**Rime unit teaching sessions**

These teaching sessions are designed to help the students learn to read words more efficiently.

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. recognising letter-clusters and rime units; segmenting words into letter-cluster units and recoding to sounds; making analogies between words with the same rime units; rapid-naming of words and letter-clusters) at the word level
- Improve self efficacy when reading unknown words

**Procedure**

- Each rime unit is introduced in a word family of 3 words: e.g. cat hat bat.
- The structure/components of the intervention draw on several elements of a Reading Recovery lesson (Clay, 1993) that are familiar to all the students, and is based on a teaching sequence outlined in John Munro’s lecture notes (Early Reading Intervention: Part 4. Designing a Reading Intervention. Page 6).
- The teacher models all ten steps of the intervention, and gives step-by-step instructions and cues to establish the tasks.
- 2-letter rime units are analysed before 3-letter rime units.
- Sessions 2-7: introduce one rime unit per session.
- Sessions 8-10: introduce two rime units per session.

**Session Steps:**

1. **Read words from previous session**

2. **Read each word**
   - Read each word (on flashcards) 2-3 times
   - Read again and run finger underneath
3. Identify shared rime unit

Read each word again
Say what each word has in common
*letter-cluster: e.g. at
*sound unit: e.g. “at”
“If you can read cat, you can read hat, and you can read bat, because they all have- at.”

4. Read each word in segments

Read each word (magnetic letters)
Break each word into onset & rime
Run finger underneath segmented words and read onset & rimes separately
e.g. “cat” is read as “c” – “at”
“What do all three words have in common?”
“How are they the same?”
“What does ‘a-t’ say?”
“How do you spell ‘-at’?”

5. Blend onset & rime

Join onset & rime (magnetic letters)
Run finger underneath each word and read
“If you can read cat, you can read hat, and you can read bat, because they all have- at.”

6. Write each word

Write each word and underline the common rime unit
-say the onset & rime separately as it is written
-read as onset & rime
-read as whole word
“What do all three words have in common?”
“How are they the same?”
“What does ‘a-t’ say?”
“How do you spell ‘-at’?”
7. Write new words
   Write new words and pseudowords
   Underline the common rime unit
   “What does ‘a-t’ say?”
   “How do you spell ‘-at’?”
   *week 1: new words- c-rime
   *week 2: new words- c-rime, cc-rime
   *week 3: new words and pseudowords- c-rime, cc-rime
   *week 4: new words and pseudowords- c-rime, cc-rime, compound words (2 syllables)

8. Locate rime unit in other words
   Quickly locate another word with the same rime unit from a group of words (on flashcards) e.g. sat
   Read the new word
   “How is this word the same as cat, hat & bat?”

9. Read pseudoword with same rime unit
   Quickly read a pseudoword with the same rime unit (on a flashcard) e.g. zat
   “How is this word the same as cat, hat, bat & sat?”

10. Re-read all words
    Quickly read all words on flashcards
    *week 4: shuffle both rime unit families
    Name and spell the common rime unit