

*Explicitly teaching segmenting and blending to at risk Year One students improves word reading accuracy in prose.*

## **Materials**

### Teaching Sessions

- ✿ 37 dependable rimes list (Blue Print for Literacy Success)
- ✿ Magnetic letters and magnetic boards
- ✿ Computer websites
- ✿ Segmenting grid adapted from SPAT- R Assessment
- ✿ Reading texts : a selection of PM Readers
- ✿ Counters, Coloured pencils

### Teacher generated teaching materials;

- ✿ Short prose using rime units adapted from PM Readers
- ✿ Plate match game – paper plates with onset and rime
- ✿ Rime unit Black Line Master
- ✿ Word slide from the 200 most commonly used words

## **Procedure**

The intervention was delivered to the participants in the classroom as part literacy block each day for ten consecutive sessions that spanned a three period. Each session ran for twenty five minutes, the group worked together on a large table and at times were interrupted by classroom events and needs.

The sessions were based on the ERIK program. The participants worked in order on the following;

- ✿ Reading of prose from previous session with discussion about what had been learnt
- ✿ Blending
- ✿ Segmenting
- ✿ Reading prose
- ✿ Independent blending
- ✿ Review rime (discussion)

### *Session 1*

Participants were introduced to how the sessions would run. Students work with one dependable rime unit as they were directed through each of the explicit teaching points.

### *Session 2-7*

Participants following the same structure as listed above, two rime units during each session. Students were asked to identify rime units and different onsets. Using magnetic letters they blended words. Using an adapted segmenting template similar to the SPAT-R template, students segmented a range of words containing particular rime units. Students then read prose silently and were asked to identify rime units with the text. Students then read prose aloud with discussion about unknown vocabulary if required. Questions were posed to students to encourage a self-script. Students then worked individually on blending using a range of word slides, flash cards, matching cards and computer software. Students then return to the group to review the rime units covered in session and all sessions prior, to assist students in building a word bank.

### *Session 8-10*

It was intended that students would direct their learning independent of the teacher following the structure they had used over a number of sessions. During session seven; students had been given tasks to follow without teacher assistance in preparation for session eight students however were not able to manage their learning. Students for session nine and ten were teacher lead following the structure that had been used for sessions two through to six.

## SESSION OUTLINES

Resources: box strips, counters, sentence copies for students, computer access, magnetic boards and letters,

Time Allocation	Sequence	Task	Student Response
4 mins	Review skills taught in previous session	<p>Review beginning/final sounds briefly, segmenting and 'an' words</p> <p><b>T: In the last session we worked on the beginning and final sounds we can hear in words. I am going to say two words and I would like you to tell me the first sound of the word. Pipe, home. Now I am going to say another two words this time tell me what the final sound of the word is. Broom, frog.</b></p> <p><b>T: In the previous session we had a go at segmenting sounds using our strip (show strip). Today we are going to have another go at some of the words from the previous session. The first word is man</b> Show student m-a-n; ask <b>How many sounds are in the word man?</b></p> <p><b>T: We also made words using the rime unit 'an' we did this by changing the letters in front of the word. These letters are called the onset. Together onset and rime make a word. Watch as I use the magnetic letters to show you how the onset helps the rime become a word.</b> <b>M an man m an man m an man</b></p>	
5mins	Blending	<p>Magnetic letters: students require the rime unit 'ip' &amp; 'ell' in the same colour letters for example 'ip' both blue, 'ell' red. Teacher models how to use ip to create words.</p> <p><b>T: You each have the vowel i and the constant p on your boards. These two letters make the rime unit 'ip'. What words can you think of that have the sound 'ip'.</b></p> <p><b>Let's make some together.</b> Take a strip, student suggests and builds the word highlighting to students the onset and the rime. Then say the word as an onset/ then rime. Then put it together by moving your finger. Then space the onset and rime then put it together.</p> <p>Repeat this process for the rime unit 'ell'</p> <p>(possibly film session for review purposes with students or for teacher benefit)</p>	
4 mins	Segmenting	<p>Using box strips students will tap out words said aloud by the teacher.</p> <p><b>T: Take a strip each; ask 'what did we do with this strip yesterday? Today we are going to use the strip to help us tap out sounds. I will read you a list of words and you will need to tap out the sounds you hear. Pop, mat, lip.</b></p> <p>Teacher feedback.</p>	

		<p><b>T: Using our strip I am now going to pass you some counters. We are going to have 3 counters each because I am going to read you three sound words. We are going to place the counters under each box 1-3. I am going to have a go first. If I said the word pig. I would move each counter up into a box and then trace my finger under the word as I said it after segmenting it.</b></p> <p>3 counters-three sound words/ 4 counters- four sound words ip &amp; ell</p> <p><b>T: First we will segment ip words; lip, tip, pip, sip. Now we will segment ell words; fell, bell, sell, tell</b></p> <p><b>T: This is a great task to think about when you are trying to read and spell a word.</b></p> <p>Teacher feedback to students</p>	
4 mins	Reading prose	<p><b>T: We have just completed blending and segmenting these two skills help us when we are reading and writing.</b></p> <p><b>Together we are going to read this short story about kip;</b></p> <p><b>Kip was so happy to be home he did a flip, but he did not land well. So he rang his small bell and called for his mum.</b></p> <p><b>What is the onset in the word bell? What is the rime?</b> <b>What is the onset in the word lip? What is the rime?</b></p>	
4 mins	Independent blending	<p><b>T: You now have four minutes on the timer to have a go at building words using the blending bowl. You will need to select the rime ip</b></p> <p>Word blender is an ICT game which says the onset and rime separately and as speeds up saying the onset and rime unit a word is read. Students will need to be instructed as to what rime unit they are using. Demonstrate the way it works.</p>	
4 mins	Explicitly state skills worked on today.	<p><b>T: What words were blended in the bowl? Was it a bowl?</b></p> <p><b>T: Review what is a rime unit? What is an onset? Why do we need run sounds together?</b></p> <p><b>T: Why did we use the magnetic letters today to make words? What did the letters show us about words?</b></p> <p><b>How does using the boxes and counters to tap out sounds help us if we were reading a word we weren't sure of?</b></p> <p>Discuss anything that the students raise.</p>	

## Session Four

Resources: box strips, counters, sentence copies for students, computer access, magnetic boards and letters,

Time Allocation	Sequence	Task	Student Response
4 mins	Review skills taught in previous session	<p><b>T: In the last session we worked on the beginning and final sounds we can hear in words. I am now going to say three words and I would like you to tell me what the final sound is; church, pig, red.</b></p> <p>Review footage from previous session and share the following.</p> <p><b>T: We also made words using the rime unit 'ap' and 'ug' we did this by changing the letters in front of the word. These letters are called the onset. Together onset and rime make a word. What words was I able to make when I used the magnetic letters to show you how the onset helps the rime become a word??</b></p> <p>Teacher refers to previous session list of words created.</p> <p>Together reread the prose from the previous session. Identifying the onset and rime units.</p> <p><b>T: In the last session we read about kip, let us read it again together, you can have a few seconds to look over it before we read it.</b></p>	
5mins	Blending	<p>Magnetic letters: students require the rime unit 'ay' &amp; 'in' in the same colour letters for example 'ay' both blue, 'in' red. Teacher models how to use 'ay' to create words.</p> <p><b>T: You each have the vowel a and the constant p on your boards. These two letters make the rime unit 'ay'. What words can you think of that have the sound 'ay'. Let's make some together.</b> Take a strip, student suggests and builds the word highlighting to students the onset and the rime. Then say the word as an onset/ then rime. Then put it together by moving your finger. Then space the onset and rime then put it together.</p> <p>Repeat this process for the rime unit 'in'</p> <p>(possibly film session for review purposes with students or for teacher benefit)</p>	
4 mins	Segmenting	<p>Using box strips students will tap out words said aloud by the teacher.</p> <p>Teacher is required to cue students' memory of previous task.</p> <p><b>T: Using our strip I am now going to pass you some counters. In our last session we used counters and our fingers to show what sounds we were hearing. We are going to have 3 counters each because I am going to read you three sound words. We are going to place the counters under each box 1-3.</b></p> <p><b>I am going to have a go first. If I said the word sip. I would</b></p>	

		<p><b>move each counter up into a box and then trace my finger under the word as I said it after segmenting it.</b> 3 counters-three sound words/ 4 counters- four sound words ay &amp; in</p> <p><b>T: First we will segment ay words; day, hay, say, bay, delay. Now we will segment in words; pin, bin, tin, chin.</b> <b>T: This is a great task to think about when you are trying to read and spell a word.</b> Teacher feedback to students</p>	
4 mins	Reading prose	<p><b>T: We have just completed blending and segmenting these two skills help us when we are reading and writing.</b></p> <p><b>Together we are going to read this short story about Kelly and her day.</b></p> <p><b>What is the onset in the word?      What is the rime?</b> <b>What is the onset in the word?      What is the rime?</b></p>	
4 mins	Independent blending	<p><b>T: You now have four minutes on the timer to have a go at building words using the blending bowl. You will need to select the rime ay &amp; in.</b> *Students may need it written down</p> <p>Word blender is an ICT game which says the onset and rime separately and as speeds up saying the onset and rime unit a word is read. Students will need to be instructed as to what rime unit they are using. Demonstrate the way it works.</p>	
4 mins	Explicitly state skills worked on today.	<p><b>T: What words were blended in the bowl?</b> <b>T: Review what is a rime unit? What is an onset? Why does running sounds together help us?</b></p> <p>Discuss anything that the students raise.</p>	

### Session Six

Resources: box strips, counters, sentence copies for students, word wheel/ slide, magnetic boards and letters,

Time Allocation	Sequence	Task	Student Response
4 mins	Review skills taught in previous session	<p><b>T: In the last session we worked final sounds we can hear in words. I am now going to say three words and I would like you to tell me what the final sound is; clap, sell, day, tin, can.</b></p> <p>Review footage from previous session and share the following. <b>T: We also made words using the rime unit 'ack' and 'ing' we did this by changing the letters in front of the word. These letters are called the onset. Together onset and rime make a word. What words was I able to make when I used the magnetic letters to show you how the onset helps the rime become a word?</b> Teacher refers to previous session list of words created.</p> <p>Together reread the prose from the previous session.</p>	

		<p>Identifying the onset and rime units.</p> <p><b>T: In the last session we read about Faye and the sack she found, let us read it again together, you can have a few seconds to look over it before we read it.</b></p>	
5mins	Blending	<p>Magnetic letters: students require the rime unit 'ash' &amp; 'ick' in the same colour letters for example 'ash' both blue, 'ick' red. Teacher models how to use 'ash' to create words.</p> <p><b>T: You each have the vowel a and the constants sh on your boards. These two letters make the rime unit 'ash'. What words can you think of that have the sound 'ash'.</b></p> <p><b>Let's make some together.</b> Take a student suggestion and build the word highlighting to students the onset and the rime. Then say the word as an onset/ then rime. Then put it together by moving your finger. Then space the onset and rime then put it together.</p> <p><b>T: You have in front of you now the letter cluster (rime card) for 'ick'. Together we are going to build words using these onset cards (show students cards). We can make the word tick by putting the t card next to the ick card. Can you put the word in a sentence? (oral)</b></p> <p>(possibly film session for review purposes with students or for teacher benefit)</p>	
4 mins	Segmenting	<p>Using box strips students will tap out words said aloud by the teacher.</p> <p>Teacher is required to cue student's memory of previous task.</p> <p><b>T: Using our strip I am now going to pass you some counters. In our last session we used counters to show what sounds we were hearing.</b></p> <p><b>We are going to have 4 counters each because I am going to read you four sound words. We are going to place the counters under each box 1-4.</b></p> <p><b>I am going to have a go first. If I said the word crab. I would move each counter up into a box and then trace my finger under the word as I said it after segmenting it.</b></p> <p>4 counters- four sound words</p> <p>Add more counters</p> <p><b>T: First we will segment 'in' words; skin, spin, twin. (feedback to students) Now I am going to read some more words with four sounds and I would like you to tell me what rime unit is in the word; spat, slat, clan, bran, track, smack, slack, stuck, fling, bring.</b></p> <p><b>T: This is a great task to think about when you are trying to read and spell a word.</b></p> <p>Teacher feedback to students</p>	
4 mins	Reading prose	<p><b>T: We have just completed blending and segmenting, these two skills help us when we are reading and writing.</b></p> <p><b>Together we are going to read this short story about bricks and building.</b></p> <p><b>What is the onset in the word?      What is the rime?</b></p> <p><b>What is the onset in the word?      What is the rime?</b></p>	
		<b>T: You now have four minutes on the timer to have a go at</b>	

4 mins	Independent blending	<p><b>building words using the word wheel/ word slide. You will need to select the rime ash.</b></p> <p>*Students may need it written down</p> <p>When students return to their seat they will require ash letter cluster cards and paper to record possible ash words.</p> <p><b>T: Now I would like you to record ash words onto your paper using the letter cluster cards.</b> Read with students through each of the onset sounds. <b>Let us read through the words you have created together.</b></p> <p>Word blender is an ICT game which says the onset and rime separately and as speeds up saying the onset and rime unit a word is read. Students will need to be instructed as to what rime unit they are using. Demonstrate the way it works.</p>	
4 mins	Explicitly state skills worked on today.	<p><b>T: What words were in the word slide/ word wheel? Blending bowl?</b></p> <p><b>T: Review what is a rime unit? What is an onset? Why is it important to know how a word is put together?</b></p> <p>Discuss anything that the students raise.</p>	

### Session Eight

Resources: box strips, counters, sentence copies for students, word wheel/ slide, magnetic boards and letters,

Time Allocation	Sequence	Task	Student Response
4 mins	Review skills taught in previous session	<p><b>T: In the last session we worked final sounds we can hear in words. I am now going to say three words and I would like you to tell me what the final sound is;</b></p> <p>Review footage from previous session and share the following.</p> <p><b>T: We also made words using the rime unit ‘ain’ and ‘ump’ we did this by changing the letters in front of the word. These letters are called the onset. Together onset and rime make a word. What words was I able to make when I used the magnetic letters to show you how the onset helps the rime become a word?</b></p> <p>Teacher refers to previous session list of words created.</p> <p>Together reread the prose from the previous session. Identifying the onset and rime units.</p> <p><b>T: In the last session we read ‘The Grump’ let us read it again together, you can have a few seconds to look over it before we read it.</b></p>	
5mins	Blending	<p>Magnetic letters: students require the rime unit ‘aw’ &amp; ‘ank’ in the same colour letters for example ‘ump’ both blue, ‘ain’ red. Teacher models how to use ‘ump’ to create words.</p> <p><b>T: You each have the vowel ‘a’ and the constant ‘w’ on your boards. These two letters make the rime unit ‘aw’. What words can you think of that contain ‘aw’.</b></p> <p><b>Let’s make some together.</b> Take a student suggestion and build the word highlighting to students the onset and the rime. Then say the word as an onset/ then rime. Then put it together by moving your finger. Then space the onset and rime then put it</p>	

		<p>together.</p> <p><b>T: You have in front of you now the letter cluster (rime card) for 'ank'. I would like you now to work as a group to make some words on these plates for me. You will need to create onset and rime plates.</b> (Show students blank cards).          Prompt students to put each word they create in a sentence. (Allow students time to create their plates, observe the letter/sound choices students make).          (possibly film session for review purposes with students or for teacher benefit)</p>	
4 mins	Segmenting	<p>Using box strips students will tap out words said aloud by the teacher.</p> <p><b>T: Collect a strip and 4 counters, set your card up.</b></p> <p><b>T: First we will segment 'op' word; crop, drop, flop, plop, slop, stop.</b> (feedback to students) <b>Now I am going to read some more words with four sounds and I would like you to tell me what rime unit is in the word; clan, bran, plan, flan, scan, span.</b></p> <p>Teacher feedback to students</p>	
4 mins	Reading prose	<p><b>T: We have just completed blending and segmenting, these two skills help us when we are reading and writing.</b>          Together we are going to read this short story about Frank.  <b>What is the onset in the word?    What is the rime?</b>  <b>What is the onset in the word?    What is the rime?</b></p>	
4 mins	Independent blending	<p><b>T: You now have four minutes on the timer to have a go at building words using the word wheel/ word slide. You will need to select the rime ain/ ump.</b>          *Students may need it written down          When students return to their seat they will require ash letter cluster cards and paper to record possible ash words.  <b>T: Now I would like you to record ain/ ump words onto your paper using the letter cluster cards.</b> Read with students through each of the onset sounds. <b>Let us read through the words you have created together.</b>          Word blender is an ICT game which says the onset and rime separately and as speeds up saying the onset and rime unit a word is read. Students will need to be instructed as to what rime unit they are using. Demonstrate the way it works.</p>	
2 mins	Written orthographic	<p><b>T: After using the rime units 'aw' and 'ank' I would like you to have a go at writing a sentence for me.</b></p>	
2 mins	Explicitly state skills worked on today.	<p><b>T: What words were in the word slide/ word wheel? Blending bowl?</b>  <b>T: What words can you now read?</b></p> <p>Discuss anything that the students raise.</p>	

Example of BLM card sheets

	aw		aw

	ip		ick
	ip		<b>ick</b>
	ip		ick
	ip		i ck

An example of short prose students read:

Frank was as big as a tank, when he swam he always sank. His mother called "Help" the bank man who was planking on the pool wall dived in to save him. Frank thanked the bank man for saving him.