

Intervention Program - Teaching Strategies

Explicit teaching in the phonological awareness area of blending and segmenting a sequence of sounds improves prose reading.

Administer Initial Tests.

- Clay Observation Survey.
- Sutherland Phonological Awareness Test.
- Running Records on continuous text – level appropriate to determine decoding strategies child uses.

Collate Data.

Develop kit of useful tools/materials.

Formulate Individual Program.

Implement Program

- 10 sessions of 30 minutes duration.
- Withdrawal format – Lessons occur in Reading Recovery Room to limit distractions and aid concentration. Low noise level. Warm, non-threatening environment to allow nurturing and to build up confidence to 'have a go'.
- Individual explicit instruction.

Retest after fifth lesson.

- Modify program – according to child's performance.

Ongoing monitoring.

Re-test at end of program.

- Clay Observation Survey.
- Sutherland Phonological Awareness Test.

Make further recommendations.

Intervention Programme Summary

Teaching steps in blending and segmenting

Progression – Begin by breaking and segmenting words into regular single- syllables, to onset and rime, identifying and segmenting two parts of a syllable as in c/at, to identifying and segmenting individual sounds as in /c/a/t, and then sounding out and blending consecutive letters in order to make a word.

10 x 30 min lessons

Each session includes:

Lesson 1-7

Teacher explanation and modelling

- Letter-sound identification
Identifying initial, middle, final sounds in words
Use alphabet charts, picture cards, flashcards and other visual stimuli
- Listening to sounds in words, (syllables, 2, 3 sounds)
Use regular C.V.C words – cat, fat, sat,
Stretching words by talking like a robot
Counting the number of sounds in words by tapping, counting on fingers
- Use of picture cards
Counters to push as sounds in words are heard
Use of sound boxes to push counters when breaking words into sounds- do this as the sounds are articulated
- Magnetic letters to represent the sounds and provide the tactile element – same format at counters.
- Writing new words – in sound boxes
On whiteboard
On flashcards

Lesson 7-10

Consolidate 3 sound words

- Increase the sound loud to 4 sounds eg. Went, bent, crab, s/p/i/n
- Procedure is the same as for previous lessons.

During each session observe if skills of blending and segmenting are being used.

At the end of each session ask the child to verbalise what he must do when he comes to a tricky word. Look at the word and slowly say the sounds then quickly say them again, one after the other and say the whole word. Go back and re-read the phrase/sentence.

During each session: -

- Each skill is modelled, tried, repeated several times, re-enforced with new words and followed by immediate feedback.
- Read a text to monitor how skill is transferred to prose reading
- Student to verbalise own learning
- Student to verbalise when and how to use new learning
- Provide on-going feedback and praise for all attempts
- Evaluate and modify the teaching

Teaching Sessions

Session 1:

a) Reinforce knowledge of letter – sound identification

Identifying initial/final sounds in word.

- Use letter chart with pictures. Quickly point to letters whilst child says sound (1min)
- Use flash cards with letter only. Quickly flash cards as child identifies its sound. (Variation: Spread cards in hands like a fan. Child chooses one and says its sound). (2min)
- Provide a box of items, or pictures of items, such as pencil, comb, car, doll etc. Child chooses item, says its name and says the sound it begins with **eg. car - c/** (2 mins)
- Repeat above activities but focus of final sound (4mins)

b) Segment words in one, two, three-syllable words using pictures.

- Demonstrate action of pushing the counters into the squares whilst accentuating the breaks. Have child push counters into boxes as the words are being said. Ask child to count how many syllables he heard. Use five words. (4mins)

c) Hearing sounds in regular CVC words.

- *Teacher explains the activity. "I'm going to talk very slowly like a robot. I'm going to say some sounds. When I finish talking I want you to tell me the word I said. Ready. Listen to how I do it first."* (Teacher demonstrates)

1. Teacher slowly says the sounds in a word /f/a/t/. makes fat. The child copies.
2. Repeat with similar words. Teacher and student change roles. (5 mins)

- Use picture cards, tokens, sound squares

Introduce card with picture. Eg. **cat**. Teacher says the word then demonstrates talking like a robot, slowly articulating each sound as the counters are pushed into the squares. Then say the word again. The child imitates. Do this with three other words - hat, mat, fat,

To re-enforce this activity have the child tap on the desk with his fingers, and count the number of sounds he hears - c/a/t/ = 3 sounds. - /t/i/n/, /s/u/n/ /t/e/n/
(5 mins)

- Text Reading "Where is it safe to play" PM Reader RR level 5 (or any text level child is currently reading).
Observe if child is beginning to use this strategy.

Choose a three sound word from text – teacher makes word with magnetic letters. The child reads the word and quickly pushes the letters to say the sounds and repeats the word. Return to page in text and child reads whole sentence. (With teacher support if necessary) Praise child for all attempts.

(7mins)

Session 2

Segmenting words with regular CVC pattern

- Revise letter-sound knowledge using a variety of games.
Odd -one -out.
Teacher says a word. - *Cat*. Says three more words – two of which start with the same initial sound and one, which does not. Cap, cot, dig, Child picks which word sounds differently at the beginning.
Target game. Have a word in the middle. Place five other words around it. Some of these words will begin with the same sound as the word in the centre. As the teacher says each word the child places a counter on the ones which have the same initial sound as the word in the centre of the board. Use this game to identify the middle and final sounds as a variation.
Can also play this game to check rhyming ability.
- Use picture cards, sound boxes and counters to count the syllables in one, two and three sound words.
- Revise hearing and blending sounds using regular alphabet sounds. Cat, fat, mat, hat, bat,
Using picture cards from session one to revisit procedure, *teacher* places sound boxes beneath each picture and says the word slowly – in robot talk- whilst, at the same time pushing the counters into the boxes, sound by sound. The *child* then performs the task. Count how many sounds that can be heard in the word
Use new words to further practise the skill. With and without pictures. – dab,rub, mob, back, mum, jam. Also use non-words e.g. /n/a/b, /w/e/b
- Text Reading

Session 3

Hearing individual sounds in regular three sound words and using letters to represent the sounds heard.

- Revise letter-sound knowledge. Point to letters on the alphabet chart whilst child quickly says sounds of letters.
- Use magnetic letters, which are grouped in containers in alphabetical order. Play game “ Guess which letter I am?” Teacher gives a clue “I’m at the start of *caterpillar* - *Child* finds “*c*” Repeat giving a clue for letters required to make “*cat*” . The teacher assembles the letters to make the word.
- *Teacher* produces a picture of a cat and places the magnetic letters underneath the picture. The child is told the word. The *teacher demonstrates* talking like a robot so that the child can hear the sounds that match the letters under the picture and then quickly says the word. The *child copies*. This procedure is done three times, each time the blending of the sounds is faster.
- Repeat activity using *rat, sat*
- Repeat above activity using magnetic letters and sound boxes. Using the letters to push into the boxes. Word types, *van, pan, tag, wag*, At the end of each word child says how many sounds in each word. Tell the child he will be the teacher. Give child a card divided into three squares. Teacher says word *ran* - the child stretches the word and writes each sound in each square and says the whole word.

- Segment and blend three sound words in various compositions. Use magnetic letters to break word into various combinations *hat = h/a/t/, ha/t/, h/at/* Pull letters away from each other and then physical crash the letters together. The child verbalises what he is doing. And says the combination chunks.
- Text Reading “Where are the Sunhats?” RR level 6

Sessions 4, 5

Similar patterns, reinforcing previous words and adds a minimum of three new ones.

- Using same procedure as in previous lessons and move to more complex three sound words. /f/i/sh/, /w/i/sh/, /th/e/m/, /ch/i/n/, /th/e/n/,

Session 6

Segmenting regular four sound words. Increasing the sound load.

- Commence each session with a letter-sound identification game.
- Use grid with variety of letters. Teacher says a word; child locates its initial/final sound by placing a counter on the corresponding letter.
- Revise pushing counters into sound boxes for three sound words.
- Use counters when saying sounds in words.
- Teacher uses a strip of card paper to write a three sound word. As it is being written the teacher slowly articulates the sounds. Child says word. Then holding the strip in front of child, the teacher cuts each letter as the child says the sounds. These are then placed on the desk and spread out. The child then reassembles the letters whilst saying the sounds followed by the whole word.
- Using picture of a frog, say the word and use sound boxes and counters slowly stretch the word and push out the individual sounds into the boxes. Child counts how many sounds he can hear by tapping with fingers. Repeat using pictures- **spin, spoon, snake, snail, stop, stink**
- Ensure that after each word is “stretched”, it is quickly blended back and said as a whole word.
- Repeat activity without pictures. Child listens to sounds as teacher slowly articulates each one. The child guesses the word.
- Teacher makes word with magnetic letters. Places them under the sound box. Demonstrates as in previous lessons. Child copies. Words- crab, scab, slab, stab, blab, drab, grab, on whiteboard.
- Text Reading “At the Toy Shop” PM. RR. Level 6
Ask child to verbalise what he must do when he comes to a tricky word
Look at the word and slowly say the sounds quickly one after the other – then say the whole word and re-read the sentence.

Session 7, 8, 9, 10

Segmenting and blending regular 4 sound words (words are revisited each session and three new ones added)

- Revise segmenting and blending three sound words – using counters with and without sound boxes
- Teacher says word *ran* "How many sounds? "Then says *cran* –How many sounds? Repeat with *fan/fran*, other words such as *old*, *shoot*, *chips* or use non-words. Each time the child is using the fingers to count the sounds.
- Use magnetic letters to repeat above activity. Following this the word is written on a strip of card paper and cut up sound by sound. The child reassembles whilst pushing the sounds together. The child writes the word on a flash card.

- Repeat with four sound words –*went*, *sent*, *stop*, *clop*. These cards and any others made by child/teacher will be used for quick sight word game in following lessons.
- Remind child about using the above strategies when reading and encountering a tricky word.
- Child verbalises what he must do.

Text Reading

“The New Baby” RR Level 7

“Jumbo” RR level 8

“A Friend for Little White Rabbit” RR level 8

Appendix Two

Word list

Samples of words to use in the activities of letter-to-sound matching, blending and segmenting syllables and 3 and 4 phonemic words. For a full list consult programs devised by Speech Pathology Catholic Education Office, A Sound Way, Sounds Abound. (See References section)

Identifying initial sound sound

kettle
hammer,
horse
kettle
queen
rabbit
orange
octopus
spider
ambulance
igloo

Identifying final

dog
van
goat
waves
chicken
sun
bat
drum
leaf
book

Segmenting Syllables

apple
zebra
axe
ambulance
robot
boy
igloo
goat
dish

kite
pickle
monkey
carrot
computer
lolly
pencil
ice cream
banana

kangaroo
microphone
newspaper
hospital
caterpillar
tractor
giraffe
fairy
telephone

Segmenting 2 and 3 sound words

peg p-e-g

pear

saw

four

two

up

bee

tin

ball

chair

eight

leg

bear

fork

bird

sun

shoe

teeth

ice

thumb

cake

one

hose

car

knife

book

girl

two

watch

jam

toe

ship

man

egg

ring

van

yacht

look

mouse

do

up

say

off

board

pot

Blending 2 and 3 sound words

up

at

in

it

us

bat

cat

fat

hat

mat

pat

rat

sat

bad

dad

had

mad

sad

pad

bag

rag

tag

wag

cap

map

tap

nap

lap

gap

yap

can

fan

pan

ran

van

man

ham		jam			
has		gas			
peg		leg	hen	men	
ten	pen	den			
jet		met	pet	wet	
did		hid	lid		
big		dig	pig	wig	
bin		tin	win	pin	
	fin				
bit		fit	sit	hit	
	lit				
six		mix	fix		
job		rob	dog	fog	
			jog		
log					
hop		pop	mop	top	
cot		dot	got	lot	
			hot		
pot		not			
box		fox			
bug		dug	hug	jug	
	mug				
dug		rug			
bun		fun	sun	run	
bus					

nut

hut

rut

but

Blending and segmenting words with 4 sounds

Flag

went

best

dust

drum

Disk

plate

nest

cats

stop

Dump

stand

sing

post

nips

Fun sentences with decodable text.

Write on long cardboard and make into sentence strips for children to read.

Write of narrow strips of cardboard and cut up words as the child reads each word.

The child reassembles the words and matches them with original sentence.

Children can create their own nonsense sentences and treat the same way.

Max sat on his hat.

The tin cut his leg

Bob has a pet.

Dad is not in his bed.

Sam had a red hat.

Kim hit the tin.

The dog begs to be fed.

Mum met a big pig.

Pat sat in a red van.

Jan had a bag and a ham..

A cap is on a can.

A bug is on a bed.

A cat is on a rug.

A pig is on a web.

A fat cat is in the bin.
The big pig is in the sun.
Can you run to the bus?
Sit on the mat.
Did the hat fit?
The lid is on the bin.
Can we win the race?
We can get a pet.
Cut the bun.
The dog sat on a log.
The dog bit the pig.

Continuous story

The rat is in the bag.
Dad got in the red van.
He met a man and a cat.
The cat had a fat rat.
The rat bit the cat.
The cat bit dad and ran to the dam.

Above samples are taken from various reproducible books Sources unknown.

Similar stories can be found in any reproducible books on phonics.

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