

Explicit teaching of segmenting and blending skills to a group of poor readers in Year 4 will improve their word reading accuracy at prose level.

An important consideration in the planning of each session was the choice of words to be presented to children for segmenting and blending practice. Reference was made to each child's achievement on the Phonological Knowledge Assessment task in order to determine their sound segmentation span. None of the children were able to successfully segment words of more than 3 sounds, so only three sound words were used in the initial sessions.

Step 1. Review learning from previous session
Step 2. Introduce/revisit and demonstrate segmenting strategy to students
Step 3. Children copy demonstrated strategy
Step 4. Children practise using strategy with words presented by the teacher
Step 5. Children generate words and check that they are of the same sound span as the focus words
Step 6. Teacher presents more complex words but with the same number of sounds and steps 3-5 are repeated Or Prose reading of a decodable text.
Step 7 Children articulate their learning
Step 8 Children give examples of how their learning today may be helpful in reading and writing

Intervention teaching session format

Intervention Lesson Outlines

Lesson 1

Focus: orally segmenting 3 sound words into separate sounds

1. Explain strategy: segmenting words into sounds
2. Demonstrate with 'cat'. Show the children a picture of the target word (eg picture of a cat NOT the written word) First say the word in a 'stretched out way' and then break into 3 sounds pushing a counter forward for each sound
3. Ask children to repeat this action using picture of a 'hat'. (Ensure that children say the word first, teach them that in order to hear sounds we must say them)
4. Practice as above with rat, cap, pig, bed
5. Ask children to generate more words with 3 sounds – record these words. Encourage the group to check each word that is suggested by moving their counters as they say the word
6. Repeat above process with, face, nose, feet,
7. Ask children to articulate their learning
8. Ask children to suggest how this skill might be helpful to them in reading and writing. Ask children to be aware and try to 'catch themselves' using this skill

Lesson 2

Focus: Orally segmenting words of 3 sounds. Match sounds to letters/letter clusters

1. Ask children to say what they remember from last lesson. Did any of them 'catch themselves' practicing the skill?
2. Revise segmenting words from previous lesson eg. Bed, pig, duck, fish (follow the outline of session 1 where teacher demonstrates and children then follow)
3. Demonstrate new procedure using picture of feet – show picture, orally segment word using counters, teacher scribes word onto whiteboard – children suggest how to spell
4. Discuss how some sounds are represented by more two or more letters
5. Children practice the above procedure using fish, feet, sheep, lake, sign
6. Ask children to articulate their thinking and doing process for peers
7. Discuss how this skill could be useful in reading or writing

Lesson 3:

Focus: To orally segment 3 sound words without the use of counters

1. Ask children to say what they remember from last lesson. Did any of them 'catch themselves' practicing the skill?
2. State today's intention: to separate words into sounds without using counters
3. Demonstrate with 'fish' – ie. Say the word slowly, hear and 'feel' the different sounds
4. Children practice with the word 'cake'
5. Ask children to articulate how they do this (shared learning)
6. Practise with make, take, ant, end
7. Play a game of round robin ; going around the table, one at a time children generate 3 sound words, when a child 'runs out' of words they are out.
8. Encourage children to check each others words
9. Ask children to articulate their thinking and doing process for peers
10. Discuss how this skill could be useful in reading or writing

Lesson 4

Focus: accurately segment more complex 3 sound words using counters if needed

1. Ask children to say what they remember from last lesson. Did any of them 'catch themselves' practicing the skill?
2. State today's purpose and remind children to think about where they hear and 'feel' the sounds
3. Demonstrate breaking of word: deer ie. Say aloud, separate orally
4. Children practice with fear, beer, gear, car, square, bowl
5. Game: pairs of children take it in turns to generate 3 sound words, score one point for each correct word, keep going until one team scores 10 points.
6. Encourage children to check each others words
7. Ask children to articulate their thinking and doing process for peers
8. Discuss how this skill could be useful in reading or writing

Lesson 5

Focus: orally segmenting 4 sound words into separate sounds (only move to 4 sound words when children are fairly automatic with 3 sound words)

1. Ask children to say what they remember from last lesson. Did any of them 'catch themselves' practicing the skill?
2. Revise segmenting 3 sound words and revisit 'feeling' sounds. Revisit complex words such as blow, snow, cry, dry, tire wire
3. State today's purpose and remind children to think about where they hear and 'feel' the sounds
4. Demonstrate saying and segmenting 'crab'
5. Children repeat
6. Talk about the tricky part of the word (cr) get children to articulate how they were able to segment this word

Lesson 6

Focus: to practice segmenting and blending in prose reading

1. Ask children to say what they remember from last lesson. Did any of them 'catch themselves' practicing the skill?
2. State today's purpose and ask children how they will work out words in the text that are difficult
3. Shared reading of 'Aramanga' pages 1 and 2 (text contains many words which would be unfamiliar to children yet make good examples for children to practise segmentation)
4. Look at one or two words in particular from text and discuss how we look at the whole word not just the first letters
5. Ask children to articulate their thinking and doing process for peers
6. Game: Round Robin this time children must generate 4 sound words
7. Discuss how this skill could be useful in reading or writing

Lesson 7

Focus: to practice segmenting and blending in prose reading

1. Ask children to say what they remember from last lesson. Did any of them 'catch themselves' practicing the skill?
2. State today's purpose and ask children how they will work out words in the text that are difficult
3. Shared reading of 'Aramanga' pages 3 and 4
4. Look at one or two words in particular from text and discuss how we look at the whole word not just the first letters
5. Ask children to articulate their thinking and doing process for peers

Lesson 8

Focus: to read individual words using skill of segmenting and blending

1. Ask children to say what they remember from last lesson. Did any of them 'catch themselves' practicing the skill?
2. State today's purpose and ask children how they will work out words that are difficult
3. Game: concentration. Pairs of words of 3 and 4 sounds are written onto cards and placed face down on the table, children turn over cards and must say the word correctly (aim: to find a pair and say it correctly) Most pairs wins.
4. Look at one or two words in particular discuss how we look at the whole word not just the first letters
5. Ask children to articulate their thinking and doing process for peers

Lesson 9

Focus: to practice segmenting and blending in prose reading

1. Ask children to say what they remember from last lesson. Did any of them 'catch themselves' practicing the skill?
2. State today's purpose and ask children how they will work out words in the text that are difficult
3. Shared reading of appropriate text
4. Look at one or two words in particular from text and discuss how we look at the whole word not just the first letters
5. Ask children to articulate their thinking and doing process for peers
6. Game: first one out! Teacher says a word (3 or 4 sounds) children must correctly identify if it has 3 or 4 sounds (may use counters if necessary). Go out if respond incorrectly. Winner is last child left in game

Lesson 10

Focus: Revision of what has been learnt

1. Ask children to say what they remember from last lesson. Did any of them 'catch themselves' practicing the skill?
2. Game: first one out! Teacher says a word (3 or 4 sounds) children must correctly identify if it has 3 or 4 sounds (may use counters if necessary). Go out if respond incorrectly. Winner is last child left in game
3. Revisit last text read and students demonstrate how they did and can use the skill of segmenting to work out unfamiliar words