Prediction:

1) Teaching year 1 students the process of segmenting words into onset and rime will enable them to decode new words in text using this knowledge.
2) Specific teaching of certain rime units and their orthographic representation in cue words and subsequent rhyming words, demonstrating analogy, will increase the transfer of this knowledge to a new word with that rime unit when it is met both in isolation and in text.

Procedure:
The children were withdrawn from class daily for 45 minutes for 10 sessions in the reading recovery room. The tasks (see above) were administered to both students at the same time in the following order:
1) Phonological awareness tasks. 10 mins
2) Word reading tasks. 20 mins
3) Writing task 10 mins
4) Prose reading task 5 mins

TEACHING UNIT

Phonological Awareness Task

1) Teacher says cue word, eg: hop. Students repeat word.
2) Teacher models segmenting the word into onset and rime, students repeat.
3) Teacher asks students to delete onset, say the rime.
4) Teacher asks students to provide rhyming words
5) Teacher says a rhyming word in a segmented way, ask students to blend into a word.
6) Repeat steps 1-5 using different cue word.

Text Reading Task

In Sessions 1, 5 and 10 the students will be presented with the assessment reading tasks. In all the other sessions the dictated texts from the previous session will be re-read.

Word Reading Task and Using Analogy.

1) Teacher makes the cue word with magnetic letters. Says it.
2) Teacher segments the word into onset and rime by moving the letters apart. Students point to the two parts, saying the onset and rime as they point to them.
3) Teacher takes off onset, children say the rime unit.
4) Teacher introduces new onset, saying it.
5) Students blend the new onset with the rime and say the new word.
6) Teacher asks each student for a rhyming word, handing the student the onset for the word which the student then makes.
7) The student points to the onset and the rime, saying each part, then the blended word.
8) All four words are read together.
9) Teacher asks “What have you learned about breaking words into onset and rimes? “What have you learned about how to make new words that rhyme?”
10) Repeat steps 1-9 for the new rime unit. The students should be able to initiate the steps of the process eventually and become very articulate in their reflection in step 9.

Writing Task

1) Students are asked to write the 8 words using the “look, cover, write, check” method.
Teacher asks: “What makes it easy to write these words? What helps you to remember them?”
2) Students make up sentences using the words and these are written by the teacher. The students read them back.

**Reflection**

Teacher asks: “How does knowing how to break words into onset and rime help us to read words? How does knowing some rime units easily help us to read many more words?”

This is an important part of the process and the student’s answers should reflect increasing understanding of the process of acquiring new words through use of analogy.

**Appendix 1**

**Word Reading Task.**

Words were presented at the rate of 2 cue words per session. The children’s analogies are also noted.

<table>
<thead>
<tr>
<th>Cue Word</th>
<th>Rhyming Word</th>
<th>Child A Analogy</th>
<th>Child B Analogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hop</td>
<td>Drop</td>
<td>mop</td>
<td>Chop</td>
</tr>
<tr>
<td>Back</td>
<td>Snack</td>
<td>tack</td>
<td>Mack</td>
</tr>
<tr>
<td>Saw</td>
<td>Claw</td>
<td>caw</td>
<td>Jaw</td>
</tr>
<tr>
<td>Well</td>
<td>Smell</td>
<td>bell</td>
<td>Sell</td>
</tr>
<tr>
<td>Best</td>
<td>Chest</td>
<td>nest</td>
<td>Rest</td>
</tr>
<tr>
<td>Tail</td>
<td>Snail</td>
<td>hail</td>
<td>Nail</td>
</tr>
<tr>
<td>Sink</td>
<td>Blink</td>
<td>wink</td>
<td>tink</td>
</tr>
<tr>
<td>Boat</td>
<td>Float</td>
<td>coat</td>
<td>moat</td>
</tr>
<tr>
<td>Sock</td>
<td>Clock</td>
<td>jock</td>
<td>Tock</td>
</tr>
<tr>
<td>Rain</td>
<td>Stain</td>
<td>again</td>
<td>main</td>
</tr>
<tr>
<td>*Beat</td>
<td>Cheat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Down</td>
<td>Brown</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mug</td>
<td>Plug</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mask</td>
<td>Flask</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jump</td>
<td>Grump</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nice</td>
<td>Spice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make</td>
<td>Flake</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bow</td>
<td>Slow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>Clean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Came</td>
<td>Flame</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*From beat to came, words were not part of the 10 session program, as testing at session 5 showed more reinforcement of the first 10 words were necessary.

**Appendix 2:**

**Prose Reading Tests.**

These will indicate whether the children are retaining the words learned when placed in the context of prose reading and whether they are able to use analogy to read unpredictable words with known rime units in the context of prose reading. Results will be recorded under 4 headings: whether the words were read correctly without pause (1), hesitantly (2), incorrectly but with correct rime units (3) or incorrectly (4) See Table 1 below.

1) This passage uses words (in italics) that both children were able to read on the rime units test. It also uses words (in bold) that are less predictable but use the same known rime units, in order to test whether they are using analogy to read these words The inflections in the font are not used on the passage read by the children.
One day the boy went to the shop for his mum. It was hot and he went to sit under a tree. He felt a drop of cool water drip down his back.

“I like the slip and slop of the clay in this wet bit,” he said as he sat in a … puddle. “I will be wet and black when I trot home, but I will be cool.”

2) This passage will be given after session 5 to test progress. Italics are used to indicate the cue words taught to date and the words that use the same taught rime units but have not been specifically taught and are located in less predictable ways in the text are in bold type.

A little girl saw the best little boat on the sea. It was floating very well and did not sink. The rain came and the girl tried to hop onto the boat. Her socks got wet and she went back home. When she got home she said, “I can draw the boat and I think I can draw a shell too. Here is a crab with a claw and a goat with a tail.”

“Stop!” said her mum. “You are on the wrong track! A goat cannot sail on the sea like a boat. Test your brain and think of one more thing that lives by the sea or by the dock.”

3) *This passage will be given at the start and at the end of the 10 sessions, to evaluate, describe the changes in performance before and after the intervention. It uses all the cue words taught during the intervention (those in italics) as well as words which have not been used as cue words but which use the rime units taught in the sessions (in bold print). These new words are used in a less predictable way to encourage use of visual cues rather than meaning cues. This has been done rather than testing words in isolation because of the more natural aspect of contextualising the words, but also because it tests the children’s preferred strategy and how they deal with segmenting words “on the run”. I wanted to know if they would transfer their learning about segmenting words to text reading and if that increased their fluency. I wanted to see if they would use what they know about the cue word to segment and de-code the new word, using analogy, but doing it in the context of text reading, where the links are not as obvious as when presented with words in isolation.

*This passage was not given at the end of the tenth session as testing after session 5 showed that more repetition of the first 10 rime units was necessary.

Anne and her best friend Jim were riding their bikes. Anne saw Jim fall down.

“I will hop back onto my bike,” he said.

But the rain came down and made him jump.

“I will need a boat or I will sink in all this water. My T-shirt is wet. And look at my sock! The bike chain has torn it! I am so wet I will drown!”

Anne said, “I have a nice coat. I can give it to you. That will make you dry. You can come home with me and have a mug of hot chocolate.”

“I will run and beat you home,” said Jim.

“Don’t be mean,” said Anne. “The track is muddy and wettest here. It looks like a moat.”

They ran home to heat up the chocolate. Anne drank it with a straw. Then they played dress-ups.

Anne wore a clown mask and gave Jim a shock. Jim dressed up as a bird. He put on a tail with a bow and he put a jug on his head.

“I am a Bean Bird,” he said. “Can you tell what my name is?”

“Jake the Bump?” asked Anne.

“No,” said Jim.

“Are you a jail bird?” asked Anne.

“No. Here are some clues. I can glow in the dark, I like to bask in the sun and I eat twice a day, and I live by the lake,” said Jim.

“I can’t tell,” said Anne with a shrug. “I don’t want to play again.”

“Well I am going home now,” said Jim with a wink. “Thanks for a top time today.”