

Explicit teaching of sound patterns through rhyme, alliteration and onset and rime activities leads to an improvement in word reading accuracy.

Materials

Assessment Tools for pre and post testing:-

1. The Letter Identification Test – (Clay, 1993)
2. Rime Unit Test (Dalheim, 2004)
3. Sutherland Phonological Awareness Test - revised Form A (Neilson, 2003)
4. AlphaAssess Levels 1-28 CECV Benchmark Kit

Teaching session requirements:-

- Prepared flash cards containing alliteration exercises.
- Prepared flash cards containing rhyme exercises.
- Magnetic letters.
- Cut/paste worksheets for each session involving segmentation, blending or sorting activities.
- Whiteboard markers for children.
- Flash cards with 'at', 'it', 'all', 'op', 'ad', 'ay' & 'an' words. Large poster paper with rime units as headings.
- Typed up version of Hop on Pop & highlighters for children to use.
- Poster paper and textas for all children to use.
- Concentration cards to play snap/fish/concentration.
- Yes/No – two word rhyme game. ('A Sound Way' pgs, 85 & 86)
- Hop on Pop picture book.
- Hairy MacClary from Donaldson's Dairy, Big Book.

Procedure

At the completion of the pre-testing, the 10 teaching sessions were administered. These lessons were conducted over approximately 2 weeks. The aim was to complete a lesson each day, but allowances did have to be made for extra school based activities that were on at the time. No testing was conducted whilst the lessons were being administered. These lessons took the duration of approximately one hour and they were conducted in the classroom with all members of the class between 9.00 and 10.00 am.

Each lesson began with an oral component involving rhyme detection, rhyme production, producing rhyming words in prose and the pronunciation of words that alliterate. Individual children were asked to give specific answers with regard to the rhyme detection, production and producing rhyming words in prose. The alliteration exercises were done together with all class members participating. This part of the lesson took about 5 to 7 minutes.

The following rimes were chosen and presented in this intervention: at, it, all, ad, ay, op, & an. These rime units were chosen from the text of 'Hop on Pop'.

Each new rime unit was presented as follows:

1. Read rhyming sentences from previous sessions.
2. Use magnetic letters to introduce rime unit.
3. Use magnetic letters to blend and segment onset & rime unit to form words.
4. List known words with rime unit ending being presented.
5. Children to visualise words being presented.
6. Revise previously taught words, children to read as quickly as possible.
7. Write 2 rhyming sentences using rime unit being presented.
8. Read sentences.

The children then to return to their seats to complete a cut & paste activity as follows:

- Day 1 - Segmentation of 'at' words.
- Day 2 - Blending of 'it' words.
- Day 3 - Sort, Say & Write 'at', 'it', 'all' words.
- Day 4 - Segmentation of 'ad' words.
- Day 5 - Blending of 'ay' words.
- Day 6 - Segmentation of 'op' words.
- Day 7 – Blending of 'an' words.
- Day 8 - Children to work with partners to write 'at' rhyming sentences.
- Day 9- Children to be given typed text of 'Hop on Pop' & highlighters, children to highlight all rhyming words they can locate.
- Day 10 - Children to be given poster paper & textas to write all the words they can pronounce from 'Hop on Pop' text. Children to be given chance to share their ability to read parts of the story of 'Hop on Pop'.

Whilst the children were at their seats completing cut and paste activities the teacher asked the children to read words being blended together or segmented and asked the children to identify the rime unit being worked on.

At the completion of lesson 10 all children were asked to read as much of the text of 'Hop on Pop' as they could.

Throughout the 10 lessons all children completed the same task. As some children were able to complete the set task with more ease than others, there was the opportunity for early finishers to play concentration, snap, fish or 'yes' 'no' rhyming pairs. All of these games contained the rime units presented in this intervention.

At the end of the first and second week of lessons a copy of the rime units that had been covered were sent home along with a copy of the sentences constructed in class. This was not sent home as 'homework' but as a follow up so that the children could show their parents what they had been learning.

At the end of the 10 lessons post testing was completed.

LESSONS

The rime units that were taught in the following lessons were taken from the story of 'Hop on Pop'. A typed up version of the story of 'Hop on Pop' was given to the children during lesson 9. The children were given highlighter pens and were asked to highlight all rhyming words or words that ended with similar rime units. During lesson 10 the children were required to list all the words they could identify and pronounce using the typed up text of 'Hop on Pop'. At the conclusion of lesson 10 the picture book of 'Hop on Pop' was presented to the children and read. It was at this point that the children made connections and were surprised to find out that they could read the story of 'Hop on Pop'. At the end of the 10 lessons the children were all asked to read the text of 'Hop on Pop' to a partner, the teacher and parents.

Lesson One

Lesson Sequence	Description
Introduction	<p>Together recite 'Humpty Dumpty' chn to clap when they hear rhyming words.</p> <p><i>Five chn chosen to recognise rhyming words orally:-</i></p> <ol style="list-style-type: none"> 1. cap, tap, hat, map 2. cat, pig, mat, hat 3. hop, pop, tap, mop 4. jug, bug, rug, mat 5. sit, hit, top, bit <p><i>Five chn chosen to produce a rhyming word:-</i></p> <ol style="list-style-type: none"> 1. bat, hat, _____ 2. hit, bit, _____ 3. top, pop _____ 4. land, band _____ 5. jug, bug _____ <p><i>Five chn to produce rhyming words in prose:-</i></p> <ol style="list-style-type: none"> 1. A cat sat on a _____ . 2. A dog jumped over a _____ . 3. That boy has a _____ . 4. Kate fell off the _____ . 5. I saw a snake in the _____ . <p><i>Chn to imitate alliterative pattern:-</i></p> <p>l, l, l, l, l, l, l, l, n, l, n l, n, l leg, like, leg, like now, no, now, no leg, like, look, lick now, no, new, nice</p>
Introduce Rime Unit (Oral Presentation)	Use magnetic letters identify letters 'a' and 't' put together to form 'at'. Explain that today we are going to learn about onset and rime segmentation. Explain that the 'at' is the rime and the graphs are the onset. Build & segment 'hat', 'bat' using magnetic letters. Chn will be reminded throughout lesson that if they can read 'at' in one word that will help with a new word containing same ending.
Brainstorming	Chn to brainstorm all 'at' words they know, teacher to record. Chn to clap syllables and say all words listed.
Visualise and write words	Chn to close their eyes and write 'at' words in their minds and in the air. Chn to play game with partner - they write an 'at' word on a partner's back and the partner guesses the word.
Write a sentence	Chn to work as a whole class to draft 2 rhyming sentences containing 'at' words.
Rhyme reading	<i>Chn to imitate rhyming pattern:- (presented on flash cards)</i> at,at,at,at hat, at, hat, at

	hat, bat, cat, fat Chn to read the rhyming sentences to the teacher and to each other.															
Activity	<p>Cut & paste activity. Chn to be given 'at' words to segment. Chn to create equation c + at = cat. Chn to write word 'cat'</p> <table border="1"> <tr> <td>c</td> <td>At</td> <td>+</td> </tr> <tr> <td>b</td> <td>At</td> <td>+</td> </tr> <tr> <td>H</td> <td>At</td> <td>+</td> </tr> <tr> <td>S</td> <td>At</td> <td>+</td> </tr> <tr> <td>m</td> <td>At</td> <td>+</td> </tr> </table> <p>Chn to read words they have created to a partner & teacher.</p>	c	At	+	b	At	+	H	At	+	S	At	+	m	At	+
c	At	+														
b	At	+														
H	At	+														
S	At	+														
m	At	+														
Share Time – consolidation	<p>Chn to share with a partner what they have learnt today. Did they already know this? After each lesson three different children will be chosen to report to the whole class. Chn to articulate how they will use what they have learnt today. Chn to be encouraged to say:- When reading I will..... I know when I'm reading I can..... Whole Class: Chn at end of session read through words covered. Chn to identify what the words have in common. Chn to state what 'a' and 't' say. Teacher to ask how do you spell 'at'?</p>															

Lesson Two

Lesson Sequence	Description
	<p>Together recite 'Hickory Dickory Dock' chn to clap when they hear rhyming words. Repeat Humpty Dumpty. <i>Five chn chosen to recognise rhyming words orally:-</i></p> <ol style="list-style-type: none"> tip, hip, lip, pop. cat, hat, rat, sat (challenge - to identify that all words rhyme) had, bad, lip, mad hen, ben, sit, den sit, hit, top, bit. <p><i>Five chn chosen to produce a rhyming word:-</i></p> <ol style="list-style-type: none"> hen, men _____ red, bed _____ round, found _____ walk, talk _____ van, man _____ <p><i>Five chn to produce rhyming word in prose:-</i></p> <ol style="list-style-type: none"> I saw a pin in the _____. I have a plan for a _____. I want to stay and _____. I got a chill when I went up the _____. I saw a truck stuck in some _____. <p><i>Chn then to imitate alliterative pattern (presented on flash cards)</i> b, b, b, b d, d, d, d, bob, boy, bob, boy, did, do, did, do bob, boy, bed, book did, do, den, door</p>
Read 'at' sentences drafted with whole class during lesson 1	<p>The cat in the hat sat on the mat. Sam the rat sat on the mat too. The cat with the bat ran away from the rat.</p>

Introduce Rime Unit (Oral Presentation)	Use magnetic letters identify letters 'i' and 't' put together to form 'it'. Explain that today we are going to learn about joining onset and rimes to make words. Explain that the 'it' is the rime and the graphs are the onset. Build 'hit', 'bit' using magnetic letters.																
Brainstorming	Brainstorming session chn to think of all the 'it' words they know teacher to record.																
Visualise and write words	Chn to close eyes and visualise words. Chn to work in small groups with poster paper and textas. Chn to write 'it' words and read.																
Revise previously taught words	Chn to quickly say 'at' words created in lesson 1. Chn then to say 'it' words.																
Write a sentence	Chn to work together as whole class to write 2 rhyming sentences containing 'it' words.																
Read sentences	Read sentence to teacher and each other																
Activity	Chn to complete cut & paste activity. Chn to be given segmented 'it' words to blend. <table border="1" data-bbox="564 663 855 797"> <tr> <td>it</td> <td>it</td> <td>It</td> <td>it</td> </tr> <tr> <td>it</td> <td>it</td> <td>It</td> <td>it</td> </tr> <tr> <td>s</td> <td>h</td> <td>B</td> <td>S</td> </tr> <tr> <td>p</td> <td>qu</td> <td>kn</td> <td>F</td> </tr> </table> Chn to write and say words to a partner and teacher.	it	s	h	B	S	p	qu	kn	F							
it	it	It	it														
it	it	It	it														
s	h	B	S														
p	qu	kn	F														
Share Time – consolidation	Chn to share with a partner what they have learnt today. Did they already know this? After each lesson three different children will be chosen to report to the whole class. Chn to articulate how they will use what they have learnt today. Chn to be encouraged to say:- When reading I will..... I know when I'm reading I can..... Whole Class: Chn at end of session read through words covered. Chn to identify what the words have in common. Chn to state what 'i' and 't' say. Teacher to ask how do you spell 'it'?																

Lesson Three

Lesson Sequence	Description
Introduction	<p><i>Five chn chosen to recognise rhyming words orally:-</i></p> <ol style="list-style-type: none"> at, bat, cat, mad. bit, it, ball, fit. pit, sit, lit, wall. glad, top, mop, shop. bad, mad, hay, dad. <p><i>Five chn chosen to produce a rhyming word:-</i></p> <ol style="list-style-type: none"> hay, bay _____ that, hat _____ top, shop _____ sad, bad _____ shut, but _____ <p><i>Five chn to produce rhyming words in prose:-</i></p> <ol style="list-style-type: none"> I saw a ball on the _____. I am glad dad is not _____. I saw some hay in the _____. I saw hop sitting on top of _____. There was a man sitting in a _____. <p><i>Chn then to imitate alliterative pattern (presented on flash cards)</i> h, h, h, h,</p>

	sh, sh, sh, sh, hop, hit, hat, hen, shop, ship, shed, shoe, <i>Chn to identify words that don't belong</i> hop, hit, hat, hen, ship, her, shop, ship, she, dad, shoe, shed,																
Read 'at' and 'it' sentences drafted with whole class at lessons 1 & 2	The cat in the hat sat on the mat. Sam the rat sat on the mat too. The cat with the bat ran away from the rat. I like to sit with my kit and knit. If you sit and knit for a bit you will feel really fit.																
Introduce Rime Unit (Oral Presentation)	Use magnetic letters identify letters 'a' and 'll' put together to form 'all'. Explain that today we are going to learn about joining onset and rimes to make words. Explain that the 'all' is the rime and the graphs are the onset. Build 'ball', 'call', 'fall', using magnetic letters.																
Brainstorm	Chn to brainstorm all 'all' words they know.																
Visualise and write words	Chn to close their eyes and write words in the air. In small groups chn to take turns to write 'all' words on white boards today.																
Revise previously taught words	Chn to orally verbalise all 'at' and 'it' words they have learnt. Chn to be encouraged to say these words as quickly as they can.																
Write a sentence	Chn to imitate rhyming pattern:- (presented on flash cards) all, all, all, all hall, ball, hall, ball hall, ball, call, fall Chn to write rhyming sentences containing 'all' words. Chn to work with teacher as whole class.																
Read rhyming sentences	Chn to read sentences to teacher and each other.																
Activity	Chn to be given 'at', 'it' and 'all' words to sort according to common rime unit. <table border="1" data-bbox="564 1149 869 1285"> <tr> <td>hat</td> <td>ball</td> <td>fit</td> <td>sat</td> </tr> <tr> <td>cat</td> <td>hit</td> <td>hall</td> <td>mat</td> </tr> <tr> <td>pat</td> <td>tall</td> <td>lit</td> <td>stall</td> </tr> <tr> <td>that</td> <td>knit</td> <td>wall</td> <td>bit</td> </tr> </table> <p>Chn then to say words to a partner and the teacher.</p>	hat	ball	fit	sat	cat	hit	hall	mat	pat	tall	lit	stall	that	knit	wall	bit
hat	ball	fit	sat														
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that	knit	wall	bit														
Share Time - consolidation	Chn to share with a partner what they have learnt today. Did they already know this? After each lesson three different children will be chosen to report to the whole class. Chn to articulate how they will use what they have learnt today. Chn to be encouraged to say:- When reading I will..... I know when I'm reading I can..... Whole Class: Chn at end of session read through words covered. Chn to identify what the words have in common. Chn to state what 'a' and 'll' say. Teacher to ask how do you spell 'all'?																

Lesson Four

Lesson Sequence	Description
Introduction	<i>Five chn chosen to recognise rhyming words orally:-</i> <ol style="list-style-type: none"> pin, pop, hop, top pin, bin, fin, hat had, mad, bad, top she, bee, see, mad

	<p>5. ben, bell, tell, well</p> <p><i>Five chn chosen to produce a rhyming word:-</i></p> <ol style="list-style-type: none"> 1. tell, bell _____ 2. hat, bat _____ 3. it, bit _____ 4. ball, hall _____ 5. land, sand _____ <p><i>Five chn to produce rhyming words in prose:-</i></p> <ol style="list-style-type: none"> 1. A dog ran over a _____. 2. The man drove away in a _____. 3. The ball fell off the _____. 4. That cat in the _____. 5. The ship sailed through the _____ (rip) this created some good discussion. <p><i>Chn then to imitate alliterative pattern (presented on flash cards)</i></p> <p>b, b, b, b, h, h, h, h, sh, sh, sh, sh bob, boy, bob, boy, bob, boy, bed, book h, sh, h, sh, h, sh, hop, ship, hop, ship, ship, shed, she, show, hop, her, hen, him.</p>															
<p>Read 'at', 'it', 'all' sentences drafted with whole class at earlier lessons</p>	<p>The cat in the hat sat on the mat. Sam the rat sat on the mat too. The cat with the bat ran away from the rat.</p> <p>I like to sit with my kit and knit. If you sit and knit for a bit you will feel really fit.</p> <p>I saw a ball in the hall. Then the ball hit the wall near the stall and had a fall.</p>															
<p>Introduce Rime Unit (Oral Presentation)</p>	<p>Use magnetic letters identify letters 'a' and 'd' put together to form 'ad'. Explain that today we are going to learn about segmentation of onset and rimes. Explain that the 'ad' is the rime and the graphs are the onset. Build & segment 'mad', 'bad', 'dad', using magnetic letters.</p>															
<p>Brainstorming</p>	<p>Chn to brainstorm all the 'ad' words they know.</p>															
<p>Visualise and write words</p>	<p>Chn to take in turns to write 'ad' words on the board after they have closed their eyes and written the word in the air.</p>															
<p>Revise previously taught words</p>	<p>Chn to be encouraged to say all 'at', 'it', & 'all' words that have been introduced. Chn to say these words as quickly as they can.</p>															
<p>Read prepared sentence today</p>	<p>Sad, dad, bad, had. Dad is sad very, very sad. He had a bad day. What a day dad had!</p>															
<p>Activity</p>	<p><i>Chn to read together from flash cards:-</i></p> <p>ad, ad, ad, ad mad, had, mad, had mad, had, bad, glad, sad</p> <p>Chn to be given 'ad' words to segment. Chn to create equation d + ad = dad. Chn to write word 'dad'</p> <table border="1" data-bbox="564 1865 836 2033"> <tr> <td>d</td> <td>Ad</td> <td>+</td> </tr> <tr> <td>m</td> <td>Ad</td> <td>+</td> </tr> <tr> <td>b</td> <td>Ad</td> <td>+</td> </tr> <tr> <td>s</td> <td>Ad</td> <td>+</td> </tr> <tr> <td>gl</td> <td>Ad</td> <td>+</td> </tr> </table> <p>Chn to read words they have created to partner & teacher.</p>	d	Ad	+	m	Ad	+	b	Ad	+	s	Ad	+	gl	Ad	+
d	Ad	+														
m	Ad	+														
b	Ad	+														
s	Ad	+														
gl	Ad	+														

Share Time - consolidation	<p>Chn to share with a partner what they have learnt today. Did they already know this? After each lesson three different children will be chosen to report to the whole class. Chn to articulate how they will use what they have learnt today. Chn to be encouraged to say:- When reading I will..... I know when I'm reading I can..... Whole Class: Chn at end of session read through words covered. Chn to identify what the words have in common. Chn to state what 'a' and 'd' say. Teacher to ask how do you spell 'ad'?</p>
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Lesson Five

Lesson Sequence	Description
Introduction	<p><i>Five chn chosen to recognise rhyming words orally:-</i></p> <ol style="list-style-type: none"> 1. hat, bat, cat, fall 2. hit, mad, bit, lit 3. bad, had, cat, mad 4. mat, ball, wall hall 5. bad, had, mad, stay. <p><i>Five chn chosen to produce a rhyming word:-</i></p> <ol style="list-style-type: none"> 1. cat, bat _____ 2. sit, lit _____ 3. hall, wall _____ 4. mad, bad _____ 5. day, way _____ <p><i>Five chn to produce rhyming words in prose:-</i></p> <ol style="list-style-type: none"> 1. I will play far _____. 2. I saw a cat sitting on a _____. 3. I might buy a ball at the _____. 4. I felt sad and a little bit _____. 5. I will sit near the _____. <p><i>Chn then to imitate alliterative pattern 'd' (presented on flash cards)</i> d,d,d,d d,w,d,w dog, did, dog, did dog, did, dig, dad, do, done <i>Chn to identify odd one out:-</i> dog, did, dog, did, win, do, dog, do, dad, sat, did, done win, what, when, did, win, sin, what, when, will</p>
Read 'at', 'it', 'all' & 'ad' rhyming sentences drafted with whole class at previous lessons	<p>The cat in the hat sat on the mat. Sam the rat sat on the mat too. The cat with the bat ran away from the rat.</p> <p>I like to sit with my kit and knit. If you sit and knit for a bit you will feel really fit.</p> <p>I saw a ball in the hall. Then the ball hit the wall near the stall and had a fall.</p> <p>Sad dad bad had. Dad is sad very, very sad.</p>

	He had a bad day. What a day Dad had!																
Introduce Rime Unit (Oral Presentation)	Use magnetic letters identify letters 'a' and 'y' put together to form 'ay'. Explain that today we are going to learn about blending of onset and rimes. Explain that the 'ay' is the rime and the graphs are the onset. Build 'hay', 'bay', 'say', using magnetic letters.																
Brainstorming	Chn to think of all the words they know of that end in 'ay'. Teacher to record.																
Visualise words	Chn to close eyes and visualise words. Chn to work in small groups with poster paper and textas. Chn to make rainbow 'ay' words to share with class.																
Revise previously taught words	This will be done by reading lists of 'at', 'it', 'all' & 'ad' words that have been taught. Chn to be encouraged to say words as quickly as they can.																
Write a sentence	Chn to imitate rhyming pattern:- (presented on flash cards) ay, ay, ay, ay, hay, say, hay, say, hay, say, may, stay, bay, way Chn to work as whole class with teacher to construct 2 rhyming sentences containing 'ay' words.																
Read rhyming sentences	Chn to read sentences to partner & teacher.																
Activity	Chn to complete cut & paste activity. Chn to be given segmented 'ay' words to blend. <table border="1" data-bbox="564 891 855 1025"> <tr> <td>ay</td> <td>ay</td> <td>ay</td> <td>ay</td> </tr> <tr> <td>ay</td> <td>ay</td> <td>ay</td> <td>ay</td> </tr> <tr> <td>s</td> <td>h</td> <td>B</td> <td>w</td> </tr> <tr> <td>d</td> <td>cl</td> <td>M</td> <td>st</td> </tr> </table> Chn to write and say words to a partner and teacher.	ay	s	h	B	w	d	cl	M	st							
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Share Time - consolidation	Chn to share with a partner what they have learnt today. Did they already know this? After each lesson three different children will be chosen to report to the whole class. Chn to articulate how they will use what they have learnt today. Chn to be encouraged to say:- When reading I will..... I know when I'm reading I can..... Whole Class: Chn at end of session read through words covered. Chn to identify what the words have in common. Chn to state what 'a' and 'y' say. Teacher to ask how do you spell 'ay'?																

Lesson Six

Lesson Sequence	Description
Introduction	<p><i>Five chn chosen to recognise rhyming words orally:-</i></p> <ol style="list-style-type: none"> 1. hat, sat, mad, bat 2. kit, hit, fit, fall 3. ball, call, lit, tall. 4. cat, hat, rat, pit 5. say, may, dad, bay <p><i>Five chn chosen to produce a rhyming word:-</i></p> <ol style="list-style-type: none"> 1. hat, rat, _____ 2. it, bit _____ 3. hop, pop _____ 4. lake, bake _____ 5. can, man _____ <p><i>Five chn to produce rhyming words in prose:-</i></p>

	<ol style="list-style-type: none"> 1. I saw a mop in a _____. 2. I saw a shop near a bus _____. 3. I saw a ball on top of a _____, 4. I know which brick I will _____, 5. I saw a snail eating some _____. <p><i>Chn then to imitate alliterative pattern 'y' (presented on flash cards)</i> Y, Y, Y, Y, d,y,d,y dog, yellow, dog, yellow dog, did, dig, dad yellow, yell, yacht, yoghurt</p> <p><i>Identify the odd one out:- (presented on flash cards)</i> Dog, dig, hat, dad, do, doing Dog, sat, dad, do, did, doing Yellow, yacht, yes, sing, yoghurt, Yellow, yes, dig, yacht, yoghurt</p>															
<p>Read 'at', 'it', 'all', 'ad' & 'ay' rhyming sentences drafted at previous lessons</p>	<p>The cat in the hat sat on the mat. Sam the rat sat on the mat too. The cat with the bat ran away from the rat.</p> <p>I like to sit with my kit and knit. If you sit and knit for a bit you will feel really fit.</p> <p>I saw a ball in the hall. Then the ball hit the wall near the stall and had a fall.</p> <p>Sad dad bad had. Dad is sad very, very sad. He had a bad day. What a day dad had!</p> <p>May I please have my pay. I might play in the hay near the bay.</p>															
<p>Introduce Rime Unit (Oral Presentation)</p>	<p>Use magnetic letters identify letters 'o' and 'p' put together to form 'op'. Explain that today we are going to learn about segmentation of onset and rimes. Explain that the 'op' is the rime and the graphs are the onset. Build & segment 'hop', 'top', 'shop', using magnetic letters.</p>															
<p>Brainstorming</p>	<p>Chn to think of all the words they know of that end in 'op'. Teacher to record.</p>															
<p>Visualise words</p>	<p>Chn to close their eyes and write 'op' words on the mat in front of them. Chn to work with partners to choose a word and write it on the mat for their partner to guess.</p>															
<p>Revise previously taught words</p>	<p>This will be done by reading lists of 'at', 'it', 'all', 'ad' & 'ay' words that have been taught. Chn to read as quickly as they can.</p>															
<p>Write a sentence</p>	<p>Chn to work as whole class with teacher to construct 2 rhyming sentences containing 'op' words.</p>															
<p>Read rhyming sentences</p>	<p>Chn to read sentences to partner and teacher.</p>															
<p>Activity</p>	<p>Chn to be given 'op' words to segment and blend.</p> <table border="1" data-bbox="564 1765 836 1944"> <tr> <td>h</td> <td>Op</td> <td>+</td> </tr> <tr> <td>t</td> <td>Op</td> <td>+</td> </tr> <tr> <td>m</td> <td>Op</td> <td>+</td> </tr> <tr> <td>ch</td> <td>Op</td> <td>+</td> </tr> <tr> <td>dr</td> <td>Op</td> <td>+</td> </tr> </table> <p>Chn to write words and read to partner and teacher.</p>	h	Op	+	t	Op	+	m	Op	+	ch	Op	+	dr	Op	+
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t	Op	+														
m	Op	+														
ch	Op	+														
dr	Op	+														
<p>Share Time - consolidation</p>	<p>Chn to share with a partner what they have learnt today. Did they already know this? After each lesson three different children will be chosen to report to the</p>															

	<p>whole class. Chn to articulate how they will use what they have learnt today. Chn to be encouraged to say:- When reading I will..... I know when I'm reading I can..... Whole Class: Chn at end of session read through words covered. Chn to identify what the words have in common. Chn to state what 'o' and 'p' say. Teacher to ask how do you spell 'op'?</p>
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Lesson Seven

Lesson Sequence	Description
Introduction	<p>Read Big Book 'Hairy MacClary from Donaldson's Dairy' chn to clap when they hear the rhyming words. Five chn chosen to recognise rhyming words orally:-</p> <ol style="list-style-type: none"> 1. tail, nail, snail, sick, pail 2. ring, wing, sing, fill 3. rock, hat, sock, clock 4. saw, paw, mop, draw 5. can, man, pan, spin. <p>Five chn chosen to produce a rhyming word:-</p> <ol style="list-style-type: none"> 1. jump, pump _____ 2. test, nest _____ 3. meat, beat _____ 4. date, late _____ 5. rice, mice _____ <p>Five chn to produce rhyming words in prose:-</p> <ol style="list-style-type: none"> 1. I saw a bride on a _____. 2. I found a snake in my _____. 3. Look at that thing on my _____. 4. I found a rock in my _____. 5. I saw a shell on a _____. <p>Chn then to imitate alliterative pattern 'p'</p> <p>p,p,p,p p, t, p,t pink, pin, put, pull pink, tin, pink, tin, top, two, time, tell, pink, pin, put, pen, pull</p> <p>Odd one out:- Pink, pin, put, pull, tell Tell, time, pin, tin, two</p>
Read 'at', 'it', 'all' 'ad' 'ay' & 'op' sentences from previous sessions	<p>The cat in the hat sat on the mat. Sam the rat sat on the mat too. The cat with the bat ran away from the rat.</p> <p>I like to sit with my kit and knit. If you sit and knit for a bit you will feel really fit.</p> <p>I saw a ball in the hall. Then the ball hit the wall near the stall and had a fall.</p> <p>Sad dad bad had. Dad is sad very, very sad. He had a bad day. What a day dad had!</p>

	<p>May I please have my pay? I might play in the hay near the bay.</p> <p>If you hop you can chop your coco-pops. At the shop I bought a funny mop.</p>																
Introduce Rime Unit (oral presentation)	Use magnetic letters identify letters 'a' and 'n' put together to form 'an'. Explain that today we are going to learn about blending of onset and rimes. Explain that the 'an' is the rime and the graphs are the onset. Build 'van', 'man', 'can', using magnetic letters.																
Brainstorming	Chn to think of all the words they know of that end in 'an'. Teacher to record.																
Visualise	Chn to close their eyes and write the words in their mind and in the air. Chn to play game with partner where they write an 'an' word on a partner's back and the partner guesses the word.																
Revise previously taught words	This will be done by reading lists of 'at', 'it', 'all', 'ad', 'ay' & 'op' words that have been taught. Chn to be encouraged to read words quickly.																
Write a sentence	<i>Chn recite rhyming pattern (presented on flash cards)</i> an, an, an, an, man, can, man, can man, can, tan, pan, ran Chn to construct 2 rhyming sentences, as whole class with teacher, containing 'an' words.																
Read rhyming sentences	Chn to read sentences to a partner & teacher.																
Activity	Chn to complete cut & paste activity. Chn to be given segmented 'an' words to blend. <table border="1" data-bbox="564 1055 855 1189"> <tr> <td>an</td> <td>an</td> <td>an</td> <td>an</td> </tr> <tr> <td>an</td> <td>an</td> <td>an</td> <td>an</td> </tr> <tr> <td>m</td> <td>v</td> <td>C</td> <td>T</td> </tr> <tr> <td>r</td> <td>f</td> <td>P</td> <td></td> </tr> </table> <p>Chn to write and read words to a partner and the teacher.</p>	an	m	v	C	T	r	f	P								
an	an	an	an														
an	an	an	an														
m	v	C	T														
r	f	P															
Share Time - consolidation	Chn to share with a partner what they have learnt today. Did they already know this? After each lesson three different children will be chosen to report to the whole class. Chn to articulate how they will use what they have learnt today. Chn to be encouraged to say:- When reading I will..... I know when I'm reading I can..... Whole Class: Chn at end of session read through words covered. Chn to identify what the words have in common. Chn to state what 'a' and 'n' say. Teacher to ask how do you spell 'an'?																

Lesson Eight

Lesson Sequence	Description
Introduction	<p><i>Five chn chosen to recognise rhyming words orally:-</i></p> <ol style="list-style-type: none"> hop, pop, sad, top lit, hat, hit, quit day, pay, say, it hat, rat, wall, sat chop, had, sad, mad <p><i>Five chn chosen to produce a rhyming word:-</i></p> <ol style="list-style-type: none"> hop, pop _____

	<p>2. mad, bad _____</p> <p>3. may, bay _____</p> <p>4. at, bat _____</p> <p>5. it, bit _____</p> <p><i>Five chn to produce rhyming words in prose:-</i></p> <p>I saw a ball on top of a _____.</p> <p>I have a bug in my _____.</p> <p>Hop sat on top of _____.</p> <p>In May I might go _____.</p> <p>The rat is very _____.</p> <p><i>Chn then to imitate alliterative pattern (presented on flash cards)</i></p> <p>u, u, u, u</p> <p>u, z, u, z, u</p> <p>under, umbrella, under, umbrella</p> <p>zoo, zebra, zoo, zebra</p> <p><i>odd one out:-</i></p> <p>you, your, yum, young, zebra</p> <p>under, you, umbrella, up</p>
Read 'at', 'it', 'all', 'ad', 'ay', 'op' & 'an' sentences drafted at previous sessions	<p>The cat in the hat sat on the mat.</p> <p>Sam the rat sat on the mat too.</p> <p>The cat with the bat ran away from the rat.</p> <p>I like to sit with my kit and knit.</p> <p>If you sit and knit for a bit you will feel really fit.</p> <p>I saw a ball in the hall.</p> <p>Then the ball hit the wall near the stall and had a fall.</p> <p>Sad dad bad had.</p> <p>Dad is sad very, very sad.</p> <p>He had a bad day.</p> <p>What a day dad had!</p> <p>May I please have my pay?</p> <p>I might play in the hay near the bay.</p> <p>If you hop you can chop your coco-pops.</p> <p>At the shop I bought a funny mop.</p> <p>The man in the van was holding a fan.</p> <p>I ran as fast as I can and I was holding a fan.</p>
Revise previously taught words	This will be done by reading lists of 'at', 'it', 'all', 'op', 'ad', 'ay' & 'an' words that have been taught. Chn to read words quickly.
Visualise	Chn to be given a rhyming word from words covered chn to describe word for partner to guess. Chn then to write words in the air and choose a new word to describe, guess & write.
Write a sentence	Today revisit 'at' words together write 2 rhyming sentences.
Activity	<p>Today the children will be asked to copy the 'at' words from the board.</p> <p>Each child will then be prompted to use the 'at' words to create their own rhyming sentences.</p> <p>Whilst children are completing this activity, each child will be given a flashcard containing an 'at', 'it', 'all', 'op', 'ad', 'ay' or 'an' word. The chn will then have to place their word on the large display listing all the rime families covered. Chn will have to put their word in the correct rime unit word list. This display will form a 'rhyming word wall' for the chn to use as a reference.</p>
Share Time – consolidation	Today at the end of the lesson children will sit together in small groups to share their rhyming sentences. The children will then all sit together in

	a circle and share the sentences they have created.
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Lesson Nine

Lesson Sequence	Description
Introduction	<p><i>Five chn chosen to recognise rhyming words orally:-</i></p> <ol style="list-style-type: none"> 1. can, man, pan, hat 2. dig, way, pig, fig 3. had, glad, dad, fig 4. hall, lit, knit, kit 5. rat, sat, mat, stall <p><i>Five chn chosen to produce a rhyming word:-</i></p> <ol style="list-style-type: none"> 1. big, fig _____ 2. pan, man _____ 3. kit, lit _____ 4. hall, stall _____ 5. dad, bad _____ <p><i>Five chn to produce rhyming words in prose:-</i></p> <p>That cat hit the rat with a _____.</p> <p>The dog ran over a _____.</p> <p>The man drove away in the _____.</p> <p>I see a pig wearing a _____.</p> <p>Hop on Pop like to play on their _____.</p> <p><i>Chn then to imitate alliterative pattern (presented on flash cards)</i></p> <p>q, w, q, w, q quiet, queen, quiet, queen when, what, when, what quiet, queen, quickly, quilt when, what, watch, way</p>
Revise previously taught words	Children to read lists of 'at', 'it', 'all', 'op', 'ad', 'ay' & 'an' words. Chn to read as quickly as they can.
Visualise	Teacher to select words from those covered in lessons. Teacher to say word, chn to visualise and write in the air. Chn then to be chosen to stand at front of class another child to be chosen to write a rhyming word on the back of the child at the front of class. The child must guess word and has three chances to do this.
Shared Reading	Today the children will work with the teacher on a typed up text copy of 'Hop on Pop'. The children will read the first typed up page together with teacher. The children will be asked to identify the words that rhyme. The teacher will list the words that rhyme. The teacher will ask children to come out individually to highlight words in the text that rhyme.
Activity	Chn to be given a typed up text copy of the story 'Hop on Pop'. Chn to be given highlighters to highlight all the rhyming words or words with same rime unit ending.
Share Time – consolidation	Chn to work in small groups to share words they could recognise in the text. Five children will be chosen to read part of the text to the whole class. Chn to share how they used what they knew about some words they could recognise to help with unknown words. Text to be collected for use during lesson 10.

Lesson Ten

Lesson Sequence	Description
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Introduction	<p>Five chn chosen to recognise rhyming words orally:-</p> <ol style="list-style-type: none"> 6. cap, tap, hat, map 7. cat, pig, mat, hat 8. hop, pop, tap, mop 9. jug, bug, rug, mat 10. sit, hit, top, bit <p>Five chn chosen to produce a rhyming word:-</p> <ol style="list-style-type: none"> 6. bat, hat, _____. 7. hit, bit, _____ 8. top, pop _____ 9. land, band _____ 10. jug, bug _____ <p>Five chn to produce rhyming words in prose:-</p> <ol style="list-style-type: none"> 6. A bat sat on a _____ . 7. A bug jumped over a _____. 8. That duck has a _____. 9. Kate dropped a _____. 10. I saw a shell in a _____. <p>Chn then to imitate alliterative pattern (presented on flash cards)</p> <p>v, v, v, v, r, ,r, r, r,, vet, van, vet, van, vet, van, vegetable, violet red, rose, red, rose, red, rose, ripe, rip</p> <p><i>Identify odd one out:</i> Vet, van, vegetable, yoghurt, violet Red, rip, rose, van, ripe, ready</p>
Read 'at', 'it', 'all', 'ad', 'ay', 'op' & 'an' sentences drafted with whole class at previous lessons	<p>The cat in the hat sat on the mat. Sam the rat sat on the mat too. The cat with the bat ran away from the rat.</p> <p>I like to sit with my kit and knit. If you sit and knit for a bit you will feel really fit.</p> <p>I saw a ball in the hall. Then the ball hit the wall near the stall and had a fall.</p> <p>Sad dad bad had. Dad is sad very, very sad. He had a bad day. What a day dad had!</p> <p>May I please have my pay? I might play in the hay near the bay.</p> <p>If you hop you can chop your coco-pops. At the shop I bought a funny mop.</p> <p>The man in the van was holding a fan. I ran as fast as I can and I was holding a fan.</p>
Revise previously taught words	Chn to read lists of 'at', 'it', 'all', 'op', 'ad', 'ay' & 'an' words as quickly as they can,
Teacher to use enlarged typed up text of 'Hop on Pop'	Chn to work on the next page of the text 'Hop on Pop'. Chn to read together with teacher. Chn to clap when they hear a rhyming words. Chn then to identify all rhyming words in text. Teacher to list. Individual children then asked to take turns to highlight rhyming words they can see in the text.

Activity	<p>Today the children will be given back their 'Hop on Pop' texts where they have highlighted all the rhyming words they can see. The children will then be given poster paper and textas to write all the words from the text that they know and can pronounce.</p> <p>Whilst the children are completing this task the teacher will be working with individual students on their reading of the text of 'Hop on Pop'. This text will be a typed up version of the text. At this stage the children do not know that the story is that of 'Hop on Pop'</p>
Share Time - consolidation	<p>Chn to share their lists with a partner and then to work in small groups to read the words they have taken from the text 'Hop on Pop'.</p> <p>The text from 'Hop on Pop' will be used over the next week during small group guided reading sessions so that all chn can read this text and share their learning with the teacher.</p>
Conclusion	<p>Teacher to present the story of 'Hop on Pop' to the children. Teacher to commence reading and gauge reaction from children. Children can then be told that they can read this story as a result of the work they have completed on the rime units.</p>