Teaching of onset and rime through analogy to a student in grade 3 will improve reading accuracy and enhance self confidence in reading.

Teaching Sessions:

These teaching sessions are designed to help the student to read words with accuracy and correctly.

The aims are to:

- Improve knowledge of text features (i.e. letter clusters, rime units) at the word level.
- Develop skills in using reading strategies (i.e. recognizing letter–clusters units and recoding to sounds; making analogies between words with the same units) at the word level.
- Improve reading accuracy in texts.
- Improve self-confidence towards reading and unknown words.

Procedure:

- The structure of the intervention will draw on several elements of the teaching sequence outlined in John Munro’s lecture notes (Early Reading Intervention: Part 4. Designing a Reading Intervention. Page 6).

- The teacher will need to give clear instructions to the student during the sessions so that the students are aware of what will be expected of them.

- Session One: Is introducing all aspects of the intervention and setting in place the routine for the session ahead.

- Session Two-Eight: Introducing a new rime unit in each session as detailed in the above notes, the warm up games and activities will be built upon as new words are introduced giving more depth to the games and thus building the analogy between words with the same rime units.
- Session Five: After this session conduct all tests again from pre testing to assess the progress made in the first five sessions of the intervention.

- Session Nine and Ten: These two sessions will be conducted in the same manner as sessions two –eight.

- Post testing will take place after the completion of all ten sessions to assess if any gains have taken place.

Session Steps:

1. **Warm Up with phonological games and reading words from previous sessions.**

   Student will play hand made sight word game at the beginning of each session and as rime units are introduced the bank of flashcards will build and the student can play concentration and bingo games to enhance recognition.

2. **Introducing the Rime Unit for the session.**

   Place the letter clusters and introduce the sound on a whiteboard or chalkboard. “If you can read cat then you will be able to read bat because they all have ‘at’ “. With the student brainstorm as many words as you can.

3. **Identify the shared rime unit.**

   Ask the child to read each word from the whiteboard and the teacher scribes onto flashcards. The shared rime unit in each word needs to be represented in a colour.

4. **Look Say Cover Write and Check**

   In the student’s workbook write 10 of the new rime words in and ask the student to complete a ‘look say cover write check’ on each word. Then ask the student to underline the rime unit with the rime colour.

5. **Make a duplicate set of flashcards.**

   While the student completes step 4 the teacher will make a duplicate set of flashcards
6. **Read each word in segments.**

   *Read each word from the flashcards.
   *Cut each word into onset and rime.
   *Read the onset and rime separately and ask the student to point as they read each word, eg: ‘cat’ is read as ‘c’ – ‘at’.

Ask the student: *What do these words have in common?*

   *How are they the same?*
   *What does ‘a-t’ say?*
   *How do you spell ‘-at’?*

7. **Join the onset and rime.**

   Make the words from the brainstorm using the onset and rime, then the student will read all the words that they make.

8. **Place five rime words into a sentence.**

   The student will make five sentences using five new rime words and the teacher will scribe the sentences into the student’s workbook. Then the student will read all five sentences tracking if necessary, and then they will highlight the rime word using the correct colour.

9. **Re read all words.**

   Shuffle all words and turn them face down ask student to turn over and identify the word ask them to emphasis the onset and rime then repeat the word. Eg: ‘c-at’ – cat.