

***Explicit teaching of post ERIK Year 3 students who continue to demonstrate inefficiencies in word reading accuracy, to automatically recognise digraphs containing vowels through a combined phonological, phonemic and orthographic process, improves their ability to independently read words in isolation and in prose.***

### **Overview of Lessons**

There were 10 lessons (Appendix 5) conducted over three weeks every Monday to

Wednesday, and Thursday of the third week. Each lesson was approximately 50 minutes. The students were withdrawn from their classrooms to an intervention room, during the first hour (Reading) of their two hour literacy block.

Each lesson focussed on one or two specific letter clusters identified from testing. The lessons predominantly focussed on digraphs such as vowel digraphs (vv) or vowel consonant digraphs (vc). This was then extended to include split vowel digraphs (vcv). In these instances, the first vowel made a long sound, with the final consonant (e) remaining silent at the end of a word, such as *place* or *hope*.

The order to the letter clusters was strategic. It began with vowel digraphs and another digraph with the same sound and same initial letter, but with the second letter a consonant. These variations helped to identify where the sounds usually occurred, either as initial, medial or final sounds. For example, the medial *ai* in *pain* becomes the final *ay* in *pay*. Alternatively, the initial *oa* in *oak*, is *ow* in *throw*. Students were then introduced to digraphs that were diphthongs, such as *oi* and *ou*. At this stage, to help them remember how to read words containing these letter clusters, students were encouraged to come up with words that they knew that contained that letter cluster to help them remember that sound. The students practised transferring that sound to less familiar words, such as *ou* in *out* for *proud*, thereby developing the skill of analogy when reading. Finally, students reviewed words that contained a final silent e separated from a long vowel with a consonant. This was introduced to the students as a vowel digraph that had been split as it followed on from their prior learning whereby, the first vowel made a long sound, with the second vowel remaining silent.

Lessons 1 to 9 used an overall similar structure, adapted from a model presented by John Munro (2011a, p.102) for teaching students to read one syllable words.

#### **A) Review Prior Learning and Identify Learning Focus:**

The first 5 to 10 minutes of the lesson involved the teacher and students establishing, reviewing or consolidating protocols for each lesson, reviewing prior learning to each lesson and identifying the learning focus for the day.

#### **B) Introduce Letter Cluster and Create Words:**

The next part of the lesson had a phonological focus. The letter cluster/s for each lesson was introduced and students discussed how it was said. Rhymes were introduced to help the students remember how to read the letter cluster. In the first lesson, the teacher demonstrated the skill of segmenting and blending using the letter cluster cards, of digraphs, onsets and rimes (Appendix 2) to create real and pseudo one syllable words. By lesson 3, students were independently demonstrating the skill of segmenting and blending to create real and pseudo one syllable words of increasing length. By lesson 4, students were encouraged to segment and blend or read the word as a whole, automatically, developing their orthographic skills.

#### **C) Spelling Words:**

The next 10 minutes of the lesson were aimed at students using their knowledge of the letter cluster, through segmenting and blending the word into onset and rime or phonemes, to help write words of increasing word length. Teacher read the word and showed it to the students who were asked to make a mental picture of it before they wrote it in their learning journals. At the end of spelling the words, each student read them aloud.

For lessons four to seven, after spelling the focus words for the lesson, the teacher asked the students to write down other words they knew that also used the letter cluster with the same sound. Students could create real or pseudo words as well as words with suffixes or compound words. Students read these words to the group. These words were also written up on the board for the whole group to see and added to the chart for that letter cluster.

#### **D) Text Reading or Text Writing and Reading:**

In the first 4 lessons, commercially produced narrative texts were used that were at an independent level for the students (Table 4) containing the letter cluster focus for the lesson and other letter clusters in the study. Prior to reading, the teacher prompted the students to think about what they could do if they came to a word they were not sure about, and in particular, words that contained the letter cluster being reviewed that day, or previously reviewed. The teacher introduced the text by reading its title and a short blurb. Whilst the students were reading aloud, the teacher took a running record of the text for each student.

For lessons five to seven, the students created sentences using focus words or words they had generated in the lesson that used the letter cluster. The self generated words could be compound words or words with suffixes, thus including words of more than one syllable.

For lessons eight to ten, the students read words in prose (narratives) using teacher-created texts (Appendix 4). These texts incorporated words that used the letter clusters learnt over the entire program. Once again, while the students read the text the teacher took a running record for each student.

#### **E) Review and Consolidate:**

The final part of each lesson was aimed at reviewing the focus. The teacher asked the students questions that were aimed at their knowledge and skills for reading words. Students were asked to identify what they had learnt in the lesson in regards to word structure; the focus letter cluster/s; what they had taught themselves that day; what they now know that can help them when reading; and, what they can do to help themselves when reading unfamiliar words. Students discussed their responses with the group before writing their reflection into their learning journal.

#### **Lesson 10: Review**

Section 1: Students reflected on what they had learnt overall. The following sentence starters were used to help generate discussion: I have learnt; I can now; when reading unfamiliar words I feel. Students wrote a final reflection in their learning journals.

Section 2: The teacher introduced a tool for the students to use following the 10 lessons (Appendix 6). The students listed all the letter clusters covered and words which the students themselves knew automatically that contained the letter cluster. The students could refer to their personal chart when encountering the letter cluster in unfamiliar words in order to remind them of the sound that it made and transfer that sound to the new word as they had been practising in class.

Section 3: The students read prose (teacher-created narrative) containing all the letter clusters learned. While the students each read a designated part of the text, the teacher took a running record.

Section 4: Included a game of word bingo using one syllable words from the program. The teacher initially called out the words for the students to match to the same word on their card. Then students took turns to call out the words while the teacher took a student's card. There were a variety of bingo cards to choose from.

Lesson: 1                      Level: **Grade 3** (small group)                      Duration: **50 minutes**  
 Focus: **ai digraph** (improve letter cluster knowledge within one syllable words)

TIME	FOCUS	CONTENT	ANECDOTAL
10 mins	Set Protocols  Review Prior Learning  Identify Learning Focus	<ul style="list-style-type: none"> <li>Welcome students and explain structure of meetings and overall focus. With students establish protocols for working together.</li> <li>Review previous work they have undertaken, looking at their knowledge of word structure in terms of: onsets and rimes, syllables and compound words.</li> <li>Establish focus for today: <b>ai</b> vowel digraph. What is a digraph? What is a vowel digraph?</li> </ul>	•
5 mins	Introduce Digraph  Phonological Focus	<ul style="list-style-type: none"> <li>Introduce the rhyme: “<b>Two vowels go walking; the first one does the talking</b>”. Chart with lesson focus displayed prominently in class.</li> <li>Look at the ‘<b>ai</b>’ digraph and discuss how it is said in relation to the rhyme. Discuss the sound of the ‘<b>a</b>’ as a long sound.</li> </ul>	•
10 mins	Creating words  Segmenting and Blending	<ul style="list-style-type: none"> <li>1. a) <b>Modelling</b>: display ‘<b>ai</b>’ with cards to make v v c structure, then c v v c structure, then c c v v c, c c c v v c and c v v c c structure creating one syllable words. Teacher demonstrates segmenting and blending of letter clusters to form ‘<b>ai</b>’ words. Point to each letter/ letter cluster and say each, then blend. Students repeat.</li> <li>1. b) Show students a set of flashcards with 1 syllable words containing ‘<b>ai</b>’: <b>ail, tail, trail, gain, grain, wait, waist, rain, stain, strain</b>. Teacher says each word and students repeat. Do this quickly 2 or 3 times. Each student then reads the words individually. Refer to focus rhyme to check if words are said as it indicates.</li> <li>2) <b>Practice</b>: using letter cluster cards, students individually create words with the ‘<b>ai</b>’ digraph attempting to identify how they would be said, using the rhyme to support their attempts. Letter cluster cards include up to 3 letters to use before or after the ‘<b>ai</b>’ digraph. At this stage students may create real and pseudo</li> </ul>	•

		words as the focus is on their attempt to recognise how to say one syllable words with the digraph 'ai'. Teacher looks to see if students are automatically saying the self created words, or are segmenting and blending the words and if they can identify which are real or pseudo words.	
10 mins	Spelling	<ul style="list-style-type: none"> <li>• <b>Independent</b> use by students of the introduced rhyme on digraphs, as a strategy, to help spell 1 syllable words of increasing length that contains the 'ai' digraph. Teacher says the word, then says the word in sentence and then repeats the word for the students. Should students have difficulty recalling the spelling of the word, indicate the word on the flashcard to support their visual image of it.</li> </ul>	•
10 mins	Text Reading	<ul style="list-style-type: none"> <li>• Independent use of strategy to help read words, in prose, that contain the 'ai' digraph, and other letter clusters, that will be a focus for the intervention program.</li> <li>• Text: PM Benchmark 2 Level 16 <u>Honey Escapes</u> (Narrative of 328 words, Fry's Readability: middle of grade 2). Letter clusters contained: ai, ea, ee, ou, (qu)ie, ay, a-e, i-e.</li> <li>• Before students take turns to read the text, discuss with the students what they can do if they come to a word they are not sure of, in particular, words with a vowel digraph. Teacher asks: <b>"What do you know that could help you? What could you do to help yourself? What might you do when you come to a word you're unsure of with 'ai' in it?"</b></li> <li>• Whilst students are reading, teacher takes a running record of the text for each student. There are 328 words, students read approximately 109 words each (student A to page 6 "shut it" - 114 words; student B to page 12 "the blocks" - 112 words; student C to page 16 "for Honey" - 102 words)</li> </ul>	Student A
			Student B
			Student C
5 mins	Review and Consolidate	<ul style="list-style-type: none"> <li>• Students identify what they have learnt today about digraphs and the 'ai' digraph in particular.</li> <li>• Question to prompt discussion: <b>"Tell me what you might do when you</b></li> </ul>	Student A
			Student B
			Student C

		<p><b>come to a word with ‘ai’ in it?” or “What have you taught yourself today?”</b></p> <ul style="list-style-type: none"> <li>• Students after sharing with the group what they have learnt today, write a reflection in their learning journals.</li> </ul>	
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Lesson: **2**  
**minutes**

Level: **Grade 3** (small group)

Duration: **50**

Focus: **ai and ay digraph** (improve letter cluster knowledge within one syllable words)

<b>TIME</b>	<b>FOCUS</b>	<b>CONTENT</b>	<b>ANECDOTAL</b>
10 mins	<p>Review Protocols</p> <p>Review Prior Learning</p> <p>Identify Learning Focus</p>	<ul style="list-style-type: none"> <li>• Welcome students and review protocols for meeting. Add any ‘new ones following yesterday’.</li> <li>• Review previous work they have undertaken, looking at the ‘<b>ai</b>’ digraph. Ask students: “<b>What did you learn yesterday? What is a digraph? What is a vowel digraph?</b>”</li> <li>• Teacher asks: “<b>What is the rhyme that we used to help us remember how to read vowel digraphs?</b>” Students say rhyme from memory or read if required from group chart displayed prominently in room.</li> <li>• Using flashcards from lesson 1, students individually read words with the ‘<b>ai</b>’ digraph.</li> <li>• Introduce ‘<b>ay</b>’ digraph.</li> </ul>	•
5 mins	<p>Introduce Digraph</p> <p>Phonological Focus</p>	<ul style="list-style-type: none"> <li>• Look at the ‘<b>ay</b>’ digraph and discuss how it is said. Review the long a sound.</li> <li>• Review the rhyme: “<b>Two vowels go walking; the first one does the talking</b>” and how it relates to the new digraph in terms of why the ‘<b>i</b>’ has changed to ‘<b>y</b>’ (usually ai for initial and medial sounds and ay for final sounds; therefore the y in this case acts like a vowel).</li> </ul>	•
10 mins	<p>Creating words</p> <p>Segmenting and Blending</p>	<ul style="list-style-type: none"> <li>• 1. a) <b>Modelling</b>: display ‘<b>ay</b>’ with cards to make c v (v) structure. Then c c v (v) and c c c v (v) structure creating one syllable words. Students demonstrate segmenting and blending of letter clusters to read words.</li> <li>• 1. b) Show students a set of flashcards with 1 syllable words</li> </ul>	•

		<p>containing '<b>ay</b>': <b>say, stay, stray, ray, pay, pray, spray, tray, lay, clay</b>. Teacher says each word and students repeat. Do this 2 or 3 times. Each student then reads the words individually. Refer to focus rhyme to check if words are said as it indicates.</p> <ul style="list-style-type: none"> <li>• 2) <b>Practice</b>: students individually create words with the '<b>ay</b>' digraph attempting to identify how they would be said, using the rhyme to support their attempts. Letter cluster cards include up to 3 letters to use before the '<b>ay</b>' digraph. At this stage students may create real and pseudo words as the focus is on their attempt to recognise how to say one syllable words with the digraph '<b>ay</b>'. Teacher looks to see if students are automatically saying the self created words, or are segmenting and blending the words and if they can identify which are real or pseudo words.</li> </ul>	
10 mins	Spelling	<ul style="list-style-type: none"> <li>• <b>Independent</b> use by students of the rhyme strategy to help spell 1 syllable words, of increasing length, that contain the '<b>ay</b>' digraph. Should students have difficulty recalling the spelling of the word, the teacher indicates the word on the flashcard to support student's visual image of it. Students are also referred to the focus rhyme for the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
10 mins	Text Reading	<ul style="list-style-type: none"> <li>• Independent use of strategy to help read words, in prose, that contain the '<b>ai</b>' and '<b>ay</b>' digraphs, and other letter clusters, that are a focus for the intervention program.</li> <li>• Repeated reading of narrative, different passage for each student: PM Benchmark 2 Level 16 <u>Honey Escapes</u> (Narrative of 328 words, Fry's Readability: middle of grade 2). Letter clusters contained: ai, ea,</li> </ul>	Student A

		<p>ee, ou, (qu)ie, ay, a-e, i-e.</p> <ul style="list-style-type: none"> <li>• Before students take turns to read the text, remind the students of what they need to do, if they come to a word with a vowel digraph that they are not sure of, especially ‘ai’ and ‘ay’. Question to prompt discussion before reading: <b>“Tell me what you might do when you come to a word with ‘ai’ or ‘ay’ in it?”</b></li> <li>• Whilst students are reading, teacher takes a running record of the text for each student. There are 328 words, students read approximately 109 words each (student C to page 6 “shut it” - 114 words; student A to page 12 “the blocks” – 112 words; student B to page 16 “for Honey” – 102 words).</li> </ul>	<p>Student B</p>
			<p>Student C</p>
5 mins	Review and Consolidate	<ul style="list-style-type: none"> <li>• Students identify what they have learnt today about digraphs and the ‘ai’ and ‘ay’ digraph</li> <li>• Discuss: <b>“What have you taught yourself today?”</b></li> <li>• Students write a reflection in their learning journal, after sharing with the group. Teacher poses the following questions: <b>“What do you now know that can help you when reading? What can you now do to help yourself when reading unfamiliar words?”</b></li> <li>• Words reviewed today are displayed around learning focus for future reference in addition to the ‘ai’ words from lesson 1.</li> </ul>	<p>Student A</p>
			<p>Student B</p>
			<p>Student C</p>

Lesson: **3**  
minutes

Level: **Grade 3** (small group)

Duration: **50**

Focus: **oa digraph** (improve letter cluster knowledge within one syllable words)

TIME	FOCUS	CONTENT	ANECDOTAL
10 mins	Review Prior Learning	<ul style="list-style-type: none"> <li>• Review previous work they have undertaken, looking at the ‘ai’ and ‘ay’ digraph. Ask students: <b>What is a digraph? What is a vowel digraph?</b> Students review what they wrote in their journals from the two previous lessons and in their own words review what they have learnt so far.</li> <li>• Chart with lesson focus/rhyme still</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

	Identify Learning Focus	<p>displayed prominently in class. Students say the rhyme to help them remember how to read a vowel digraph. Then, using flashcards, students each read words from lessons 1 and 2 with the ‘ai’ and ‘ay’ digraph.</p> <ul style="list-style-type: none"> <li>• Introduce ‘oa’ digraph.</li> </ul>	
5 mins	<p>Introduce Digraph</p> <p>Phonological Focus</p>	<ul style="list-style-type: none"> <li>• Look at the ‘oa’ digraph and discuss how it is said.</li> <li>• Review the rhyme: “<b>Two vowels go walking; the first one does the talking</b>”, therefore ‘oa’ makes the long o sound.</li> </ul>	•
10 mins	<p>Creating words</p> <p>Segmenting and Blending</p>	<ul style="list-style-type: none"> <li>• 1. a) <b>Modelling</b>: display ‘oa’ with cards to make v v c structure. Then c v v c then c c v v c, then c c c v v c and c v v c c structure creating one syllable words. Students demonstrate segmenting and blending of letter clusters to read words. Alternatively, students may read the words automatically, not needing to segment and then blend. Teacher to note down who is reading the words automatically and who is segmenting and blending and which types of words are they segmenting and blending.</li> <li>• 1. b) Show students a set of flashcards with 1 syllable words containing ‘oa’: <b>oat, coat, boat, bloat, throat, oak, soak, cloak, moan, groan, coach, poach</b>. Teacher says each word and students repeat. Do this 2 or 3 times. Each student then reads the words individually.</li> <li>• 2) <b>Practice</b>: students individually create words with the ‘oa’ digraph attempting to identify how they would be said, using the rhyme to support their attempts. Letter cluster cards include up to 3 letters to use before or after the ‘oa’ digraph. At this stage students may create real and pseudo words as the focus is on their attempt to recognise how to say one syllable words with the digraph ‘oa’.</li> </ul>	•
10 mins	Spelling	<ul style="list-style-type: none"> <li>• <b>Independent</b> use by students of the rhyme strategy to help spell 1 syllable words, of increasing length,</li> </ul>	•

		that contain the ‘ <b>oa</b> ’ digraph. Should students have difficulty recalling the spelling of the word, the teacher indicates the word on the flashcard to support student’s visual image of it. Students are also referred to the focus rhyme for the lesson.	
10 mins	Text Reading	<ul style="list-style-type: none"> <li>• Independent use of strategy to help read words, in prose, that contain the ‘<b>oa</b>’ digraph, and other letter clusters, that are a focus for the intervention program.</li> <li>• Text: PM Benchmark 2 Level 18 <u>The Holiday Surprise</u>. (Narrative of 395 words, Fry’s Readability: end of grade 2/ start of grade 3). This text contains the following digraphs: oa, ay, ea, ee, oo, ie, oi, ou, ow, aw, ur.</li> <li>• Before students take turns to read the text, remind the students of what they need to do, if they come to a word with a vowel digraph that they are not sure of, especially ‘<b>ai</b>’, ‘<b>ay</b>’ and ‘<b>oa</b>’. Question to prompt discussion before reading: “<b>Tell me what you might do when you come to a word with ‘ai’ or ‘ay’ or ‘oa’ in it?</b>”</li> <li>• Whilst students are reading, teacher takes a running record of the text for each student. There are 396 words, students read approximately 132 words each (student B to page 6 “shed” - 140 words; student A to page 11 “my eggs” – 133 words; student C to page 16 “go home” – 123 words).</li> </ul>	Student A
			Student B
			Student C
5 mins	Review and Consolidate	<ul style="list-style-type: none"> <li>• Students identify what they have learnt further about digraphs and the ‘<b>oa</b>’ digraph.</li> <li>• Discuss: “<b>What have you taught yourself today?</b>”</li> <li>• Students write a reflection in their learning journal, after sharing with the group. Teacher poses the following questions: “<b>What do you now know that can help you when reading? What can you now do to help yourself when reading unfamiliar words?</b>”</li> <li>• Words reviewed today are displayed around learning focus for future</li> </ul>	Student A
			Student B
			Student C

		reference in addition to the words from previous lessons. Each group of digraphs is distinguished clearly from the others.	
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Lesson: **4**                      Level: **Grade 3** (small group)                      Duration: **50 minutes**  
Focus: **oa and ow digraph** (improve letter cluster knowledge within one syllable words)

TIME	FOCUS	CONTENT	ANECDOTAL
10mins	Review Prior Learning  Identify Learning Focus	<ul style="list-style-type: none"> <li>Review previous work they have undertaken, looking at the ‘<b>oa</b>’ digraph. Ask students: “<b>What do these words have in common?</b>” Students also review what they wrote in their journals from the previous lessons and in their own words review what they have learnt so far.</li> <li>Students say the rhyme to help them to remember it and thus support them when trying to read an unfamiliar word with a vowel digraph. Then, using flashcards, students read words from the previous lesson with the ‘<b>oa</b>’ digraph. Students repeat the words after the teacher.</li> <li>Introduce <b>ow</b> digraph.</li> </ul>	•
5 mins	Introduce Digraph  Phonological Focus	<ul style="list-style-type: none"> <li>Look at the <b>ow</b> digraph and discuss how it is said. Link the sound of <b>ow</b> to the <b>oa</b> digraph in terms of the long o sound. Different letter cluster but with the same sound. Ask students how this is similar to something they have already learnt. (Note: similar to ai and ay where <u>usually</u> ai for initial and medial sounds and ay for final sounds. Also, <u>usually</u> oa for initial and medial sounds and ow for final sounds.)</li> <li>Show students a set of flashcards with 1 syllable words containing ‘<b>ow</b>’: <b>low, tow, row, show, shown, grow, grown, flow, flown, blow, blown, thrown.</b> Teacher says each word and students repeat. Each student then reads the words individually.</li> </ul>	•
10 mins	Creating words Segmenting and Blending	<ul style="list-style-type: none"> <li>Display ‘<b>ow</b>’ with cards of different letter clusters to make one syllable words of increasing length from v v</li> </ul>	•

		<p>c structure to c v v c then c c v v c, then c c c v v c structure.</p> <ul style="list-style-type: none"> <li>• Students individually create real and/or pseudo words with the ‘ow’ digraph. Students progress through one, two and three letter cluster cards to use with the ‘ow’ digraph. Students read each letter cluster and blend or, if they feel they can, they read the words automatically.</li> </ul>	
10 mins	Spelling	<ul style="list-style-type: none"> <li>• <b>Independently</b>, students spell 1 syllable words, of increasing length that contain the ‘ow’ digraph. Should students have difficulty recalling the spelling of the word, the teacher indicates the word on the flashcard to support student’s visual image of it. For one student who is already displaying difficulty recalling the letter structure he reads each word, closes his eyes and makes a mental picture of the word before writing it.</li> <li>• Students then write other real and/or pseudo ‘ow’ words and read them aloud. Note if any students add suffixes to the words or use compound words, extending the number of syllables and if they read their created words automatically or are still blending and segmenting.</li> </ul>	•
10 mins	<p>Text Writing and Reading</p> <p>Independent use of knowledge of digraph, through segmenting and blending or automaticity, to help write and read words, in prose, that contain the ‘oa’ and ‘ow’ digraph, and other letter clusters, that are a focus for the intervention program.</p>	<ul style="list-style-type: none"> <li>• Independent use of strategy to help read words, in prose, that contain the ‘ow’ digraph, and other letter clusters, most of which are a focus for the intervention program.</li> <li>• Text: PM Benchmark 2 Level 17 <u>Harry the Tow Truck</u>. (Narrative of 339 words, Fry’s Readability: End of grade 2/start of grade 3.) This text contains the following digraphs: oo, ay, oa, ow, oi, ee, ie, ea, ou, ur, ir, ar, aw.</li> <li>• Before students take turns to read the text, remind the students of what they need to do, if they come to a word with a digraph that they are not sure of, especially ‘ai’, ‘ay’ and ‘oa’ and ‘ow’. Question to prompt discussion before reading: “<b>Tell me what you might do when you come to a word with ‘ai’ or ‘ay’ or ‘oa’</b>”</li> </ul>	<p>Student A</p> <hr/> <p>Student B</p>



		<p>previous lessons, with the ‘<b>oa</b>’ and ‘<b>ow</b>’ digraph.</p> <ul style="list-style-type: none"> <li>• Introduce <b>ea</b> vowel digraph.</li> </ul>	
5 mins	<p>Introduce Digraph</p> <p>Phonological Focus</p>	<ul style="list-style-type: none"> <li>• Look at the <b>ea</b> digraph and discuss how it is said in terms of the long e sound.</li> <li>• Show students a set of flashcards with 1 syllable words containing <b>ea</b>: <b>eat, seat, bean, clean, each, beach, preach, weak, speak and squeak.</b> Teacher says each word and students repeat. Each student then reads the words individually.</li> </ul>	•
10 mins	<p>Creating words</p> <p>Segmenting and Blending</p> <p>Or</p> <p>Automatic Recognition</p>	<ul style="list-style-type: none"> <li>• Display <b>ea</b> with cards of different letter clusters to make one syllable words of increasing length from v v c structure, to c v v c, then c c v v c and c c c v v c structure.</li> <li>• Students individually create real and/or pseudo words with the ‘<b>ea</b>’ digraph. Students progress through one, two and three letter cluster cards to use with the ‘<b>ea</b>’ digraph. Students read each letter cluster and blend or, if they feel they can, they read the words automatically.</li> <li>• Repeat steps above now for the <b>long o silent e</b> letter cluster words. Words are: <b>rode, joke, cone, home, nose, broke, those, spoke, chose, stroke.</b> Introduce rhyme for new focus: <b>Silent e, say vowel name please.</b> Discuss with students similarity between vowel digraphs learnt and this letter cluster, in terms of the first vowel ‘still does the talking’ and it is the long sound.</li> </ul>	•
10 mins	Spelling	<ul style="list-style-type: none"> <li>• <b>Independently</b>, students spell 1 syllable words, of increasing length that contain the <b>ea digraph</b>, then the <b>long o silent e</b> letter cluster. Should students have difficulty recalling the spelling of the word, the teacher indicates the word on the flashcard to support student’s visual image of it. For one student who is already displaying difficulty recalling the letter structure, he reads each word, closes his eyes and makes a mental picture of the word before writing.</li> <li>• At this stage students create other real and now, pseudo words, as the focus is on their attempt to recognise</li> </ul>	•

		how to say one syllable words with the digraphs taught. At this stage, students may also read the whole word automatically.	
10 mins	Text Writing and Reading	<ul style="list-style-type: none"> <li>Teacher and students write sentences that contain the two letter clusters focussed on today: the <b>'ea'</b> vowel digraph and <b>long o silent e</b>. Students read the sentences containing some of the words reviewed and other words with the letter cluster pattern.</li> <li>Words of more than one syllable, containing the focus letter clusters, may be included in the sentences. Words may be lengthened through the use of suffixes or compound words.</li> </ul>	Student A
			Student B
			Student C
10 mins	Review and Consolidate	<ul style="list-style-type: none"> <li>Students identify what they have learnt today. Discuss: <b>"What have you taught yourself today? How can you use this to help you read other words? What do you know about the letter cluster patterns we have looked at?"</b></li> <li>Students write a reflection in their learning journal.</li> <li>Words reviewed today are displayed around learning focus for future reference.</li> </ul>	Student A
			Student B
			Student C

Lesson: **6**      Level: **Grade 3** (small group)      Duration: **50 minutes**  
 Focus: **oi digraph and long a silent e letter cluster** (improve letter cluster knowledge within one syllable words)

TIME	FOCUS	CONTENT	ANECDOTAL
5 mins	Review Prior Learning  Identify Learning Focus	<ul style="list-style-type: none"> <li>Review previous work they have undertaken, looking at the ea digraph and long o silent e letter cluster. Revise how they are said to review new learnings and to update student previously absent.</li> <li>Using flashcards, students individually read words using either of the letter patterns. Student who was absent reads words after the other two.</li> <li>Introduce <b>'oi'</b> digraph. Discuss with the students that today, they will create their own way of remembering how to say, spell the <b>'oi'</b> vowel digraph.</li> </ul>	•
5 mins	Introduce Digraph	<ul style="list-style-type: none"> <li>Look at the <b>'oi'</b> digraph and discuss how it is said. <b>"How is it different</b></li> </ul>	•

	Phonological focus	<p><b>to other vowel digraphs learnt?"</b> Identify the sound "oi" would make in these words. Discuss how we can use the sound from the word known to one that is unknown.</p> <ul style="list-style-type: none"> <li>Show students a set of flashcards with 1 syllable words containing 'oi': <b>oil, soil, boil, toil, join, coin, moist, point, spoil, spoilt</b>. Teacher says each word and students repeat. Each student then reads the words individually.</li> </ul>	
10 mins	<p>Creating words Segmenting and Blending</p> <p>Or</p> <p>Automatic Recognition</p>	<ul style="list-style-type: none"> <li>Display 'oi' with cards to make v v c structure. Then c v v c then c c v v c, then c c c v v c structure creating one syllable words.</li> <li>Students individually create the words with the 'oi' digraph. Students progress through one, two and three letter cluster cards to use before the 'oi' digraph. Students read each letter cluster and blend or, if they feel they are able to, they read the words automatically.</li> <li>Repeat steps above now for the <b>long a silent e</b> letter cluster words. Review rhyme for 'silent e' focus. Words are: <b>ale, late, rage, made, same, save, plate, shake, plane, scrape</b>.</li> </ul>	•
10 mins	Spelling	<ul style="list-style-type: none"> <li><b>Independently</b>, students spell 1 syllable words, of increasing length that contain the <b>oi digraph</b>, then the <b>long a silent e</b> letter cluster. Should students have difficulty recalling the spelling of the word, the teacher indicates the word on the flashcard to support student's visual image of it. For one student who is already displaying difficulty recalling the letter structure, he reads each word before spelling, closes his eyes and makes a mental picture of the word before writing.</li> </ul>	•
10 mins	Text Writing and Reading	<ul style="list-style-type: none"> <li>Teacher and students write sentences that contain the two letter clusters focussed on today: the <b>oi</b> vowel digraph and <b>long a silent e</b>. Students read the sentences containing some of the words</li> </ul>	<p>Student A</p> <hr/> <p>Student B</p>

		<p>reviewed and other words with the letter cluster pattern.</p> <ul style="list-style-type: none"> <li>Words of more than one syllable, containing the focus letter clusters, may be included in the sentences. Words may be lengthened through the use of suffixes or compound words.</li> </ul>	Student C
10 mins	Review and Consolidate	<ul style="list-style-type: none"> <li>Students identify what they have learnt today. Discuss: “<b>What have you taught yourself today? What new knowledge do you have now? How can you use this to help you read other words? What do you know about the letter cluster patterns we have looked at?</b>”</li> <li>Students write a reflection in their learning journal, after sharing with the group.</li> <li>Students also share and note down what they are going to do to help them to remember how to read ‘oi’.</li> </ul>	Student A
			Student B
			Student C

Lesson: 7      Level: **Grade 3** (small group)      Duration: **50 minutes**  
 Focus: **ou digraph and long i silent e letter cluster** (improve letter cluster knowledge within one syllable words)

TIME	FOCUS	CONTENT	ANECDOTAL
5 mins	<p>Review Prior Learning</p> <p>Identify Learning Focus</p>	<ul style="list-style-type: none"> <li>Review previous work they have undertaken, looking at the ‘oi’ vowel digraph and <b>long a silent e</b> letter cluster. Revise how they are said to review new learnings and to update student previously absent.</li> <li>Using flashcards, students individually read words using both letter patterns. Student who was absent reads words after the other two.</li> <li>Introduce ‘ou’ vowel digraph. Students are directed to look for a way throughout the lesson that will help them to remember how to read and spell ‘ou’.</li> </ul>	•
10 mins	<p>Introduce Digraph</p> <p>Phonological focus</p>	<ul style="list-style-type: none"> <li>Using flashcards demonstrate the ‘ou’ vowel digraph in one syllable words: <b>out, shout, ouch, crouch, loud, cloud, sound, ground, house and blouse</b>. Ask the students if they recognise any words. “<b>What sound does ‘ou’ make in the word/s you know?</b>” Review the discussion from lesson 7 about how we can use</li> </ul>	•

		<p>the sound from a word known to one that is unknown. The teacher discusses with the students that, <b>“If I know ‘ou’ in out then, I can say shout.”</b></p> <ul style="list-style-type: none"> <li>• Look at the <b>‘ou’</b> digraph and discuss how it is different to the vowel digraphs of <b>oa, ai, ea</b>. <b>“How is it different to other vowel digraphs learnt? How is it similar to oi? How would you describe the sound it makes?”</b></li> <li>• Show students a set of flashcards with 1 syllable words containing <b>‘ou’</b>: <b>out, shout, ouch, crouch, loud, cloud, sound, ground, house and blouse</b>. Teacher says each word and students repeat. Each student then reads the words individually.</li> </ul>	
10 mins	<p>Creating words</p> <p>Segmenting and Blending</p> <p>Or</p> <p>Automatic Recognition</p>	<ul style="list-style-type: none"> <li>• Display <b>‘ou’</b> with cards of different letter clusters that make a variety of one syllable words of increasing length.</li> <li>• Students individually create the words with the <b>‘ou’</b> vowel digraph. Students progress through one, two and three letter cluster cards to use before and after the <b>ou</b> digraph. Where required, students read each letter cluster and blend or may read each word automatically.</li> <li>• Repeat steps above now for the <b>long i silent e</b> letter cluster words: <b>side, slide, wide, bike, spike, nine, spine, shrine, site, quite</b>. Review rhyme for ‘silent e’ focus.</li> </ul>	•
10 mins	Spelling	<ul style="list-style-type: none"> <li>• <b>Independently</b>, students spell 1 syllable words, of increasing length that contain the <b>ou digraph</b>, then the <b>long i silent e letter cluster</b>. Should students have difficulty recalling the spelling of the word, the teacher indicates the word on the flashcard to support student’s visual image of it. For one student who is already displaying difficulty recalling the letter structure, he reads each word before spelling, closes his eyes and makes a mental picture of the word before writing.</li> </ul>	•

10 mins	Text Writing and Reading	<ul style="list-style-type: none"> <li>Teacher and students write sentences that contain words with the two letter clusters focussed on today. Students read the sentences containing some of the words reviewed and other words with the letter cluster pattern.</li> <li>Words of more than one syllable, containing the focus letter clusters, may be included in the sentences. Words may be lengthened through the use of suffixes or compound words.</li> </ul>	Student A
			Student B
			Student C
5 mins	Review and Consolidate	<ul style="list-style-type: none"> <li>Students identify what they have learnt today. Discuss: <b>“What have you taught yourself today? What new knowledge do you have now? How can you use this to help you read other words? What do you know about the letter cluster patterns we have looked at?”</b></li> <li>Students write a reflection in their learning journal, after sharing with the group.</li> <li>Students also share and note down what they are going to do to help them to remember how to read ‘ou’.</li> </ul>	Student A
			Student B
			Student C

Lesson: **8**                      Level: **Grade 3** (small group)                      Duration: **50 minutes**  
Focus: **aw digraph and long u silent e letter cluster** (improve letter cluster knowledge within one syllable words)

TIME	FOCUS	CONTENT	ANECDOTAL
10 mins	Review Prior Learning	<ul style="list-style-type: none"> <li>Review purpose of why we are meeting. <b>“What is the overall aim of working and learning together? Why are we here?”</b></li> <li>Review what the students have learnt so far in terms of knowledge about certain digraphs and letter clusters and the skills of segmenting and blending, and making analogies.</li> <li>Review the digraphs and letter clusters covered thus far and associated rhymes/ mnemonic devices they use to recall them.</li> <li>In particular, review the ‘ou’ vowel digraph and the <b>long i silent e</b> letter cluster. Using flashcards, students individually read words from the previous lesson.</li> </ul>	•
5 mins	Identify Learning Focus:	<ul style="list-style-type: none"> <li>Introduce the <b>aw</b> digraph. Using flashcards, demonstrate the <b>aw</b></li> </ul>	•

	<p>Introduce Digraph</p> <p>Phonological focus</p>	<p>digraph in one syllable words: <b>law, saw, bawl, jaw, crawl, sprawl, draw straw, dawn, drawn</b>. Ask the students if they recognise any words. <b>“What sound does aw make in the word/s you know?”</b> Identify same structure in other words and the sound it would make in those words. Discuss how we can use the sound from the word known to one that is unknown. Teacher says, <b>“If I know aw in saw then, I can say ....”</b></p> <ul style="list-style-type: none"> <li>• With the set of flashcards of 1 syllable words containing <b>aw</b>, teacher says each word and students repeat. Each student then reads the words individually.</li> </ul>	
10 mins	<p>Creating words</p> <p>Segmenting and Blending</p> <p>Or</p> <p>Automatic Recognition</p>	<ul style="list-style-type: none"> <li>• Display ‘<b>aw</b>’ with cards of different letter clusters to make one syllable words of increasing length.</li> <li>• Students individually create real and/or pseudo words with the ‘<b>aw</b>’ digraph. Students progress through one, two and three letter cluster cards to use before and after the ‘<b>aw</b>’ digraph. Where required, students read each letter cluster and blend or may read each word automatically.</li> <li>• Repeat steps above now for the <b>long u silent e</b> letter cluster words: <b>use, fuse, ute, cute, mute, cue, cube, due, dune, tune</b>. Review rhyme for ‘silent e’ focus.</li> </ul>	•
10 mins	Spelling	<ul style="list-style-type: none"> <li>• <b>Independently</b>, students spell 1 syllable words, of increasing length that contain the ‘<b>aw</b>’ digraph, then the <b>long u silent e</b> letter cluster. Should students have difficulty recalling the spelling of the word, the teacher indicates the word on the flashcard to support student’s visual image of it.</li> </ul>	•
10 mins	Text Reading	<ul style="list-style-type: none"> <li>• Students read a short text, created by the teacher that contains the two letter clusters focussed on today, as well as including previously learnt letter clusters and the two from the next lesson.</li> <li>• Teacher created text: ‘Holidays at the Snow’. Narrative of 327 words,</li> </ul>	Student A

		<p>Fry's Readability: end of grade 3. Letter clusters contained: <b>ai, ay, oa, ow, ea, ou, aw, ew, ur, long o silent e, long a silent e, long i silent e, long u silent e.</b></p> <ul style="list-style-type: none"> <li>• Before students take turns to read the text, discuss with the students what they can do if they come to a word they are not sure of. Teacher asks: <b>“What do you know that could help you? What could you do to help yourself? What might you do when you come to a word you're unsure of?”</b></li> <li>• Whilst students are reading, teacher takes a running record of the text for each student, noting the strategies they use for reading and if they are able to accurately decode words containing the letter clusters reviewed together. There are 328 words, students read approximately 109 words each (Student A to “in awe of the beautiful scenery” – 105 words; Student C to “talking to the driver” – 114 words; Student B to “bus trip behind them” – 109 words).</li> </ul>	<p>Student B</p> <hr/> <p>Student C</p>
5 mins	Review and Consolidate	<ul style="list-style-type: none"> <li>• Students identify what they have learnt today. Discuss: <b>“What have you taught yourself today? What new knowledge do you have now? When you were reading, what did you do to help read words you weren't sure of? How can you use this to help you read other stories?”</b></li> <li>• Students write a reflection in their learning journal.</li> <li>• Students also share and note down what they are going to do to help them to remember how to read ‘aw’</li> </ul>	<p>Student A</p> <hr/> <p>Student B</p> <hr/> <p>Student C</p>

Lesson: **9**                      Level: **Grade 3** (small group)                      Duration: **50 minutes**  
Focus: **ew and ur digraphs** (improve letter cluster knowledge within one syllable words)

TIME	FOCUS	CONTENT	ANECDOTAL
5 mins	Review Prior Learning	<ul style="list-style-type: none"> <li>• Review previous work they have undertaken, looking at the ‘aw’ digraph and <b>long u silent e</b> letter cluster. Revise how they are said to review new learnings.</li> <li>• Using flashcards, students</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	Identify		

	Learning Focus	<p>individually read words using both letter patterns.</p> <ul style="list-style-type: none"> <li>• Introduce <b>ew</b> digraph.</li> </ul>	
5 mins	<p>Introduce Digraph</p> <p>Phonological focus</p>	<ul style="list-style-type: none"> <li>• Using flashcards, demonstrate the <b>ew</b> digraph in one syllable words: <b>new, news, dew, drew, crew, screw, stew, strew, strewn, threw.</b> Ask the students if they recognise any words. <b>“What sound does ew make in the word/s you know?”</b> Identify same structure in the other words and the sound it would make in those words. Discuss how we can use the sound from the word known to one that is unknown. Look at the <b>ew</b> digraph and discuss how it is different to the vowel digraphs. <b>“How is it different to other digraphs learnt? What can you do to help you to remember how it is said?”</b></li> <li>• Show students a set of flashcards with 1 syllable words containing <b>ew</b>. Teacher says each word and students repeat. Each student then reads the words individually.</li> </ul>	•
10 mins	<p>Creating words</p> <p>Segmenting and Blending</p> <p>Or</p> <p>Automatic Recognition</p>	<ul style="list-style-type: none"> <li>• Display ‘<b>ew</b>’ with cards of different letter clusters to make one syllable words of increasing length.</li> <li>• Students individually create real and/or pseudo words with the ‘<b>ew</b>’ digraph. Students progress through one, two and three letter cluster cards to use before and/or after the ‘<b>ew</b>’ digraph. Where required, students read each letter cluster and blend or may read each word automatically.</li> <li>• Repeat steps above now for the ‘<b>ur</b>’ digraph: <b>bur, burn, burnt, cur, curb, curse, curve, spur, spurn, spurt.</b></li> </ul>	•
10 mins	Spelling	<ul style="list-style-type: none"> <li>• <b>Independently</b>, students spell 1 syllable words, of increasing length that contain the <b>ew digraph</b>, then the <b>ur digraph</b>. Should students have difficulty recalling the spelling of the word, the teacher indicates the word on the flashcard to support student’s visual image of it.</li> </ul>	•

10 mins	Text Writing and Reading	<ul style="list-style-type: none"> <li>Students re-read a short text, created by the teacher that contains the two letter clusters focussed on today, as well as including previously learnt clusters. Students read a different section to yesterday, looking at different words but the same letter clusters.</li> <li>Teacher created text: ‘Holidays at the Snow’. Narrative of 327 words, Fry’s Readability: end of grade 3. Letter clusters contained: <b>ai, ay, oa, ow, ea, ou, aw, ew, ur, long o silent e, long a silent e, long i silent e, long u silent e.</b></li> <li>Before students take turns to read the text, discuss with the students what they can do if they come to a word they are not sure of. Teacher asks: <b>“What do you know that could help you? What could you do to help yourself? What might you do when you come to a word you’re unsure of?”</b></li> <li>Whilst students are reading, teacher takes a running record of the text for each student, noting the strategies they use for reading and if they are able to accurately decode words containing the letter clusters reviewed together. There are 328 words, students read approximately 109 words each (Student B reads to “in awe of the beautiful scenery” – 105 words; Student A reads to “talking to the driver” – 114 words; Student C reads to “bus trip behind them” – 109 words).</li> </ul>	Calvin
			Connor
			Nathan
5 mins	Review and Consolidate	<ul style="list-style-type: none"> <li>Students identify what they have learnt today. Discuss: <b>“What have you taught yourself today? What new knowledge do you have now? How can you use this to help you read other words? What do you know about the letter cluster patterns we have looked at?”</b></li> <li>Students write a reflection in their learning journal.</li> </ul>	Student A
			Student B
			Student C

Lesson: **10**      Level: **Grade 3** (small group)      Duration: **50 minutes**  
 Focus: **Revision** (improve letter cluster knowledge within one syllable words and improve self efficacy)

TIME	FOCUS	CONTENT	ANECDOTAL
10 mins	Review Prior Self Learning	<ul style="list-style-type: none"> <li>• Review with the students what they have learnt about vowels and vowel digraphs or vowels attached to silent e, w and r. Review that vowels can have long or short sounds or can change to a different sound when a particular letter is attached.</li> <li>• Students share what they have learnt about letter clusters or other things they have learnt about letters and words, as a result of working together.</li> <li>• Students reflect on the 3 components of knowledge, skills and self efficacy in terms of answering the following sentence starters in their learning journal:               <ul style="list-style-type: none"> <li>○ I have learnt...</li> <li>○ I can now ....</li> <li>○ When reading unfamiliar words I feel ....</li> </ul> </li> </ul>	•
20 mins	Creating links and building self efficacy	<ul style="list-style-type: none"> <li>• Students create a tool to help them recall the link between certain letter clusters and their sound by identifying key words that they confidently know that contain them. They can then refer to their personalised chart in class or at home, when they encounter one of the letter clusters in an unfamiliar word, in order to assist developing their orthographic knowledge and the skill of analogy.</li> <li>• Each step is divided into one or two of the letters clusters reviewed with words that the students have chosen themselves.</li> <li>• Tool used is an adaption of page 189 from <u>A Sound Way</u>.</li> </ul>	•
10 minutes	Text Reading Identifying letter clusters in words that are in prose	<ul style="list-style-type: none"> <li>• Students read a short text, created by the teacher, which contains the letter clusters focussed on throughout the program. Letter clusters are contained within one, two and three syllable words.</li> <li>• Teacher created text: 'Kate and Jean's Wheat Project'. Narrative of 360 words, Fry's Readability: grade 3. Letter clusters contained: <b>ai, ay, oa, ow, ea, ou, aw, ew, ur, long o silent e,</b></li> </ul>	•

		<p><b>long a silent e, long i silent e, long u silent e.</b></p> <ul style="list-style-type: none"> <li>• Whilst students are reading, teacher takes a running record is taken to see if the students are applying what they have learnt through the program, to the text. There are 360 words; students read approximately 120 words each. Student B reads to “awkward load to carry” – 118 words; Student A reads to “the school’s assistant gardeners” – 122 words; Student C reads to “flour was still alive” – 120 words).</li> </ul>	
10 minutes	Consolidation and practical application for words in isolation	<ul style="list-style-type: none"> <li>• Game of Word Bingo. Teacher calls out a word from the program and students look on their bingo card to see if it appears. Winner is the first to complete a row or a column.</li> <li>• Alternate turns between the students for calling out the words. Teacher takes student’s card while they are the caller.</li> </ul>	•

**Flashcards used for each lesson.****Lesson 1: ai vowel digraph**

Letter cluster cards used by students for segmenting and blending real and pseudo words for the 'ai' vowel digraph:

ail	ain	ait	aid	aim
aint	aist	g	w	t
r	p	m	f	qu
ch	st	tr	gr	str

Word flashcards used for 'ai' vowel digraph:

ail	tail	trail	gain	grain
wait	waist	rain	stain	strain

**Lesson 2: ay digraph**

Letter cluster cards used by students for segmenting and blending real and pseudo words for the 'ay' digraph:

ay	s	r	l	p
w	d	tr	cl	st
pr	sw	pl	ch	sh
spl	str	spr	thr	scr

Word flashcards used for 'ay' digraph:

say	stay	stray	ray	pay
spray	pray	tray	lay	clay

**Lesson 3: oa vowel digraph**

Letter cluster cards used by students for segmenting and blending real and pseudo words for the 'oa' vowel digraph:

oat	oak	oan	oad	oach
r	b	s	m	p
c	l	gr	ch	bl
fl	cl	thr	spr	scr

Word flashcards used for 'oa' vowel digraph:

oat	coat	boat	bloat
throat	oak	soak	cloak
moan	groan	coach	poach

**Lesson 4: ow digraph**

Letter cluster cards used by students for segmenting and blending real and pseudo words for the **'ow'** digraph:

ow	own	l	t	r
b	sh	gr	fl	bl
sn	kn	st	thr	str

Word flashcards used for **'ow'** digraph:

tow	low	flow	flown
blow	blown	show	shown
row	grow	grown	thrown

### **Lesson 5: ea vowel digraph and long o silent e letter cluster (o-e)**

Letter cluster cards used by students for segmenting and blending real and pseudo words for **'ea'** vowel digraph:

eat	ead	ean	eak	each
east	b	w	s	m
l	pl	sp	sn	tr
cl	cr	pr	squ	str

Word flashcards used for **'ea'** vowel digraph:

eat	seat	bean	clean	each
beach	preach	weak	speak	squeak

Letter cluster cards used by students for segmenting and blending real and pseudo words for **long o silent e** letter cluster (o-e):

ode	oke	one	ome	ope
ose	ote	r	j	c
h	r	n	v	br
th	sp	ch	str	thr

Word flashcards used for **long o silent e** letter cluster (o-e):

rode	joke	cone	home	nose
chose	those	broke	spoke	stroke

### **Lesson 6: oi vowel digraph and long a silent e letter cluster (o-e)**

Letter cluster cards used by students for segmenting and blending real and pseudo words for **'oi'** vowel digraph:

oil	oin	oist	oilt	oint
oice	j	c	m	p
s	b	t	sp	ch

Word flashcards used for **'oi'** vowel digraph:

oil	soil	boil	toil	join
-----	------	------	------	------

coin	moist	point	spoil	spoilt
------	-------	-------	-------	--------

Letter cluster cards used by students for segmenting and blending real and pseudo words for **long a silent e** letter cluster:

ale	ate	age	ade	ame
ave	ake	ane	ape	l
r	m	s	n	p
pl	sh	st	fr	scr

Word flashcards used for **long a silent e** letter cluster (a-e):

ale	late	plate	plane	same
save	rage	made	shake	scrape

### **Lesson 7: ou vowel digraph and long i silent e letter cluster (o-e)**

Letter cluster cards used by students for segmenting and blending real and pseudo words for **'ou'** vowel digraph:

out	ouch	oud	ound	ouse
l	s	h	sh	cr
cl	gr	bl		

Word flashcards used for **'ou'** vowel digraph:

out	shout	ouch	crouch	loud
cloud	sound	ground	house	blouse

Letter cluster cards used by students for segmenting and blending real and pseudo words for **long i silent e** letter cluster (i-e):

ide	ike	ine	ite	ime
s	b	n	w	sp
sl	pr	qu	shr	str

Word flashcards used for **long i silent e** letter cluster (i-e):

side	slide	wide	bike	spike
nine	spine	shrine	site	quite

### **Lesson 8: aw digraph and long u silent e letter cluster (u-e)**

Letter cluster cards used by students for segmenting and blending real and pseudo words for **'aw'** vowel digraph:

aw	awl	awn	awk	s
l	b	j	d	cr
dr	br	spr	str	squ

Word flashcards used for **'aw'** vowel digraph:

law	saw	straw	jaw	bawl
crawl	sprawl	draw	drawn	dawn

Letter cluster cards used by students for segmenting and blending real and pseudo words for **long u silent e letter** cluster:

ue	use	ute	ube	une
f	c	m	d	t

Word flashcards used for **long u silent e letter** cluster:

use	fuse	ute	cute	mute
cue	cube	due	dune	tune

### **Lesson 9: ew digraph and ur digraph:**

Letter cluster cards used by students for segmenting and blending real and pseudo words for **'ew'** digraph:

ew	ews	ewn	n	d
p	f	dr	cr	st
fl	sp	scr	str	thr

Word flashcards used for **'ew'** digraph :

new	news	dew	drew	crew
screw	stew	strew	strewn	threw

Letter cluster cards used by students for segmenting and blending real and pseudo words for **'ur'** digraph:

ur	urn	urb	urt	urnt
urse	urve	b	c	f
n	h	t	sl	sp

Word flashcards used for **'ur'** digraph :

bur	burn	burnt	cur	curb
curse	curve	spur	spurn	spurt

### APPENDIX 3

#### Lesson 5: ea vowel digraph and long o silent e letter cluster

Sentences created by the students with some teacher support:

- *I went to the sea with Dean. Our boat had a leak. We strove to return and were close to the beach when it sank like a stone.*
- *For tea, I had a heap of peas and meat. After dinner I chose a peach.*
- *There was a mean man who shot the seal, even though we pleaded with him not to. The seal's outcome seemed bleak but then the wound healed.*
- *Can you teach me how much yeast to add and how to beat and then knead the dough so that each loaf will rise? How long does it stay like that before we place it in the stove?*

#### Lesson 6: oi vowel digraph and long a silent e letter cluster

Sentences created by the students with some teacher support:

- *The boat chased the huge whale to a known place with hardly any water. They stayed close behind without making much noise.*
- *One day, some beastly hunters caught a snake. They boiled it in a clay pot. While it boiled, it started to coil. The hunters quickly placed the blade in the flames to make it easier to remove the scales before they spoilt.*

#### Lesson 7: ou vowel digraph and long i silent e letter cluster

Sentences created by the students with some teacher support:

- *The boy skated alone to Funfields. He wanted to go down the slide for an hour. When he finally got on, he shouted so loudly, our side of the ride was shaking.*
- *Mike sliced some ham for his wife because she quite liked it. She enjoyed it so much she had it twice. Mike felt proud of his prize- winning ham.*
- *Under the house there was a hide-out. Beneath that, from deep underground, there was a faint sound we strained to hear. Just then, the ground started to shake. We crouched down under the table as things around us were falling and crashing down.*

## APPENDIX 4

### **Text only of the teacher created text used for lesson 8:**

‘Holidays at the Snow’.

Narrative of 327 words. Fry’s Readability: end of grade 3.

Letter clusters contained: ai, ay, oa, ow, ea, ou, aw, ew, ur, long o silent e, long a silent e, long i silent e, long u silent e.

### Holidays at the Snow

Bruce and Luke had been waiting for the snow season to start. Their teacher had explained that he would give them more details by June. First, they had to know the road conditions to be safe. Till then, it would mean lots of long days. They couldn’t wait for the exciting outing.

By the time of the trip, their excitement was quite high. Nothing could disappoint them. Nothing could spoil their hopes and dreams for their snow holiday.

The first half of the trip was flawless, with fine weather and safe roads. The bus driver started to slowly follow the road up the slope of the mountain. The children became quite silent, in awe of the beautiful scenery. Trees looked frozen in time and the air seemed to sparkle.

Once they passed by the sawmill, the drive seemed to change as more ice began to appear on the road’s surface. The bus went much slower than before and began to groan as it strove to climb the mountain. The wind started to blow a gale and Luke and Bruce became very scared. Luke could see how close the bus was to the edge of the road and the drop to the valley below was very high. Bruce saw that the teacher’s face was white as he was talking to the driver. Snow was starting to fall and the noise of the wind grew and grew. The children became worried about ever reaching the lodge.

Little, by little the bus crawled up the mountain, as the teacher and children sang songs to stave off any fear. By the time the bus reached the ski house it had turned dark and cold. Luke and Bruce however, felt safe and warm once they were inside and could curl up beside a warm fire. They were so pleased that the five hour trip was finally over and they could look forward to a fine winter feast and put the awful bus trip behind them.

**Text only of the teacher created text used for lesson 10:**

‘Kate and Jean’s Wheat Project’.

Narrative of 360 words, Fry’s Readability: grade 3.

Letter clusters contained: ai, ay, oa, ow, ea, ou, aw, ew, ur, long o silent e, long a silent e, long i silent e, long u silent e.

### Kate and Jean’s Wheat Project

The day was warm and the rain fell silently on the plains. Kate and Jean had ploughed the soil and sowed the seeds. They waited for the weeks to pass. Each day they went to see if little green shoots had appeared. As part of a class project they had chosen to grow a crop of wheat. It was their hope to make flour that others could use to make cakes for the class party. The party was at the end of the year.

After school, they rode their horses along the stream to collect water. It had been a while since it rained and the soil was quite dry. The containers were an awkward load to carry, but they knew that the plants needed the water to grow. When they got there, they tied their horses to a tree so they could collect the water. The heat of the day burned down on them, but they did not stop. As a rule, they watered the plants at the end of the day, so that the soil could soak it up.

At school, their teacher asked them to keep a record of what they were doing. Each day they would write down what they did, what the crops needed and drew pictures of how it kept changing. Their class were in awe of what they had so far grown. They chose Kate and Jean to be the school’s assistant gardeners.

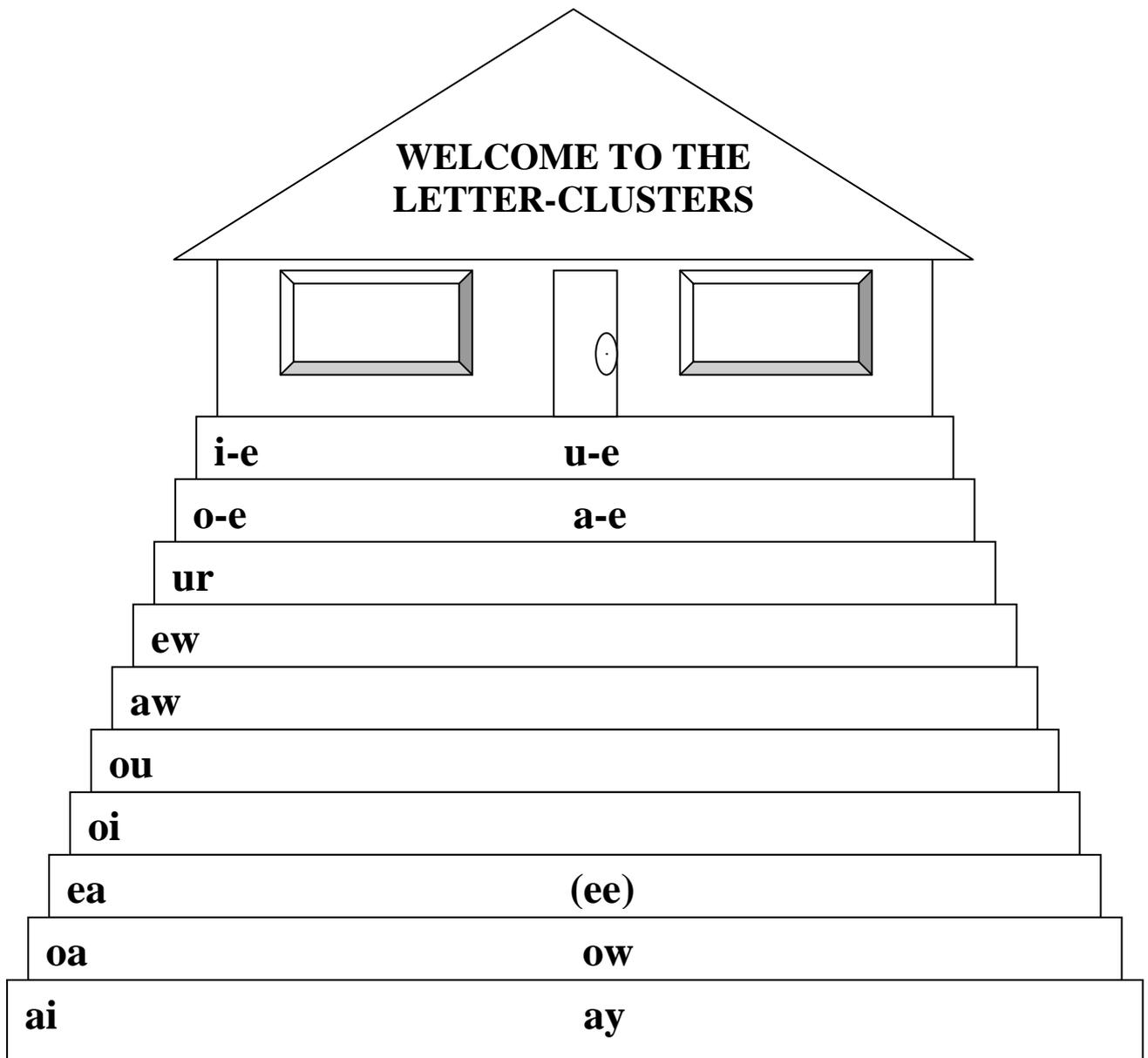
One day, when returning to water the crops, they saw a goat grazing around their site. It looked very scrawny. They screamed out, trying to chase it away. They were worried if it had eaten the crops. It took quite a while for the goat to go back to its home.

With hope in their hearts, they returned to view the site. Some plants had been eaten but a lot still remained. The goat had not destroyed all of it. That afternoon they worked hard for many hours to fix the fences. When they returned home that night, they knew that the wheat was now safe from other prowling animals. Their dream of making their own flour was still alive.

## APPENDIX 6

Tool for students to help recall the sound of learnt letter clusters after the 10 lessons.

(Adapted from Love, E. & Reilly, S. (2000). *A Sound Way: Phonological Awareness – Activities for Early Literacy*, p. 189)



## APPENDIX 7

Poster created with the following rhyme to introduce the vowel vowel (vv) digraph:

**Focus:**  
***Two vowels go***  
***walking,***  
***The first one does***  
***the talking.***

