The explicit teaching of dependable rime units, to a small group of Year 2 children with reading difficulties, improves the ability of the children to read one syllable words which contain those specific letter clusters in prose and word lists.

**Description of Teaching Unit**

**Specific Outcome:**

The explicit teaching of vowel-consonant dependable rime units, to a small group of Year 2 children with reading difficulties, improves the ability of the children to read one syllable words which contain those specific letter clusters in prose and word lists.

**Other related outcomes:**

**Word Level Knowledge/Strategy Outcomes**

- Improve phonological/phonemic knowledge for one syllable words
- Improves students ability to segment words into meaningful units ie onsets and rimes
- Encourages students to search for letter clusters within words
- Increase the speed at which students can name letter clusters and one syllable words
- Improves students ability to use letter cluster knowledge used in one word to assist reading another word with a similar letter cluster pattern ie use analogy
- Improves students ability to predict words based on a letter cluster
- Encourages students to blend sounds/strings of sounds to read unknown word

**Sentence Level Knowledge/Strategy Outcomes**

- Improves students ability to read one syllable words, containing specified rimes, within prose.
- Encourages student to re-read if the word read containing the onset does not sound correct within the text

**Oral Language Knowledge Outcomes**

- Encourage students to use existing phonological/phonemic knowledge and skills to read words
- Develop an awareness of how words, which contain a dependable rime, sound
- Develop an awareness of how words, which contain a dependable rime, are said

**Format:**

**Grade Level:** Year 2 students
**Format:** Individual for all pre-testing and post-testing
**Small group of 3 selected participants for teaching sessions**
**Time Frame:** 60 minutes ( 15 minutes pre-testing prose, 45 minute small group instruction)
- 8.30 – 9.30 Tuesday and Friday mornings
- 6 weeks (Term Holiday break between Week 8 and 9)
**Setting:** Withdrawal into a small room used for Reading Recovery purposes
Pre-existing Knowledge/Skills

The lesson content assumes participants have:
- Knowledge of letter-sound relationships
- Ability to hear/create rhyming words
- ‘Some’ phonological knowledge: This will differ for each participant
- Ability to name items using pictures
- Proficient receptive and expressive oral language skills
- An ability to transfer new/existing knowledge of letter clusters to read unknown words
- Parent support to assist with home tasks

Description of Activity

Pre-Assessment: As described in the Procedure

Session One

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time Allocated</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prose Pre-testing</td>
<td>5 min per child</td>
<td>Teacher places prose containing targeted rime units for the teaching session in front of student. Reads title of text for the student. Teacher says “Can you read this text aloud please as carefully as you can.” Teacher records student’s reading using a separate copy of the text for each child.</td>
</tr>
<tr>
<td>Picture card Word Identification Game</td>
<td>8 min</td>
<td>Children sit in a circle on the floor with the teacher. Teacher places cards containing two targeted rime units on the floor in a random manner. Teacher says “Can you find a picture card which has a picture of something that you know?” Teacher selects a volunteer to pick up a card and say the known word. If it is correct as child to place it on the whiteboard. If incorrect, give students clues as to what the targeted word may be. All students say the targeted word aloud. Repeat this process for all cards Encourage students to sort the cards into words that sound the same ie contain the same rime unit.</td>
</tr>
<tr>
<td>Sorting Picture Cards</td>
<td>2 min</td>
<td>Encourage students to sort the cards into words that sound the same ie contain the same rime unit.</td>
</tr>
<tr>
<td>Introducing Orthographic Rime Unit</td>
<td>2 min</td>
<td>Show students the rime unit, using magnetic letters, that are contained in each of the words. Say “These are the letters which make up the letter cluster that we can hear in the words in this group”</td>
</tr>
<tr>
<td>Activity</td>
<td>Duration</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>----------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Creating the words using magnetic letters</td>
<td>8 min</td>
<td>For each picture card, ask the students to identify the onset that may precede the rime unit. Teacher says “Which letters make those sounds?” Students take it in turns to create the word using magnetic letters next to the picture card. Ask all students to say the onset and rime aloud as teacher manually separates the onset and rime for each word. Children look at teacher action and say, for example, “br and ain makes brain” 3 times.</td>
</tr>
<tr>
<td>Making new words through use of analogy.</td>
<td>8 min</td>
<td>Say to students “Can you think of any other words that might sound like this group of words and have the same letter cluster?” Create new words using magnetic letters. If student says a word which rhymes but has a different orthographic pattern then praise child for hearing the correct sound and explain the different spelling. Ask all students to say the new words aloud as teacher manually separates the onset and rime for each word. Children look at teacher action and say, for example, “tr and ain makes train” 3 times.</td>
</tr>
<tr>
<td>Orthographic Word List</td>
<td>2 min</td>
<td>Give each child a copy of the word lists containing the two rime units being targeted. Read words aloud. Ask students to read words aloud.</td>
</tr>
<tr>
<td>Home Task</td>
<td>5-10 min</td>
<td>Present each child with their home task for the session. This may be a Bingo game, Memory game, create a word-find, adding new words to the list etc Paste the home task and word list into each student’s exercise book. Ensure children are comfortable and confident with the task. This may entail playing the game with the students within the session.</td>
</tr>
<tr>
<td>Articulation of Knowledge/Strategies Learnt</td>
<td>2 min</td>
<td>Each child is asked to verbalise what they may do to help them read a word which contains the targeted rime unit in it in the future.</td>
</tr>
</tbody>
</table>

**Session Concludes**
**Session Two – Nine**

As for Session One. Include Activity described below in Sessions Two-Nine at *

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time Allocated</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revision of Home Task and Rime Units</td>
<td>5 min</td>
<td>Children show and discuss home task and revise words briefly.</td>
</tr>
</tbody>
</table>

Continue as for Session One

**Session Ten**

Post-Assessment

The three participants selected for the study are assessed again using:

- Teacher-devised prose (9 pieces of text) containing targeted rime units (as for pre-assessment during teaching sessions)
- Rime Units Test (J Munro)
- PM Benchmark Kit (Nelson 2000)

The conditions are replicated as for pre-assessment tasks.