writing Dictated Whole Words (real & nonsense words)

- Say the word. What sounds can I hear in the word? I can hear all the sounds in the word. I can write a letter(s) for each sound. Does this look right? Have I written a letter for every sound? If not, why?
- Have I written the sounds/letters in the right order?
- If I stretch out the word as I say it I can hear all the sounds
- I have to try and hear all the sounds in longer words.
- Which sounds do I have trouble hearing? How can I improve hearing sounds in words?
- It is important to hear sounds because...
- Which word can I think of to remember how to write \_\_\_\_\_(analogy)

clead	strain	strake	scream	bleast	stread	crust	squeal
dean	skunk	slave	stean	fleast	head	pread	deal

## Part D Phonemic knowledge

### Reading words

**Skill: Reading Words-Which words have the same letter patterns/sounds & \* create rhyming words and substitute /delete sounds**

*\*Look at these words.. I want you to say each one.*

*What did you notice about all these words?*

*This word \_\_\_\_\_ reminds me of \_\_\_\_\_ because \_\_\_\_\_*

*When I read words I need to check each letter quickly...think of the sounds the letter patterns make...*

flame	preen	pread	tread	flube	stread	slump	clunk
stray	scleam	floam	bread	stream	chant	greed	swept

## Part D 2

**Reading picture card words and matching words with the same letter sounds/patterns**

tube	street	stake	tent	brain	plate	shrub	screen
grub	mule	pump	jump	fleet	crack	slept	tape

## Part E Reading Prose

**Revision of Texts Lessons 1-6- & Identifying Long & short vowels- a-e-u, ai, ea,ee a-e, u-e,ay,**

*I can read this paragraph. I can talk about what the words/sentences mean.*

*After reading I will look for the words that have letter/sounds we have been learning about...*

*Which words remind me of another word?*

“Hey, Mum! Have a listen to my new story.” shouted Kevin. Then he started to read.

*The wild beast from the bleak coast of the south spread out its dreadful claws and let out an awful scream. The sound filled everyone with deepest dread. They froze where they stood and feared for their lives.*

*What could they do? Where could they go?*

*As it opened its sharp beak-like mouth he...*

“STOP!” said Mum. “You can’t read that sort a story like that to your baby sister. She’ll have awful dreams and never get to sleep”.

Just make up a pleasant happy story about the things she likes.

“Oh, no?” groaned Kevin.

“I’m not going to make up stuff about a mouse that lives in a meadow and rows in a boat and thinks that a feast is toasted bread and jam.”

What about one about a cat then? said Mum

“No. I’m not even going to try and think of a story about a squealing, squeaking cat, even if he does like to wear gleaming cloaks and painted leather boots!

“Sounds like you’ve already started to work on one”, said Mum with a smile.

**LESSON EIGHT :**

**Segmentation/Blending of 3-6 letter words with 1:1 mapping, long and short vowels i and o, ( including vcv- i-e, o-e and irregular vv digraphs oe, ie, oa, ow)**

**REVISION of Lessons One-Seven using selected Pictures/Words from Card sets from Lessons Five- Seven to segment/blend /create rhyming words and substitute /delete sounds including**

- 3-6 letter one syllable words with 1:1 mapping, long and short vowels vc digraphs ar, ew, ir, aw, ay regular vv digraphs ai , oi irregular vc digraphs- ow, ou and vcv graphs- a-e

**Lesson 8**

**Part A Segment each word into individual sounds**

*Skills: Listen to how I say ‘roast’ “r--oa-s-t”. I say /tap/can count/... each sound in the word. Now you do it...*

*What helps me to hear the sounds the best? (say/tap/count)*

*Why do I need to be able to hear sounds in word?*

*Which sounds do you have trouble hearing in words?*

*To hear the sounds in a word I need to say the word properly.*

roast	quilt	flock	pipe	chop	bowl	squint	stroke
kite	doe	whisk	bloke	frill	toast	smoke	quite
vine	frock	foe	cloak	skite	spot	croak	pie

**Part B Phonemic knowledge**

**1. Blending each sound in order to make a whole word-\* each student being allocated a sound – to then get into an order after first sound is identified**

**2. Experiment with deleting and substituting sounds**

*\*Listen to how I put these sounds together to make a word, ‘b-l-ow’. You do this with...’*

*Which sounds can I hear easily? Which sounds do I find are harder to hear? When is it important to hear sounds in words?*

*Which words sound the same? Different?*

s-t-r-ing	r-oa-s-t	t-r-o-t	t-ie	g-r-i-ll	f-r-o-st	c-oa-t	s-t-r-i-de
g-r-oa-n	c-l-o-ck	sh-i-f-t	s-m-o-ck	s-t-r-o-ke	p-ie	c-l-ing	d-r-ie-d

**Part C 1. Writing identification of the letter clusters that make the sounds**

**2. Write the words and experiment in adding letter to make the word longer (suffixes- plural s, ing, er, ed)**

roast	frill	whisk	bowl	smoke	pie	flow	stroke
squint	low	stride	glow	pipe	kite	grill	scribe
snow	trot	low	chop	croak	show	row	smile

**Part D**

**Reading all picture card words with the long and short e and o vowel sounds**

<i>chop</i>	<i>bowl</i>	<i>quilt</i>	<i>whisk</i>	<i>pie</i>	<i>flock</i>	<i>bloke</i>	
<i>frill</i>	<i>kite</i>	<i>vine</i>	<i>pipe</i>	<i>foe</i>	<i>spot</i>	<i>frock</i>	<i>squint</i>

**Part E Prose- 'The Magic Touch'**

*Blake Education, 2005. Non-fiction Reading Comprehension, Middle Primary Book 1, pg. 136*  
*I can read this paragraph. I can talk about what the words/sentences mean.*  
*After reading I will look for the words that have letter/sounds we have been learning about...*  
*Which words remind me of another word?*

No one can explain the magic of Walt Disney. He started out like many boys. He lived on a farm. He helped his father with jobs. Then he started to draw farm animals.

When Walt grew up, he drew animals for animated cartoons. He drew a mouse named Mickey. He drew a duck named Donald. He drew a dog named Goofy.

His cartoons had a touch of magic. Other cartoons were silent. He had music and characters that talked. Other cartoons were filmed in black and white. Walt added colour to his cartoons. Other cartoons were just a group of jokes. Walt's told real stories.

One of Walt's ideas seemed like magic to him. He wanted to make a full-length cartoon film. No-one had done that. Many people thought it was a bad idea. When people saw *Snow White and the seven Dwarfs*, they cheered.

Walt made cartoon magic all throughout his life. He even built a magical kingdom called Disneyland. No one can explain the Disney magic. But millions have been touched by it.

**LESSON NINE :**

**Segmentation/Blending of 3-6+ letter words including 1 and 2 syllable words with 1:1 mapping and a variety of long and short vowel sounds**

**REVISION of Lessons One-Eight using selected Pictures/Words from Card sets from Lessons Five- Eight to segment/blend /create rhyming words and substitute /delete sounds including:**

- 3-6 letter one syllable words with 1:1 mapping, long and short vowels vc digraphs ar, ew, ir, aw, regular vv digraphs ai , oi, irregular vv & vc digraphs- ow, ou ay oe and ie and vcv graphs- a-e
- Which sound could follow this sound (*generating words from initial letter/blends*)
- Which words can you make longer?

**LESSON NINE**

**Part A**

**Segment each two syllable word into individual sounds (\*Syllable Picture Cards) and identifying how initial sounds in words are same/ different**

**Say Tap Clap Count**

<i>pocket</i>	<i>locket</i>		<i>carpet</i>	<i>puppet</i>		<i>packet</i>	<i>jacket</i>
<i>cricket</i>	<i>ticket</i>		<i>circle</i>	<i>cycle</i>		<i>chaplain</i>	<i>chapel</i>
<i>bangle</i>	<i>tangle</i>		<i>channel</i>	<i>flannel</i>		<i>tunnel</i>	<i>kennel</i>

**Part B 1. (a). Say & Blending each sound in order to make a whole word (word pairs)**

<i>win-dow</i> <i>w-i-n-d-ow</i>	<i>wid-ow</i> <i>w-i-dow</i>		<i>sprock-et</i> <i>s-p-r-o-ck-e-t</i>	<i>pock-et</i> <i>p-o-ck-e-t</i>		<i>speed-y</i> <i>s-p-ee-d-y</i>	<i>seed-y</i> <i>s-ee-d-y</i>
<i>stream-er</i> <i>s-t-r-ea-m-er</i>	<i>steam-er</i> <i>s-t-ea-m-er</i>		<i>sta-ble</i> <i>s-t-a-b-le</i>	<i>ta-ble</i> <i>t-a-b-le</i>		<i>sleep-ing</i> <i>s-l-ee-p-ing</i>	<i>seep-ing</i> <i>s-ee-p-ing</i>
<i>wigg-le</i> <i>w-i-gg-le</i>	<i>wrigg-le</i> <i>wr-i-gg-le</i>		<i>splitt-ing</i> <i>s-p-l-i-tt-ing</i>	<i>spit-ing</i> <i>s-p-i-tt-ing</i>		<i>back-board</i> <i>b-a-ck-b-oar-d</i>	<i>black-board</i> <i>b-l-a-ck-b-oa-d</i>

**Part C**

- 1. Writing -identification of the letter clusters that make the sounds**
- 2. Write the words and experiment in adding/ substituting /deleting letters to change the words**
- 3. Add more letters to make them longer**

<i>sprout</i>	<i>strain</i>	<i>split</i>	<i>sweep</i>	<i>trail</i>	<i>sweet</i>	<i>groom</i>	<i>clink</i>
<i>snail</i>	<i>flock</i>	<i>slump</i>	<i>trump</i>	<i>smile</i>	<i>brash</i>	<i>drain</i>	<i>cream</i>

## Part D

1. Reading all picture card words with the long and short e and o vowel sounds (from Lesson Eight words)
2. Orally add more letters to make selected words longer
3. Create oral sentences to illustrate word meanings

<i>roast</i>	<i>frill</i>	<i>whisk</i>	<i>bowl</i>	<i>smoke</i>	<i>pie</i>	<i>flow</i>
<i>squint</i>	<i>low</i>	<i>stride</i>	<i>glow</i>	<i>pipe</i>	<i>kite</i>	<i>grill</i>
<i>snow</i>	<i>trot</i>	<i>low</i>	<i>chop</i>	<i>croak</i>	<i>show</i>	<i>row</i>

\*Letter(s) clusters to increase word length: Final sounds: s, ed, ing, ly, y

## Part E Prose- 'From Farm Animals to Fame'

*Blake Education 2005. Non-fiction Reading Comprehension, Middle Primary Book 1, pg. 140*

It might not seem possible that drawing farm animals could lead to fame and fortune. For Walt Disney, it did. Walt spent much of his childhood on a farm. He had to help feed and care for the farm animals. They would come when he called. He liked to watch them and play with them. He even named the animals. They would come when he called. A hen named Martha would even lay an egg right in his hand.

At six years old, Walt wanted to draw a pig named Porker. His family was very poor. He did not have paper to draw on. He dipped a brush into a bucket of tar and drew a pig on the side of the house. He got into a lot of trouble. After that, he drew on toilet paper. His aunt bought him paper when she found out he could draw.

When Walt grew up, he still liked to draw animals. He began to make animated short films. To make an animated film, an artist must make many drawings. Each drawing shows a character in a slightly different position. Every drawing is photographed. When these photos are run through a projector, the characters look like they are moving.

One of Walt's characters was a mouse. The mouse starred in its first film in 1928. The mouse was named Mickey. Mickey Mouse went in to become one of the best-loved animal characters ever created. With the help of Mickey Mouse, Walt Disney found fame and fortune.

## LESSON TEN

**Segmentation/Blending of 3-6+ letter words including 1 and 2 syllable words with 1:1 mapping and a variety of long and short vowel sounds**

**LESSON TEN IS A REVISION of Lessons One- Nine using selected Pictures/Words to segment/blend /create rhyming words, substitute /delete sounds , write and read :**

- 3-6 letter one syllable words with 1:1 mapping, long and short vowels vc digraphs ar, ew, ir, aw, regular vv digraphs ai , oi, irregular vv & vc digraphs- ow, ou ay oe and ie and vcv graphs- a-e
- Which sound could follow this sound (*generating words from initial letter/blends*)
- Which words can you make longer?

### Part A

**Words from Lessons One -Four with Picture cards :** 3-6 letter one syllable words with 1:1 mapping, regular vc digraphs: aw ar words  
**Segment each one syllable word into individual sounds**

**Say Tap Clap Count**

<i>lamp</i>	<i>frost</i>	<i>land</i>
<i>park</i>	<i>camp</i>	<i>claws</i>
<i>farm</i>	<i>steps</i>	<i>crow</i>

### Part B 1

**Words from Lessons Two-Five Words with Picture Cards :** regular vc digraphs aw, ew, ir, oi regular vv digraph- ai , irregular vv digraph-oi & irregular vc digraph- ow ,  
**Say & Blending each sound in order to make a whole word**

<i>stew</i>	<i>bird</i>	<i>train</i>	<i>girls</i>	<i>trail</i>	<i>points</i>	<i>sprout</i>	<i>straw</i>
<i>swept</i>	<i>mound</i>	<i>snow</i>	<i>screw</i>	<i>wept</i>	<i>row</i>	<i>clump</i>	<i>stump</i>

### Part B 2

**Words from Lessons Six with Picture Cards: irregular vv digraphs – oa & ea**

**(a) Tch. instructs students to substitute or replace individual sounds with another sound**

**(b) Students suggest other words they know that could contain these sounds , prompted by initial letter and blends**

	<i>Substitute</i>		<i>Delete</i>		<i>Substitute</i>		<i>Delete</i>
<i>beak</i>	<i>b with l</i>	<i>croak</i>	<i>r</i>	<i>meat</i>	<i>m with scr</i>	<i>cloak</i>	<i>l</i>
<i>cream</i>	<i>c with d</i>	<i>spread</i>	<i>r</i>	<i>spread</i>	<i>sp with b</i>	<i>steam</i>	<i>t</i>

### Part C

Words from Lessons Seven and Eight with Picture Cards: long and short vowels a, e, i, o and u (including vcv-a-e, i-e, o-e, vc digraphs-ay and irregular vv digraphs oe, oa, ow ie, ee)

1. Writing identification of the letter clusters that make the sounds
2. Add more letters to make them longer

<i>crack</i>	<i>doe</i>	<i>screen</i>	<i>spot</i>	<i>pie</i>	<i>squint</i>	<i>kite</i>	<i>slept</i>
<i>float</i>	<i>frock</i>	<i>tape</i>	<i>pipe</i>	<i>tube</i>	<i>stroke</i>	<i>jump</i>	<i>grub</i>

\*Letter(s) clusters to increase word length: Final sounds: s, ed, ing, ly, y

### Part D

Read words from Lesson Nine- 2 syllable words (and pictures)

<i>cket</i>	<i>Locket</i>		<i>carpet</i>	<i>puppet</i>		<i>packet</i>	<i>jacket</i>
<i>cricket</i>	<i>ticket</i>		<i>circle</i>	<i>cycle</i>		<i>chaplain</i>	<i>chapel</i>
<i>bangle</i>	<i>tangle</i>		<i>channel</i>	<i>flannel</i>		<i>tunnel</i>	<i>kennel</i>

### Part E

Prose- 'Fun Roller Coasters'

Blake Education, 2005. Non-fiction Reading Comprehension, Middle Primary Book 1, pg. 144

#### Fun Roller Coasters

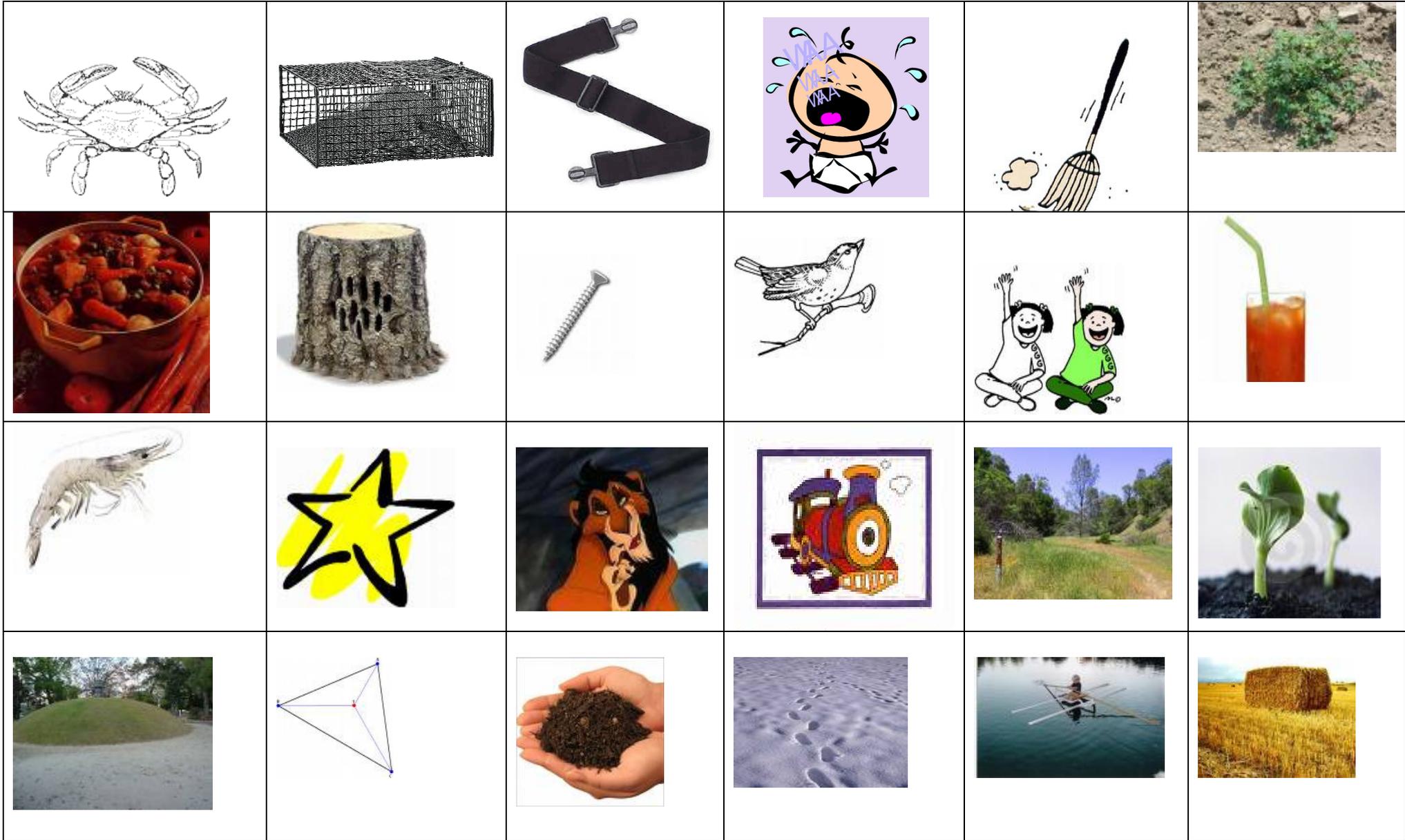
Roller coasters are designed for fun! That fun begins with gravity. The fun starts at the top of the first hill. Gravity pulls the coaster down. It plunges into valleys. It whips around curves. It may even loop upside down. Hold on to your hat. The fun has just begun!

Wooden roller coasters came in two basic designs. One design is the twister. Twisters have many turns. They have steep drops. Their tracks cross over and under each other. The second design is the out-and-back. It starts at one point and goes to another point. Then it comes back where it began.

Steel roller coasters come in many more types. Some of them loop upside down. Some have trains that hang below the track. Others allow riders to stand up as they swoop and loop around the track.

Some people think the ride is too smooth on a steel coaster. They like the way wooden coasters jerk and jar them. Whether a coaster is built of wood or steel, you can bet it was designed for fun!

stew	trap	sprout	wept	girls	clump
crab	stump	screw	snow	swept	drink
prawn	star	soil	train	mound	strap
trail	points	scar	bird	row	Straw



# **Explicitly instructing Year Three and Four students with reading difficulties to segment and blend words with three to six sounds leads to an improvement in reading words in isolation and in prose**

## **The Teaching Unit**

Eight Year Three and Four students who are experiencing reading difficulties at the word level will be part of a study to investigate the hypothesis:

*Explicitly instructing Year Three and Four students with reading difficulties to segment and blend words with three to six sounds leads to an improvement in reading words in isolation and in prose.*

- Four students will be provided with explicit instruction to improve their phonological knowledge and phonemic awareness. The other four students will be in the Control Group.
- Each lesson will include an emphasis on the students to: segment, blend, write and read 3-6 sound words containing up to six letters, including 1:1 mapping and a variety of letter clusters and patterns
- The words selected for each lesson have been initially chosen from analysis of the word errors that the students recorded in their pretest measures
- Other words in the lessons were included for phonological and orthographic purposes as the lessons progressed as indicated by the students' learning needs
- Each proceeding lesson will briefly revise the content and skills of the previous lesson(s) before the teaching of new material.

## **OUTCOMES**

The Intervention tasks are designed to improve segmenting and blending of individual sounds and letter cluster /pattern knowledge in mainly in-syllable words containing 3-6 sounds. Through intervention the students will be able to:

- Say words in isolation and prose
- Segment words by individual sounds
- Blend words from individual sounds
- Identify specific letter clusters/letter patterns in words
- Categorise words by same/different sounds
- Visualise and write the specific words in isolation, within dictated sentences or in their own created sentences
- Transfer specific letter clusters /letter patterns to other words(real or pseudo)
- Manipulate sounds in words by deleting or substituting phonemes

- Use analogy to help them make links between known words and unknown words
- Meta –cognitive language will be recorded as explicit teacher language throughout the lesson plans to prompt students to use this kind of language to explain/describe their own learning actions.

## **Assessment Procedures**

Pre and Posttesting administered individually

- Running Record PM Benchmark Kit, Level 27 Factual Text
- Orthographic Reading Test
- Rime Unit Reading Test
- Phonological Assessment and Knowledge Test (John Munro, 1998a)

## **Procedure**

### **Lessons 1-4**

- Review of previous letter clusters/patterns through segmentation, blending, writing, reading words and in prose
- Segmentation of new word types-teacher demonstrates phonemic segmenting of separate sounds. students continue with other teacher dictated words
- Blending of new words. Teacher demonstrates how to say a whole word from segmented phonemes. Students continue with other dictated segmented words.
- Visualise and Write words. Students attempt to write example of dictated new words. After each new word type teacher demonstrate correct spelling
- Applying Analogy. Teacher demonstrates how analogy can assist writing/reading of other words. Students suggest their own analogies.
- Read each word. Students read listed words on a prepared sheet
- Reading Prose. Teacher presents prepared prose that includes targeted words. Students read parts individually and together.
- Identifying Targeted words in text. Students together and individually locate targeted word in the text
- Meta-Cognition. Students say what they have learnt, what they know about words and how they will remember them. \*Explicit teacher/student language throughout the lesson also prompts meta-cognition throughout the lesson segments.

## **Lesson 5**

Review of the skills and content of Lesson 1-4 using picture prompts and word cards for:

- for segmentation,
- blending,
- writing,
- reading listed words and differentiating between like words
- Categorising of word sound

Prose reading of texts from Lesson 4, which also included a review of Lessons 1-3 words

## **Lessons 6-7**

Same process as in Lessons 1-4 with the addition of picture cards and word cards for classification /categorisation of sounds /letters

## **Lesson 8-9**

Same process as in Lessons 6-7 with the addition of skills in how to:

- increase word length by adding suffixes and prefixes
- deleting and substituting sounds
- writing words and changing with deleting and substituting initial/medial and final phonemes / letters

## **Lesson 10**

Review of the skills and content of Lesson 1-10 using picture prompts and word cards for:

- for segmentation,
- blending,
- deleting and substituting sounds
- increasing word length by prefixes and suffixes
- writing words and changing with deleting and substituting initial/medial and final phonemes / letters
- reading words
- Categorising of word sounds
- Prose reading of text which also included a review of Lessons 1-9 words.

## Lesson Sample

<b>Lesson One      1:1 Sound/letter Mapping of words- with 3-6 letters and sounds</b>		
<b>ACTIVITY</b>	<b>TEACHER</b>	<b>STUDENTS</b>
<p><b>Saying /Tapping /Clapping/then Counting each sound in order</b></p> <p>*Groups of words (real &amp; pseudo) are presented to do each separate task</p>	<p><i>Listen to how I say “stop’- “s-t-o-p”. I say /tap/clap/ count/... each sound in the word.</i></p> <p><i>Now you do it...</i></p> <p><i>* Correct articulation of words are stressed</i></p>	<p>Students repeat each task following the teacher’s prompts, making sure they say each word correctly before they segment into separate sounds</p>
<p><b>Blending each sound in order to make a whole word</b></p> <p>* words (real &amp; pseudo) are presented to blend</p>	<p><i>Listen to how I put these sounds together to make a word, ‘l-o-g...log.</i></p> <p><i>You do this with...’</i></p> <p><i>Which sounds can you hear? easily? Which sounds do you find are harder to blend? When is it important to hear blend sounds in words?</i></p>	<p>Students repeat each task following the teacher’s prompts to include all segmented sounds into the blended words</p>
<p><b>Writing Dictated Whole Words</b> (real &amp; nonsense words)</p>	<p><i>Say the word.</i></p> <p><i>I can hear and write all the sounds in the word.</i></p> <p><i>I can write a letter for each sound.</i></p> <p><i>Does this look right?</i></p> <p><i>Have I written a letter for every sound?</i></p> <p><i>If I stretch out the word as I say it- I can hear all the sounds I have to try and hear all the sounds in words because...</i></p>	<p>Students attempt writing the words by saying the word out aloud, stretching out the sounds ...and responding to the teachers question prompts.</p>
<p><b>Reading Words</b></p> <p>Reading a list of real and pseudo words on a individually provided sheet</p>	<p><i>Look at these words. Some of the words are real. Many of them are nonsense words. I want you to say each one.</i></p> <p><i>What did you notice about all of these words? ( Each letter has a sound)</i></p> <p><i>The words I find easy/harder to say are...</i></p>	<p>Students read words individually and together</p> <p>Their responses to the teacher’s questions helps them to articulate what they are doing</p> <p>Students attempt to make analogies to other known words</p>

ACTIVITY	TEACHER	STUDENT
<p><b>Reading Words (cont.)</b></p>	<p><i>I need to remember to look at _____ in the harder words to help me to _____</i></p> <p><i>This word _____ reminds me of _____</i></p> <p><i>because _____.</i></p>	
<p><b>Reading Prose</b> that includes words with 1:1 mapping</p>	<p>Teacher invites students to predict ideas that might be in the text from the title and from their own experiential knowledge.</p> <p>Teacher then provides a summary sentence about the ideas in the prose.</p> <p><i>I can read this paragraph. After reading I will look for the words that have a letter for every sound.</i></p> <p><i>Which words remind me of other words?</i></p>	<p>Students read prose individually and together</p> <p>Students locate words that have 1:1 mapping and make analogies to other known words</p>
<p>* <b>Meta –Cognitive</b> responses are encouraged throughout the lesson parts</p>	<p>Tell me what you know about the kind of words we have been working on today?</p>	<p><i>All the words had a sound for every letter.</i></p> <p><i>When I say longer words I have to be careful to....</i></p> <p><i>When words that begin with str...</i></p> <p><i>I have to remember to say the ‘r’</i></p>

## Lesson One

### Segmentation/Blending of individual sounds in 3-6 letter one syllable words with 1:1 mapping

#### Part A Phonological & Phonemic

##### Skills: Saying /Tapping /Counting each sound in order

*\*Listen to how I say “stop’- “s-t-o-p”. I say /tap/can count/... each sound in the word. Now you do it...*

*What helps me to hear the sounds the best? (say/tap/count)*

*Why do I need to be able to hear sounds in word?*

*Which sounds do you have trouble hearing in words?*

*To hear the sounds in a word, I need to say the word properly.*

Say	Clap /Tap	Count
<i>crab</i>	<i>span</i>	<i>frond</i>
<i>snub</i>	<i>swam</i>	<i>swift</i>
<i>crib</i>	<i>prank</i>	<i>grand</i>
<i>scant</i>	<i>slump</i>	<i>frump</i>
<i>swept</i>	<i>frost</i>	<i>trust</i>
<i>scrum</i>	<i>plump</i>	<i>sprat</i>
<i>clank</i>	<i>cleft</i>	<i>croft</i>

#### Part B Phonemic knowledge

##### Skill:Blending each sound in order to make a whole word:

*\*Listen to how I put these sounds together to make a word, ‘l-o-g...log. You do this with...’*

*Which sounds can I hear easily? Which sounds do I find are harder to hear? When is it important to hear sounds in words?*

<i>t-r-a-p</i>	<i>p-l-i-t</i>	<i>t-r-i-p</i>
<i>r-u-m-p</i>	<i>r-e-n-d</i>	<i>l-a-m-p</i>
<i>s-p-l-i-t</i>	<i>l-a-n-d</i>	<i>r-i-n-k</i>
<i>c-l-a-m-p</i>	<i>r-a-n- k</i>	<i>s-t-r-i-p</i>
<i>b-r-i-n-k</i>	<i>s-t-r-a-p</i>	<i>t-r-e-n-d</i>
<i>b-l-a-n-d</i>	<i>t-r-u-m-p</i>	<i>c -r-a-n-k</i>
<i>s-t-r-u-m-p</i>	<i>s-t-r-e-n-d</i>	<i>s- l-a-m-p</i>

**Part C Comprehend the meaning of words**

**Skill: Writing Dictated Whole Words (real & nonsense words)**

Say the word. What sounds can I hear in the word? I can hear all the sounds in the word. I can write a letter for each sound. Does this look right? Have I written a letter for every sound?

If I stretch out the word as I say it- I can hear all the sounds

I have to try and hear all the sounds in longer words.

Which sounds do I have trouble hearing? How can I improve hearing sounds in words?

It is important to hear sounds because...

sprag	strut	crimp
blond	spend	plump
drift	skimp	blunt
sprang	frond	slump

**Part D Phonemic knowledge**

**Skill: Reading Words**

\*Look at these words. Some of the words are real. Many of them are nonsense words. I want you to say each one.

What did you notice about all of these words? ( Each letter has a sound)

The words I find easy/harder to say are...

I need to remember to look at \_\_\_\_\_ in the harder words to help me to \_\_\_\_\_

This word \_\_\_\_\_ reminds me of \_\_\_\_\_ because \_\_\_\_\_

sump	slump	plumps		spat	sprat	strats
wept	swept	strepts		lank	clank	tranks
rust	trust	drusts		limp	skimp	strimps
test	blest	strest		crib	scrib	strib

**Part E Phonemic knowledge**

Reading Prose that includes words with 1:1 mapping

I can read this paragraph.

After reading I will look for the words that have a letter for every sound.

Which words remind me of another word?

*As the lost camper crept into the cleft of the cliff for shelter from the cold, strong wind he suddenly felt a cramp in his left leg. The pain was so strong that he couldn't move, so he had to slump against the damp rock wall. Was this cave now a trap? He tried to rub his sore leg but he was too cold and began to shiver. He felt he was on the brink of giving up. If he let himself drift off to sleep he could be lost forever. With a jolt he knew there was one more plan he could try. He sprang to his feet with a yelp of hope!*

## LESSON TWO

Segmentation/Blending of 3-6 letter one syllable words with 1:1 mapping and with regular vc digraphs -ar, ew, ir, aw

### REVISION OF LESSON ONE

- 3-6 letter words with 1:1 mapping
- Segmentation of words into individual sounds /Blending a sequence of individual sounds into whole words
- Writing words
- Reading words and prose that contain 1:1 mapping

## LESSON TWO

### Part A Phonological & Phonemic

**Segment each word into individual sounds**

Skills: Listen to how I say "newt" - "n-ew-t". I say /tap/can count/... each sound in the word. Now you do it...

What helps me to hear the sounds the best? (say/tap/count)

Why do I need to be able to hear sounds in word?

Which sounds do you have trouble hearing in words?

To hear the sounds in a word I need to say the word properly

Say	Tap/Clap	Count
<i>newt</i>	<i>mew</i>	<i>spew</i>
<i>ark</i>	<i>yarn</i>	<i>clarks</i>
<i>prawns</i>	<i>scraw</i>	<i>craw</i>
<i>stew</i>	<i>Jew</i>	<i>few</i>
<i>stark</i>	<i>lark</i>	<i>stars</i>
<i>bird</i>	<i>girls</i>	<i>clirts</i>
<i>claw</i>	<i>dirt</i>	<i>strawn</i>
<i>flirt</i>	<i>drawls</i>	<i>slirts</i>

### Part B Phonemic knowledge

**Skill: Blending each sound in order to make a whole word:**

\*Listen to how I put these sounds together to make a word, 's-t-ew'. You do this with...'

Which sounds can I hear easily? Which sounds do I find are harder to hear? When is it important to hear sounds in words?

Which words sound the same? Different?

<i>f-ew</i>	<i>p-l-ir-t</i>	<i>d-aw-n</i>
<i>p-ar-k-s</i>	<i>s-m-ew</i>	<i>g-ir-d-s</i>
<i>p-r-aw-n-s</i>	<i>b-ar-n-s</i>	<i>s-c-r-ar-d</i>
<i>s-t-ew</i>	<i>s-t-r-aw-s</i>	<i>g-ir-l-s</i>
<i>f-l-ar-k-s</i>	<i>j-ew</i>	<i>s-t-ir-t-s</i>

**Part C Comprehend the meaning of words**

**Skill: Writing Dictated Whole Words (real & nonsense words)**

Say the word. What sounds can I hear in the word? I can hear all the sounds in the word. I can write a letter(s) for each sound. Does this look right? Have I written a letter for every sound? If not, why?

What do I know about some sounds

Have I written the sounds/letters in the right order?

If I stretch out the word as I say it I can hear all the sounds

I have to try and hear all the sounds in longer words.

Which sounds do I have trouble hearing? How can I improve hearing sounds in words?

It is important to hear sounds because...

Which word can I think of to remember how to write \_\_\_\_\_(analogy)

<i>stew</i>	<i>clark</i>	<i>prawns</i>
<i>bird</i>	<i>few</i>	<i>harms</i>
<i>saw</i>	<i>flew</i>	

**Part D Phonemic knowledge**

**Skill: Reading Words**

\*Look at these words. Some of the words are real. Many of them are nonsense words. I want you to say each one.

What did you notice about all these words? ( Each letter has a sound, )

The words I find easy/harder to say are...

I need to remember to look at \_\_\_\_\_ in the harder words to help me to \_\_\_\_\_

This word \_\_\_\_\_ reminds me of \_\_\_\_\_ because \_\_\_\_\_

<i>new</i>	<i>spew</i>	<i>stews</i>		<i>spat</i>	<i>sprat</i>	<i>strats</i>
<i>law</i>	<i>slaw</i>	<i>straw</i>		<i>plawn</i>	<i>crawl</i>	<i>scrawn</i>
<i>fir</i>	<i>firp</i>	<i>flirt</i>		<i>ark</i>	<i>mark</i>	<i>strark</i>
<i>car</i>	<i>slar</i>	<i>strarm</i>		<i>sir</i>	<i>slirt</i>	<i>swirts</i>

**Part E Phonemic knowledge**

**Reading Prose that includes words with 1:1 mapping, and with regular vc digraphs -ar, ew, ir, aw**

I can read this paragraph. I can talk about what the words/sentences mean.

After reading I will look for the words that have letter/sounds we have been learning about...

Which words remind me of another word?

*Quietly, the dawn of the new day arrived. However so few saw it, except for the busy, dark brown birds that were digging their sharp claws into the firm, damp dirt of the farm yard as they looked for the fresh straw that was so wet with dew. Overhead the tiny larks flew freely in wide sweeping arcs across the soft pink morning sky. Yet, it would not be long before the barking of the hungry sheep dogs and the bawling of the newborn babies would soon draw everyone out of their deep, peaceful slumber.*

**LESSON THREE**

**DATE 20/05/08**

**Segmentation/Blending of 3-6 letter one syllable words with 1:1 mapping, regular vv digraph ai & irregular vc digraph- ow**

**REVISION OF LESSON ONE & TWO**

- 3-6 letter words with 1:1 mapping and regular vowel/consonant digraphs-ar, ew, ir, aw
- Segmentation of words into individual sounds / Blending a sequence of sounds into whole words ( including *hearing ‘m’ in rime, ‘tp’ letter order kin rime, omitted second letters in onset-eg ‘l’ in ‘bl’, short vowel confusion –a/u i/u*)
- Writing
- Reading words and prose that contain 1:1 mapping, regular vc digraphs -ar, ew, ir, aw and cc blends

**LESSON THREE**

**Part A Phonological & Phonemic**

**Segment each word into individual sounds**

Skills: *Listen to how I say “rain- “r-ai-n”. I say /tap/can count/... each sound in the word. Now you do it...*

*What helps me to hear the sounds the best? (say/tap/count)*

*Why do I need to be able to hear sounds in word?*

*Which sounds do you have trouble hearing in words?*

*To hear the sounds in a word I need to say the word properly*

<i>rain</i>	<i>flow</i>	<i>pawn</i>	<i>trail</i>	<i>crow</i>	<i>new</i>	<i>brawl</i>	<i>yarn</i>
<i>strait</i>	<i>mown</i>	<i>lawn</i>	<i>grain</i>	<i>sown</i>	<i>plain</i>	<i>flown</i>	<i>stark</i>
<i>claim</i>	<i>grown</i>	<i>drawn</i>	<i>stain</i>	<i>low</i>	<i>strain</i>	<i>slow</i>	<i>harm</i>

**Part B Phonemic knowledge**

**Skill: Blending each sound in order to make a whole word:**

*\*Listen to how I put these sounds together to make a word, ‘g-r-ow-n’. You do this with...’*

*Which sounds can I hear easily? Which sounds do I find are harder to hear? When is it important to hear sounds in words?*

*Which words sound the same? Different?*

<i>qu-ai-n-t</i>	<i>b-l-ow</i>	<i>c-l-aw</i>	<i>p-r-ai-se</i>	<i>s-t-r-ow-n</i>	<i>d-r-ai-n</i>	<i>g-l-ow-s</i>	<i>s-p-ar-k-s</i>
<i>g-r-ow-n</i>	<i>s-t-r-ai-n</i>	<i>s-ow-n</i>	<i>s-t-r-ai-n</i>	<i>s-ow-n</i>	<i>t-r-ai-n</i>	<i>d-aw-n</i>	<i>S-t-r-aw</i>

### Part C Comprehend the meaning of words

#### Skill: Writing Dictated Whole Words (real & nonsense words)

- I can explain what this word means...
- I can say this word in a sentence
- Say the word. What sounds can I hear in the word? I can hear all the sounds in the word. I can write a letter(s) for each sound. Does this look right? Have I written a letter for every sound? If not, why?
- What do I know about some sounds
- Have I written the sounds/letters in the right order?
- If I stretch out the word as I say it I can hear all the sounds
- I have to try and hear all the sounds in longer words.
- Which sounds do I have trouble hearing? How can I improve hearing sounds in words?
- It is important to hear sounds because...
- Which word can I think of to remember how to write \_\_\_\_\_(analogy)

strain	snark	mown	prain	harms	slain	straw	flown
sow	stow	stows	row	crow	drain	grown	Clart

### Part D Phonemic knowledge

#### Skill: Reading Words

\*Look at these words. Some of the words are real. Many of them are nonsense words. I want you to say each one.

What did you notice about all these words?

Some letters join together to make a new sound.

The words I find easy/harder to say are...

I need to remember to look at \_\_\_\_\_ in the harder words to help me to \_\_\_\_\_

This word \_\_\_\_\_ reminds me of \_\_\_\_\_ because \_\_\_\_\_

bow	frow	blown		raid	fraid	straid
raw	traw	straw		plaw	crawl	strawn
arm	larm	slarm		lark	glark	strark

## Part E Phonemic knowledge

**Reading Prose that includes words with 1:1 mapping, regular vv digraph ai & irregular vc digraph- ow and with regular vc digraphs –**

*I can read this paragraph. I can talk about what the words/sentences mean.*

*After reading I will look for the words that have letter/sounds we have been learning about...*

*Which words remind me of another word?*

*In the soft glow of the moonlight, the old lady could just see the faint light coming from the old church of Saint Paul's in the hills ahead of her. As she strained her eyes in the darkness she could just make out the faint white trail of the stony path that led up to holy place where people for so many years had been drawn to attend. Tonight it was her time to be there. Yet it was plain to see that the strain of her long trip marked the lines on her face with weariness. The strain on her body as she took each painful step towards the path was plain to see. She was frail and slow but she would not let her weakness cause her to fail. Step by step she walked up the slippery rocky steps. Just as the snow started to fall to cover the trail with a stark white blanket she took her final step into the porch of the church. "Praise be to the Lord!" she exclaimed.*

## LESSON FOUR

Segmentation/Blending of 3-6 letter one syllable words with 1:1 mapping, regular vv digraph-oi and irregular vv digraph- ou

### REVISION OF LESSONS ONE, TWO & THREE

- 3-6 letter words with 1:1 mapping and regular vc digraphs-ar, ew, ir, aw,
- Regular vowel vv ai & irregular vc digraph- ow
- Segmentation of words into individual sounds blending a sequence of sounds into whole words  
( including hearing 'm' in rime, 'tp' letter order in rime, omitted second letters in onset-e.g. 'l' in 'bl',  
short vowel confusion -a/u i/u)
- Writing words
- Reading words and prose that contains 1 :1 mapping and regular vc digraphs-ar, ew, ir, aw & ai

## LESSON FOUR

### Part A Phonological & Phonemic

#### Segment each word into individual sounds

Skills: Listen to how I say "soil- "s-oi-l". I say /tap/can count/... each sound in the word. Now you do it...

What helps me to hear the sounds the best? (say/tap/count)

Why do I need to be able to hear sounds in word?

Which sounds do you have trouble hearing in words?

To hear the sounds in a word I need to say the word properly

toil	joint	pound	foil	brain	point	proud	sStround
soil	bound	saint	grown	round	grain	boil	blow
sound	moist	bout	flail	mound	trail	loud	scrow

### Part B Phonemic knowledge

#### Skill: Blending each sound in order to make a whole word:

\*Listen to how I put these sounds together to make a word, 'g-r-ow-n'. You do this with...'

Which sounds can I hear easily? Which sounds do I find are harder to hear? When is it important to hear sounds in words?

Which words sound the same? Different?

b-l-ow	s-n-ou-t	s-p-r-ou-t	c-l-ai-m	s-p-r-ou-t	d-r-ai-n	c-l-ou-d	g-l-ow-s
t-r-ai-n	b-oi-l	f-l-ow-n	s-p-oi-l	f-oi-l	s-t-ou-t	g-l-oi-n	w-ou-n-d

### Part C Comprehend the meaning of words

#### Skill: Writing Dictated Sentence

- *I can say this word in a sentence...*
- *Say the word. What sounds can I hear in the word? I can hear all the sounds in the word. I can write a letter(s) for each sound. Does this look right? Have I written a letter for every sound? If not, why?*
- *What do I know about some sounds?*
- *Have I written the sounds/letters in the right order?*
- *If I stretch out the word as I say it I can hear all the sounds*
- *I have to try and hear all the sounds in longer words.*
- *Which sounds do I have trouble hearing? How can I improve hearing sounds in words?*
- *It is important to hear sounds because...*
- *Which word can I think of to remember how to write \_\_\_\_\_(analogy)*

*The crow flew onto the moist snout of the proud plain bold pig as it sat in the new mound of dark soil in the farm yard.*

### Part D Phonemic knowledge

#### Skill: Reading Words-Which words have the same letter patterns /sounds?

*\*Look at these words.*

*What did you notice about all these words?*

*This word \_\_\_\_\_ reminds me of \_\_\_\_\_ because \_\_\_\_\_*

***When I read words I need to check each letter quickly...think of the sounds the letter patterns make...***

<b>moist</b>	mail	stomp	soil	mast	spoil	tromp	joint
<b>bound</b>	sound	ground	braid	drop	cloud	found	nod
<b>train</b>	tramp	brain	strain	new	nana	plain	quaint
<b>grow</b>	grew	mown	flow	grand	raid	stow	stow

### Part E Reading Prose

#### Reading Prose that includes words with 1:1 mapping, regular vv digraph-oi and irregular vv digraph- ou

*I can read this paragraph. I can talk about what the words/sentences mean.*

*After reading I will look for the words that have letter/sounds we have been learning about...*

*Which words remind me of another word?*

*The sound of the loud bell from the old quaint school near the highest point of the small mountain flowed across the valley. The farmers stopped digging in their fields to see if they could also hear the happy shouts of the children as they bounded out of their classrooms into the school yard to join in their noisy games.*

**LESSON FIVE**

**REVISION OF LESSON ONE- FOUR- Using a set of 24 Picture cards/words**

- 3-6 letter one syllable words with 1:1 mapping and regular vc digraphs-ar, ew, ir, aw, regular vv ai , oi /& irregular vc digraphs- ow & ou
- Segmentation of words into individual sounds /blending a sequence of sounds into whole words
- Writing words/ sentences to match pictures

**LESSON FIVE**

**Part A Phonological & Phonemic**

**Segment each word into individual sounds**

Skills: Listen to how I say 'clump' "c-l-u-m-p". I say /tap/can count/... each sound in the word. Now you do it...

What helps me to hear the sounds the best? (say/tap/count)

Why do I need to be able to hear sounds in word?

Which sounds do you have trouble hearing in words?

To hear the sounds in a word I need to say the word properly.

crab	trap	strap	wept	swept	clump	stew	clump
screw	bird	girls	drink	crab	star	train	mound
sprout	trail	points	soil	snow	row	straw	scar

**Part B Phonemic knowledge**

**Skill: Blending each sound in order to make a whole word:**

\*Listen to how I put these sounds together to make a word, 'b-l-ow'. You do this with...'

Which sounds can I hear easily? Which sounds do I find are harder to hear? When is it important to hear sounds in words?

Which words sound the same? Different?

b-l-ow	s-n-ou-t	s-p-r-ou-t	c-l-ai-m	s-c-r-ew	s-qu-ir-m	c-l-ou-d	g-l-ow-s
t-r-ai-n	s-t-ar-k	f-l-ow-n	s-p-oi-l	f-oi-l	s-t-ou-t	g-l-oi-n	w-ou-n-d

**Part C Writing –Oral sentences Modelled by Teacher, then generated by Students**  
**Students write their own sentences –prompted by the picture cards-identifying features of the sounds contained in key words**

- *I can say this word in a sentence...*
- *Say the word. What sounds can I hear in the word? I can hear all the sounds in the word. I can write a letter(s) for each sound. Does this look right? Have I written a letter for every sound? If not, why?*
- *What do I know about some sounds?*
- *Have I written the sounds/letters in the right order?*
- *If I stretch out the word as I say it I can hear all the sounds*
- *I have to try and hear all the sounds in longer words.*
- *Which word can I think of to remember how to write \_\_\_\_\_(analogy)*

*eg. After the rain, the mound of soil was very damp. The crab was caught in the trap...*

**Part D Phonemic knowledge**

**Skill: Reading Words-Which words have the same letter patterns/sounds**

*\*Look at these words.. I want you to say each one.*

*What did you notice about all these words?*

*This word \_\_\_\_\_ reminds me of \_\_\_\_\_ because \_\_\_\_\_*

*When I read words I need to check each letter quickly...think of the sounds the letter patterns make...*

<b>points</b>	<i>mail</i>	<i>stomp</i>	<i>soil</i>	<i>mast</i>	<i>spoil</i>	<i>tromp</i>	<i>joint</i>
<b>mound</b>	<i>sound</i>	<i>ground</i>	<i>braid</i>	<i>drop</i>	<i>cloud</i>	<i>found</i>	<i>nod</i>
<b>train</b>	<i>tramp</i>	<i>brain</i>	<i>strain</i>	<i>new</i>	<i>nana</i>	<i>plain</i>	<i>quaint</i>
<b>snow</b>	<i>grew</i>	<i>mown</i>	<i>flow</i>	<i>grand</i>	<i>raid</i>	<i>stow</i>	<i>snow</i>
<b>swept</b>	<i>wept</i>	<i>pat</i>	<i>weep</i>	<i>lets</i>	<i>slept</i>	<i>west</i>	<i>strept</i>
<b>screw</b>	<i>row</i>	<i>crew</i>	<i>rest</i>	<i>flew</i>	<i>stew</i>	<i>west</i>	<i>score</i>
<b>sprout</b>	<i>out</i>	<i>pout</i>	<i>mound</i>	<i>span</i>	<i>spun</i>	<i>loud</i>	<i>pot</i>
<b>joint</b>	<i>job</i>	<i>jet</i>	<i>oil</i>	<i>boil</i>	<i>soil</i>	<i>foil</i>	<i>jot</i>
<b>pout</b>	<i>put</i>	<i>house</i>	<i>top</i>	<i>pot</i>	<i>mouse</i>	<i>round</i>	<i>sprout</i>
<b>dirt</b>	<i>flirt</i>	<i>squirm</i>	<i>drip</i>	<i>fir</i>	<i>firm</i>	<i>girl</i>	<i>stir</i>

**Part D 2 Phonemic knowledge**

**Skill: Categorising Words by sound**

**Viewing/ Reading 24 picture cards & words and then categorising cards by ‘like sounds’/ words**

**Part E Reading Prose- Revision of Texts- Lesson One to Four- Students reading in pairs**

*Reading Prose that includes words with 1:1 mapping, and regular vc digraphs-ar, ew, ir, aw, regular vv ai , oi /& irregular vc digraphs- ow & ou*

*I can read this paragraph. I can talk about what the words/sentences mean.*

*After reading I will look for the words that have letter/sounds we have been learning about...*

*Which words remind me of another word?*

**Lesson 4 text:**

*The sound of the loud bell from the old quaint school near the highest point of the small mountain flowed across the valley. The farmers stopped digging in their fields to see if they could also hear the happy shouts of the children as they bounded out of their classrooms into the school yard to join in their noisy games.*

## LESSON SIX

Segmentation/Blending of 3-6 letter one syllable words with 1:1 mapping, irregular vv digraphs - oa, ea, ow

**REVISION of Lessons One-Five using Picture Card set from Lesson 5 to segment/blend /create rhyming words and substitute /delete sounds**

- 3-6 letter words with 1:1 mapping and vc digraphs ar, ew, ir, aw, regular vv digraphs ai , oi & irregular vc digraphs- ow, ou

## LESSON SIX

DATE: 24/05/08

### Part A Phonological & Phonemic

**Segment each word into individual sounds**

Skills: Listen to how I say 'gloat' "g-l-oa-t". I say /tap/can count/... each sound in the word. Now you do it...

What helps me to hear the sounds the best? (say/tap/count)

Why do I need to be able to hear sounds in word?

Which sounds do you have trouble hearing in words?

To hear the sounds in a word I need to say the word properly.

<i>gloat</i>	<i>clead</i>	<i>pread</i>	<i>tread</i>	<i>squeak</i>	<i>stread</i>	<i>droat</i>	<i>cread</i>
<i>croat</i>	<i>scleam</i>	<i>floam</i>	<i>bread</i>	<i>stream</i>	<i>snoat</i>	<i>gread</i>	<i>Beak</i>

### Part B Phonemic knowledge

**Skill: Blending each sound in order to make a whole word:**

\*Listen to how I put these sounds together to make a word, 'b-l-ow'. You do this with...'

Which sounds can I hear easily? Which sounds do I find are harder to hear? When is it important to hear sounds in words?

Which words sound the same? Different?

<i>b-l-ea-k</i>	<i>r-oa-s-t</i>	<i>s-n-ea-d</i>	<i>s-c-l-ea-m</i>	<i>f-oa-m</i>	<i>d-r-ea-d</i>	<i>b-ea-s-t</i>	<i>s-t-r-oa-t</i>
<i>g-r-oa-n</i>	<i>t-r-ea-d</i>	<i>s-c-r-ea-m</i>	<i>b-ea-t</i>	<i>c-oa-s-t</i>	<i>d-r-ea-m</i>	<i>l-oa-s-t</i>	<i>g-oa-l</i>

### Part C Comprehend the meaning of words

#### Skill: Writing Dictated Whole Words (real & nonsense words)

- I can explain what this word means...
- I can say this word in a sentence
- Say the word. What sounds can I hear in the word? I can hear all the sounds in the word. I can write a letter(s) for each sound. Does this look right? Have I written a letter for every sound? If not, why?
- What do I know about some sounds
- Have I written the sounds/letters in the right order?
- If I stretch out the word as I say it I can hear all the sounds
- I have to try and hear all the sounds in longer words.
- Which sounds do I have trouble hearing? How can I improve hearing sounds in words?
- It is important to hear sounds because...
- Which word can I think of to remember how to write \_\_\_\_\_(analogy)

clead	sloat	bloat	scream	bleast	stread	scoal	squeal
dean	froat	ploat	stream	fleat	head	pread	

### Part D Phonemic knowledge

#### Reading words

**Skill: Reading Words-Which words have the same letter patterns/sounds & \* create rhyming words and substitute/delete sounds**

*\*Look at these words.. I want you to say each one.*

*What did you notice about all these words?*

*This word \_\_\_\_\_ reminds me of \_\_\_\_\_ because \_\_\_\_\_*

*When I read words I need to check each letter quickly...think of the sounds the letter patterns make...*

gloat	clead	pread	tread	squeak	stread	droat	cread
croat	scleam	floam	bread	stream	snoat	gread	beak

### Part D 2

#### Reading picture card words and matching words with the same letter sounds/patterns

head	feast	spread	cream	beak	croak	meat	goal
cloak	toast	coast	beast	bread	thread	steam	roast

## Part E Reading Prose

*I can read this paragraph. I can talk about what the words/sentences mean.*

*After reading I will look for the words that have letter/sounds we have been learning about...*

*Which words remind me of another word?*

“Hey, Mum! Have a listen to my new story.” shouted Kevin. Then he started to read.

The wild beast from the bleak coast of the south spread out its dreadful claws and let out an awful scream. The sound filled everyone with deepest dread. They froze where they stood and feared for their lives.

What could they do? Where could they go?

As it opened its sharp beak-like mouth he...

“STOP!” said Mum. “You can’t read that sort a story like that to your baby sister. She’ll have awful dreams and never get to sleep”.

Just make up a pleasant happy story about the things she likes.

“Oh, no?” groaned Kevin.

“I’m not going to make up stuff about a mouse that lives in a meadow and rows in a boat and thinks that a feast is toasted bread and jam.”

What about one about a cat then? said Mum

“No. I’m not even going to try and think of a story about a squealing, squeaking cat, even if he does like to wear gleaming cloaks and painted leather boots!

“Sounds like you’ve already started to work on one”, said Mum with a smile.

## LESSON SEVEN

Segmentation/Blending of 3-6 letter words with 1:1 mapping, long and short vowels a, e and u, (including vc –ay, vcv a-e, regular vv digraphs ai, ee and irregular vv digraph ea)

**REVISION of Lessons One-Six using selected Pictures/Words from Card sets from Lesson 5& Six to segment/blend /create rhyming words and substitute /delete sounds including**

- 3-6 letter one syllable words with 1:1 mapping and vc digraphs ar, ew, ir, aw, regular vv digraphs ai, oi & irregular vv and vc digraphs- ow and ou

### Lesson Seven

#### Part A Segment each word into individual sounds

Skills: Listen to how I say ‘roast’ “r--oa-s-t”. I say /tap/can count/... each sound in the word. Now you do it...

What helps me to hear the sounds the best? (say/tap/count)

Why do I need to be able to hear sounds in word?

Which sounds do you have trouble hearing in words?

To hear the sounds in a word I need to say the word properly.

roast	slate	pread	cute	squeak	stand	tube	scrub
sprung	fray	grant	scleam	gang	clunk	gread	strap
rake	jade	slate	bread	chant	stray	slake	flate

#### Part B Phonemic knowledge

Skill: Blending each sound in order to make a whole word:

\*Listen to how I put these sounds together to make a word, ‘b-l-ow’. You do this with...’

Which sounds can I hear easily? Which sounds do I find are harder to hear? When is it important to hear sounds in words?

Which words sound the same? Different?

b-l-ea -k	r-oa-s-t	s-n-ea-d	s-c-l-ea-m	p-l-a-n-e	d-r-ea-d	b-ea-s-t	p-l-ai-n
g-r-oa-n	t-r-ea-d	s-c-r-ea-m	b-ea-t	b-l-a-d-e	d-r-ea-m	c-r-ee-k	u-te

#### Part C Comprehend the meaning of words

Skill: Writing Dictated Whole Words (real & nonsense words)

- Say the word. What sounds can I hear in the word? I can hear all the sounds in the word. I can write a letter(s) for each sound. Does this look right? Have I written a letter for every sound? If not, why?
- Have I written the sounds/letters in the right order?
- If I stretch out the word as I say it I can hear all the sounds
- I have to try and hear all the sounds in longer words.
- Which sounds do I have trouble hearing? How can I improve hearing sounds in words?
- It is important to hear sounds because...
- Which word can I think of to remember how to write \_\_\_\_\_(analogy)

clead	strain	strake	scream	bleast	stread	crust	squeal
dean	skunk	slave	stean	fleat	head	pread	deal

## Part D Phonemic knowledge

### Reading words

**Skill: Reading Words-Which words have the same letter patterns/sounds & \* create rhyming words and substitute /delete sounds**

*\*Look at these words.. I want you to say each one.*

*What did you notice about all these words?*

*This word \_\_\_\_\_ reminds me of \_\_\_\_\_ because \_\_\_\_\_*

*When I read words I need to check each letter quickly...think of the sounds the letter patterns make...*

flame	preen	pread	tread	flube	stread	slump	clunk
stray	scleam	floam	bread	stream	chant	greed	swept

## Part D 2

**Reading picture card words and matching words with the same letter sounds/patterns**

tube	street	stake	tent	brain	plate	shrub	screen
grub	mule	pump	jump	fleet	crack	slept	tape

## Part E Reading Prose

**Revision of Texts Lessons 1-6- & Identifying Long & short vowels- a-e-u, ai, ea,ee a-e, u-e,ay,**

*I can read this paragraph. I can talk about what the words/sentences mean.*

*After reading I will look for the words that have letter/sounds we have been learning about...*

*Which words remind me of another word?*

“Hey, Mum! Have a listen to my new story.” shouted Kevin. Then he started to read.

*The wild beast from the bleak coast of the south spread out its dreadful claws and let out an awful scream. The sound filled everyone with deepest dread. They froze where they stood and feared for their lives.*

*What could they do? Where could they go?*

*As it opened its sharp beak-like mouth he...*

“STOP!” said Mum. “You can’t read that sort a story like that to your baby sister. She’ll have awful dreams and never get to sleep”.

Just make up a pleasant happy story about the things she likes.

“Oh, no?” groaned Kevin.

“I’m not going to make up stuff about a mouse that lives in a meadow and rows in a boat and thinks that a feast is toasted bread and jam.”

What about one about a cat then? said Mum

“No. I’m not even going to try and think of a story about a squealing, squeaking cat, even if he does like to wear gleaming cloaks and painted leather boots!

“Sounds like you’ve already started to work on one”, said Mum with a smile.

**LESSON EIGHT :**

**Segmentation/Blending of 3-6 letter words with 1:1 mapping, long and short vowels i and o, ( including vcv- i-e, o-e and irregular vv digraphs oe, ie, oa, ow)**

**REVISION of Lessons One-Seven using selected Pictures/Words from Card sets from Lessons Five- Seven to segment/blend /create rhyming words and substitute /delete sounds including**

- 3-6 letter one syllable words with 1:1 mapping, long and short vowels vc digraphs ar, ew, ir, aw, ay regular vv digraphs ai , oi irregular vc digraphs- ow, ou and vcv graphs- a-e

**Lesson 8**

**Part A Segment each word into individual sounds**

*Skills: Listen to how I say ‘roast’ “r--oa-s-t”. I say /tap/can count/... each sound in the word. Now you do it...*

*What helps me to hear the sounds the best? (say/tap/count)*

*Why do I need to be able to hear sounds in word?*

*Which sounds do you have trouble hearing in words?*

*To hear the sounds in a word I need to say the word properly.*

roast	quilt	flock	pipe	chop	bowl	squint	stroke
kite	doe	whisk	bloke	frill	toast	smoke	quite
vine	frock	foe	cloak	skite	spot	croak	pie

**Part B Phonemic knowledge**

**1. Blending each sound in order to make a whole word-\* each student being allocated a sound – to then get into an order after first sound is identified**

**2. Experiment with deleting and substituting sounds**

*\*Listen to how I put these sounds together to make a word, ‘b-l-ow’. You do this with...’*

*Which sounds can I hear easily? Which sounds do I find are harder to hear? When is it important to hear sounds in words?*

*Which words sound the same? Different?*

s-t-r-ing	r-oa-s-t	t-r-o-t	t-ie	g-r-i-ll	f-r-o-st	c-oa-t	s-t-r-i-de
g-r-oa-n	c-l-o-ck	sh-i-f-t	s-m-o-ck	s-t-r-o-ke	p-ie	c-l-ing	d-r-ie-d

**Part C 1. Writing identification of the letter clusters that make the sounds**

**2. Write the words and experiment in adding letter to make the word longer (suffixes- plural s, ing, er, ed)**

roast	frill	whisk	bowl	smoke	pie	flow	stroke
squint	low	stride	glow	pipe	kite	grill	scribe
snow	trot	low	chop	croak	show	row	smile

**Part D**

**Reading all picture card words with the long and short e and o vowel sounds**

<i>chop</i>	<i>bowl</i>	<i>quilt</i>	<i>whisk</i>	<i>pie</i>	<i>flock</i>	<i>bloke</i>	
<i>frill</i>	<i>kite</i>	<i>vine</i>	<i>pipe</i>	<i>foe</i>	<i>spot</i>	<i>frock</i>	<i>squint</i>

**Part E Prose- 'The Magic Touch'**

*Blake Education, 2005. Non-fiction Reading Comprehension, Middle Primary Book 1, pg. 136*  
*I can read this paragraph. I can talk about what the words/sentences mean.*  
*After reading I will look for the words that have letter/sounds we have been learning about...*  
*Which words remind me of another word?*

No one can explain the magic of Walt Disney. He started out like many boys. He lived on a farm. He helped his father with jobs. Then he started to draw farm animals.

When Walt grew up, he drew animals for animated cartoons. He drew a mouse named Mickey. He drew a duck named Donald. He drew a dog named Goofy.

His cartoons had a touch of magic. Other cartoons were silent. He had music and characters that talked. Other cartoons were filmed in black and white. Walt added colour to his cartoons. Other cartoons were just a group of jokes. Walt's told real stories.

One of Walt's ideas seemed like magic to him. He wanted to make a full-length cartoon film. No-one had done that. Many people thought it was a bad idea. When people saw *Snow White and the seven Dwarfs*, they cheered.

Walt made cartoon magic all throughout his life. He even built a magical kingdom called Disneyland. No one can explain the Disney magic. But millions have been touched by it.

**LESSON NINE :**

**Segmentation/Blending of 3-6+ letter words including 1 and 2 syllable words with 1:1 mapping and a variety of long and short vowel sounds**

**REVISION of Lessons One-Eight using selected Pictures/Words from Card sets from Lessons Five- Eight to segment/blend /create rhyming words and substitute /delete sounds including:**

- 3-6 letter one syllable words with 1:1 mapping, long and short vowels vc digraphs ar, ew, ir, aw, regular vv digraphs ai , oi, irregular vv & vc digraphs- ow, ou ay oe and ie and vcv graphs- a-e
- Which sound could follow this sound (*generating words from initial letter/blends*)
- Which words can you make longer?

**LESSON NINE**

**Part A**

**Segment each two syllable word into individual sounds (\*Syllable Picture Cards) and identifying how initial sounds in words are same/ different**

**Say Tap Clap Count**

<i>pocket</i>	<i>locket</i>		<i>carpet</i>	<i>puppet</i>		<i>packet</i>	<i>jacket</i>
<i>cricket</i>	<i>ticket</i>		<i>circle</i>	<i>cycle</i>		<i>chaplain</i>	<i>chapel</i>
<i>bangle</i>	<i>tangle</i>		<i>channel</i>	<i>flannel</i>		<i>tunnel</i>	<i>kennel</i>

**Part B 1. (a). Say & Blending each sound in order to make a whole word (word pairs)**

<i>win-dow</i> <i>w-i-n-d-ow</i>	<i>wid-ow</i> <i>w-i-dow</i>		<i>sprock-et</i> <i>s-p-r-o-ck-e-t</i>	<i>pock-et</i> <i>p-o-ck-e-t</i>		<i>speed-y</i> <i>s-p-ee-d-y</i>	<i>seed-y</i> <i>s-ee-d-y</i>
<i>stream-er</i> <i>s-t-r-ea-m-er</i>	<i>steam-er</i> <i>s-t-ea-m-er</i>		<i>sta-ble</i> <i>s-t-a-b-le</i>	<i>ta-ble</i> <i>t-a-b-le</i>		<i>sleep-ing</i> <i>s-l-ee-p-ing</i>	<i>seep-ing</i> <i>s-ee-p-ing</i>
<i>wigg-le</i> <i>w-i-gg-le</i>	<i>wrigg-le</i> <i>wr-i-gg-le</i>		<i>splitt-ing</i> <i>s-p-l-i-tt-ing</i>	<i>spit-ing</i> <i>s-p-i-tt-ing</i>		<i>back-board</i> <i>b-a-ck-b-oar-d</i>	<i>black-board</i> <i>b-l-a-ck-b-oa-d</i>

**Part C**

- 1. Writing -identification of the letter clusters that make the sounds**
- 2. Write the words and experiment in adding/ substituting /deleting letters to change the words**
- 3. Add more letters to make them longer**

<i>sprout</i>	<i>strain</i>	<i>split</i>	<i>sweep</i>	<i>trail</i>	<i>sweet</i>	<i>groom</i>	<i>clink</i>
<i>snail</i>	<i>flock</i>	<i>slump</i>	<i>trump</i>	<i>smile</i>	<i>brash</i>	<i>drain</i>	<i>cream</i>

## Part D

1. Reading all picture card words with the long and short e and o vowel sounds (from Lesson Eight words)
2. Orally add more letters to make selected words longer
3. Create oral sentences to illustrate word meanings

<i>roast</i>	<i>frill</i>	<i>whisk</i>	<i>bowl</i>	<i>smoke</i>	<i>pie</i>	<i>flow</i>
<i>squint</i>	<i>low</i>	<i>stride</i>	<i>glow</i>	<i>pipe</i>	<i>kite</i>	<i>grill</i>
<i>snow</i>	<i>trot</i>	<i>low</i>	<i>chop</i>	<i>croak</i>	<i>show</i>	<i>row</i>

\*Letter(s) clusters to increase word length: Final sounds: s, ed, ing, ly, y

## Part E Prose- 'From Farm Animals to Fame'

*Blake Education 2005. Non-fiction Reading Comprehension, Middle Primary Book 1, pg. 140*

It might not seem possible that drawing farm animals could lead to fame and fortune. For Walt Disney, it did. Walt spent much of his childhood on a farm. He had to help feed and care for the farm animals. They would come when he called. He liked to watch them and play with them. He even named the animals. They would come when he called. A hen named Martha would even lay an egg right in his hand.

At six years old, Walt wanted to draw a pig named Porker. His family was very poor. He did not have paper to draw on. He dipped a brush into a bucket of tar and drew a pig on the side of the house. He got into a lot of trouble. After that, he drew on toilet paper. His aunt bought him paper when she found out he could draw.

When Walt grew up, he still liked to draw animals. He began to make animated short films. To make an animated film, an artist must make many drawings. Each drawing shows a character in a slightly different position. Every drawing is photographed. When these photos are run through a projector, the characters look like they are moving.

One of Walt's characters was a mouse. The mouse starred in its first film in 1928. The mouse was named Mickey. Mickey Mouse went in to become one of the best-loved animal characters ever created. With the help of Mickey Mouse, Walt Disney found fame and fortune.

## LESSON TEN

**Segmentation/Blending of 3-6+ letter words including 1 and 2 syllable words with 1:1 mapping and a variety of long and short vowel sounds**

**LESSON TEN IS A REVISION of Lessons One- Nine using selected Pictures/Words to segment/blend /create rhyming words, substitute /delete sounds , write and read :**

- 3-6 letter one syllable words with 1:1 mapping, long and short vowels vc digraphs ar, ew, ir, aw, regular vv digraphs ai , oi, irregular vv & vc digraphs- ow, ou ay oe and ie and vcv graphs- a-e
- Which sound could follow this sound (*generating words from initial letter/blends*)
- Which words can you make longer?

### Part A

**Words from Lessons One -Four with Picture cards :** 3-6 letter one syllable words with 1:1 mapping, regular vc digraphs: aw ar words  
**Segment each one syllable word into individual sounds**

**Say Tap Clap Count**

<i>lamp</i>	<i>frost</i>	<i>land</i>
<i>park</i>	<i>camp</i>	<i>claws</i>
<i>farm</i>	<i>steps</i>	<i>crow</i>

### Part B 1

**Words from Lessons Two-Five Words with Picture Cards :** regular vc digraphs aw, ew, ir, oi regular vv digraph- ai , irregular vv digraph-oi & irregular vc digraph- ow ,  
**Say & Blending each sound in order to make a whole word**

<i>stew</i>	<i>bird</i>	<i>train</i>	<i>girls</i>	<i>trail</i>	<i>points</i>	<i>sprout</i>	<i>straw</i>
<i>swept</i>	<i>mound</i>	<i>snow</i>	<i>screw</i>	<i>wept</i>	<i>row</i>	<i>clump</i>	<i>stump</i>

### Part B 2

**Words from Lessons Six with Picture Cards: irregular vv digraphs – oa & ea**

**(a) Tch. instructs students to substitute or replace individual sounds with another sound**

**(b) Students suggest other words they know that could contain these sounds , prompted by initial letter and blends**

	<i>Substitute</i>		<i>Delete</i>		<i>Substitute</i>		<i>Delete</i>
<i>beak</i>	<i>b with l</i>	<i>croak</i>	<i>r</i>	<i>meat</i>	<i>m with scr</i>	<i>cloak</i>	<i>l</i>
<i>cream</i>	<i>c with d</i>	<i>spread</i>	<i>r</i>	<i>spread</i>	<i>sp with b</i>	<i>steam</i>	<i>t</i>

### Part C

Words from Lessons Seven and Eight with Picture Cards: long and short vowels a, e, i, o and u (including vcv-a-e, i-e, o-e, vc digraphs-ay and irregular vv digraphs oe, oa, ow ie, ee)

1. Writing identification of the letter clusters that make the sounds
2. Add more letters to make them longer

<i>crack</i>	<i>doe</i>	<i>screen</i>	<i>spot</i>	<i>pie</i>	<i>squint</i>	<i>kite</i>	<i>slept</i>
<i>float</i>	<i>frock</i>	<i>tape</i>	<i>pipe</i>	<i>tube</i>	<i>stroke</i>	<i>jump</i>	<i>grub</i>

\*Letter(s) clusters to increase word length: Final sounds: s, ed, ing, ly, y

### Part D

Read words from Lesson Nine- 2 syllable words (and pictures)

<i>cket</i>	<i>Locket</i>		<i>carpet</i>	<i>puppet</i>		<i>packet</i>	<i>jacket</i>
<i>cricket</i>	<i>ticket</i>		<i>circle</i>	<i>cycle</i>		<i>chaplain</i>	<i>chapel</i>
<i>bangle</i>	<i>tangle</i>		<i>channel</i>	<i>flannel</i>		<i>tunnel</i>	<i>kennel</i>

### Part E

Prose- 'Fun Roller Coasters'

Blake Education, 2005. Non-fiction Reading Comprehension, Middle Primary Book 1, pg. 144

#### Fun Roller Coasters

Roller coasters are designed for fun! That fun begins with gravity. The fun starts at the top of the first hill. Gravity pulls the coaster down. It plunges into valleys. It whips around curves. It may even loop upside down. Hold on to your hat. The fun has just begun!

Wooden roller coasters came in two basic designs. One design is the twister. Twisters have many turns. They have steep drops. Their tracks cross over and under each other. The second design is the out-and-back. It starts at one point and goes to another point. Then it comes back where it began.

Steel roller coasters come in many more types. Some of them loop upside down. Some have trains that hang below the track. Others allow riders to stand up as they swoop and loop around the track.

Some people think the ride is too smooth on a steel coaster. They like the way wooden coasters jerk and jar them. Whether a coaster is built of wood or steel, you can bet it was designed for fun!

stew	trap	sprout	wept	girls	clump
crab	stump	screw	snow	swept	drink
prawn	star	soil	train	mound	strap
trail	points	scar	bird	row	Straw

