Explicit teaching of onset and rime units to a group of beginning readers in Year One improves their word and prose reading accuracy.

Teaching Aids

- Teacher’s Notes and Blackline Masters book and nine text books and one poem that correspond to the rime units being taught.
- Magnetic Letters and Whiteboard
- Flashcards with words used. Onset and rime were written in contrasting colours.
- “Our Word Wall” display. The display was made using a blank brick design, allowing for words used in each lesson to be written in the appropriate columns. See appendix 3 for photo of word wall.
- Paint brushes
- Sand trays

Lesson Overview

- Read Sunshine Phonics text book linked to rime unit being taught.
- Focus on rime unit being introduced. Verbalise and write on whiteboard.
- Students recall rime unit words from text. List on whiteboard.
- Using magnetic letters and whiteboard students make rime unit words on whiteboard.
- Students segment and blend words into onset and rime. Students verbalise.
- Use flashcards to reinforce rime unit words. Play games using flashcards eg tic-tac-toe, hide and seek, what’s missing.
- Students write words using various mediums eg sand trays, brushes and water, chalk and blackboards.
- Teacher demonstrates how to complete worksheet from the Sunshine Phonics teacher book. Students complete individually.
- Individual students read text to teacher.
- Orally revise rime unit words and record on “Our Word Wall”.
- Students articulate what they have learned.

(Lessons 2-10 begin with a short oral revision of previously taught rime units, either through flashcards or the “word wall”.)
Description of Teaching Unit

Outcome:

Through explicitly teaching ten rime units and the use of the strategies of segmenting and blending, the four Year One students in the intervention group will show gains in their ability to read words in isolation and prose.

The following ten lessons were delivered to a group of four Year One students, who were withdrawn from their regular class. The lessons were 30min each and delivered over six days in a two week period (due to time constraints).

Materials:-

- Text books and Poem – Sunshine Phonics Word Families Kit
- Work sheets – Sunshine Phonics Word Families Teacher’s Notes and Blackline Masters
- Whiteboard and markers
- Magnetic letters
- Sand trays
- Paint brushes
- “Our Word Wall” display. See Appendix 3
- Flashcards with words used. See Appendix 1

Lesson Procedure:-

Lesson 1

Rime Unit – “an”     Text – Super Dan, the Fix-it Man

- Read text to students.
- Ask students to verbalise rhyme heard in text.
- Write rime unit on whiteboard.
- Students recall rime unit words from text. List on whiteboard.
- Ask students to list any other words that have the same ending. List on whiteboard.
- Students read words together.
- Using magnetic letters demonstrate segmenting onset and rime eg m / an followed by blending onset and rime eg man. Students verbalise together.
- Call on individual students to use magnetic letters to segment and blend other words on our list. Students verbalise individually and together.
- Use flashcards with “an” words written in contrasting colours eg m (red) an (green) to play “Tic-tac-toe”.
- Students practice writing list words in sand trays.
- Teacher demonstrates how to complete worksheet taken from Teacher’s Notes book. Students complete worksheet.
- Individual students read text book to teacher.
- Orally revise rime unit words and record on “Our Word Wall”.
- Students articulate what they have learned eg /a/ and /n/ make “an”.
Lesson 2

Rime Unit- “at”       Text- Rat-Tat-Tat

- Use Word Wall, to revise rime unit and words from previous lesson.
- Read text to students.
- Ask students to verbalise rhyme heard in text.
- Write rime unit on whiteboard.
- Students recall rime unit words from text. List on whiteboard.
- Ask students to list any other words that have the same ending. List on whiteboard.
- Students read words together.
- Using magnetic letters demonstrate segmenting onset and rime eg r / at followed by blending onset and rime eg rat. Students verbalise together.
- Call on individual students to use magnetic letters to segment and blend other words on our list. Students verbalise individually and together.
- Use flashcards with “at” words written in contrasting colours eg r (blue) at (orange) to play “Hide and Seek”.
- Students practice writing list words on blackboard using paint brushes and water.
- Teacher demonstrates how to complete worksheet taken from Teacher’s Notes book. Students complete worksheet.
- Individual students read text book to teacher.
- Orally revise rime unit words and record on “Our Word Wall”.
- Students articulate what they have learned eg /a/ and /t/ make “at”.

Lesson 3

Rime Unit- “et”       Text- A Pet You Have Not Met

- Use Word Wall, to revise rime units and words from previous lesson.
- Read text to students.
- Ask students to verbalise rhyme heard in text.
- Write rime unit on whiteboard.
- Students recall rime unit words from text. List on whiteboard.
- Ask students to list any other words that have the same ending. List on whiteboard.
- Students read words together.
- Using magnetic letters demonstrate segmenting onset and rime eg p/ et followed by blending onset and rime eg pet. Students verbalise together.
- Call on individual students to use magnetic letters to segment and blend other words on our list. Students verbalise individually and together.
- Use flashcards with “et” words written in contrasting colours eg p (yellow) et (purple) to play “What’s missing?”.
- Students practice writing list words using chalk and blackboards.
- Teacher demonstrates how to complete worksheet taken from Teacher’s Notes book. Students complete worksheet.
- Individual students read text book to teacher.
- Orally revise rime unit words and record on “Our Word Wall”.
- Students articulate what they have learned eg /e/ and /t/ make “et”.

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Lesson 4

Rime Unit- “ad”  Text- Mad, Sad, Glad

- Use Word Wall, to revise rime units and words from previous lesson.
- Read text to students.
- Ask students to verbalise rhyme heard in text.
- Write rime unit on whiteboard.
- Students recall rime unit words from text. List on whiteboard.
- Ask students to list any other words that have the same ending. List on whiteboard.
- Students read words together.
- Using magnetic letters demonstrate segmenting onset and rime eg  m/ ad followed by blending onset and rime eg mad. Students verbalise together.
- Call on individual students to use magnetic letters to segment and blend other words on our list. Students verbalise individually and together.
- Use flashcards with “et” words written in contrasting colours eg  m (green), ad (red) to play “Stepping Stones”.
- Students practice writing list words using sand trays.
- Teacher demonstrates how to complete worksheet taken from Teacher’s Notes book. Students complete worksheet.
- Individual students read text book to teacher.
- Orally revise rime unit words and record on “Our Word Wall”.
- Students articulate what they have learned eg. /a/ and /d/ make “ad”.

Lesson 5

Rime Unit- “en”  Text- What Happened Then?

- Use Word Wall, to revise rime units and words from previous lesson.
- Read text to students.
- Ask students to verbalise rhyme heard in text.
- Write rime unit on whiteboard.
- Students recall rime unit words from text. List on whiteboard.
- Ask students to list any other words that have the same ending. List on whiteboard.
- Students read words together.
- Using magnetic letters demonstrate segmenting onset and rime eg  t/ en followed by blending onset and rime eg ten. Students verbalise together.
- Call on individual students to use magnetic letters to segment and blend other words on our list. Students verbalise individually and together.
- Use flashcards with “et” words written in contrasting colours eg  t (orange), en (brown) to play “Tic-Tac-Toe”.
- Students practice writing list words using water and paint brushes on blackboard.
- Teacher demonstrates how to complete worksheet taken from Teacher’s Notes book. Students complete worksheet.
- Individual students read text book to teacher.
- Orally revise rime unit words and record on “Our Word Wall”.
- Students articulate what they have learned eg. /e/ and /n/ make “en”.

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Lesson 6

Rime Unit- “it”  Text- Grandma Can Knit

- Use Word Wall, to revise rime units and words from previous lesson.
- Read text to students.
- Ask students to verbalise rhyme heard in text.
- Write rime unit on whiteboard.
- Students recall rime unit words from text. List on whiteboard.
- Ask students to list any other words that have the same ending. List on whiteboard.
- Students read words together.
- Using magnetic letters demonstrate segmenting onset and rime eg s/ it followed by blending onset and rime eg sit. Students verbalise together.
- Call on individual students to use magnetic letters to segment and blend other words on our list. Students verbalise individually and together.
- Use flashcards with “it” words written in contrasting colours eg s (black), it (yellow) to play “Hide and Seek”.
- Students practice writing list words using water and paint brushes on blackboard.
- Teacher demonstrates how to complete worksheet taken from Teacher’s Notes book. Students complete worksheet.
- Individual students read text book to teacher.
- Orally revise rime unit words and record on “Our Word Wall”.
- Students articulate what they have learned eg. /i/ and /t/ make “it”.

Lesson 7

Rime Unit- “og”  Text- The Frog and The Dog

- Use Word Wall, to revise rime units and words from previous lesson.
- Read text to students.
- Ask students to verbalise rhyme heard in text.
- Write rime unit on whiteboard.
- Students recall rime unit words from text. List on whiteboard.
- Ask students to list any other words that have the same ending. List on whiteboard.
- Students read words together.
- Using magnetic letters demonstrate segmenting onset and rime eg d/ og followed by blending onset and rime eg dog. Students verbalise together.
- Call on individual students to use magnetic letters to segment and blend other words on our list. Students verbalise individually and together.
- Use flashcards with “og” words written in contrasting colours eg d (green), og (orange) to play “What’s Missing?”.
- Students practice writing list words using water and paint brushes on blackboard.
- Teacher demonstrates how to complete worksheet taken from Teacher’s Notes book. Students complete worksheet.
- Individual students read text book to teacher.
- Orally revise rime unit words and record on “Our Word Wall”.
- Students articulate what they have learned eg. /o/ and /g/ make “og”.
Lesson 8

Rime Unit- “in”          Text- Granny’s Legs are Thin

- Use Word Wall, to revise rime units and words from previous lesson.
- Read text to students.
- Ask students to verbalise rhyme heard in text.
- Write rime unit on whiteboard.
- Students recall rime unit words from text. List on whiteboard.
- Ask students to list any other words that have the same ending. List on whiteboard.
- Students read words together.
- Using magnetic letters demonstrate segmenting onset and rime eg p/ in followed by blending onset and rime eg pin. Students verbalise together.
- Call on individual students to use magnetic letters to segment and blend other words on our list. Students verbalise individually and together.
- Use flashcards with “in” words written in contrasting colours eg p (red), in (blue) to play “Stepping Stones”.
- Students practice writing list words using blackboards and chalk.
- Teacher demonstrates how to complete worksheet taken from Teacher’s Notes book. Students complete worksheet.
- Individual students read text book to teacher.
- Orally revise rime unit words and record on “Our Word Wall”.
- Students articulate what they have learned eg. /i/ and /n/ make “in”.

Lesson 9

Rime Unit- “ay”          Text- Grandpa, How Are You Today?

- Use Word Wall, to revise rime units and words from previous lessons.
- Read text to students.
- Ask students to verbalise rhyme heard in text.
- Write rime unit on whiteboard.
- Students recall rime unit words from text. List on whiteboard.
- Ask students to list any other words that have the same ending. List on whiteboard.
- Students read words together.
- Using magnetic letters demonstrate segmenting onset and rime eg d/ ay followed by blending onset and rime eg. day. Students verbalise together.
- Call on individual students to use magnetic letters to segment and blend other words on our list. Students verbalise individually and together.
- Use flashcards with “in” words written in contrasting colours eg. d (purple), ay (yellow) to play “Tic-Tac-Toe”.
- Students practice writing list words using sand trays.
- Teacher demonstrates how to complete worksheet taken from Teacher’s Notes book. Students complete worksheet.
- Individual students read text book to teacher.
- Orally revise rime unit words and record on “Our Word Wall”.
- Students articulate what they have learned eg. /a/ and /y/ make “ay”.

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Lesson 10

Rime Unit- “up”           Poem- My Uncle Has a Cup

- Use Word Wall, to revise rime units and words from previous lessons.
- Read poem to students.
- Ask students to verbalise rhyme heard in text.
- Write rime unit on whiteboard.
- Students recall rime unit words from text. List on whiteboard.
- Ask students to list any other words that have the same ending. List on whiteboard.
- Students read words together.
- Using magnetic letters demonstrate segmenting onset and rime eg. c/ up followed by blending onset and rime eg. cup. Students verbalise together.
- Call on individual students to use magnetic letters to segment and blend other words on our list. Students verbalise individually and together.
- Use flashcards with “up” words written in contrasting colours eg. c (orange), up (green) to play “Hide and Seek”.
- Students practice writing list words using water and paint brushes on the blackboard.
- Teacher demonstrates how to complete worksheet taken from Teacher’s Notes book. Students complete worksheet.
- Individual students read text book to teacher.
- Orally revise rime unit words and record on “Our Word Wall”.
- Students articulate what they have learned eg. /u/ and /p/ make “up”.


**Word List**

Lists of words used in each lesson.

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