

*The explicit teaching of Rapid Automatised Naming of high-frequency words to Grade 1 reading underachievers will improve their ability to recognise words quickly, and will subsequently improve their comprehension of reading prose.*

## COMPONENTS OF LESSONS

**Flashcards: -Practise Visual-Matching.** (Tune-in time.)

Begin each lesson with automatic recall of each word. As the teacher holds up each flashcard the children call the word out together clearly and quickly. The teacher then holds up the next word.

The children play these familiar games, (with partners) but the emphasis is on quick recall.

**Bingo/ Snap/Memory :- ( Matching spoken and written words) Games.**

**Bingo.** The players receive a card with assorted high-frequency words and some counters. The teacher calls out the target high-frequency words and the players cover the word with a counter. The first player to cover all their words is the winner.

**Snap** involves sharing all the cards out between the two players, and then taking it in turns to put a card down on the pack as they call out the word. The first child to notice two identical cards on the pack will slap his/her hand down quickly onto the pack winning those two cards.

**Memory** involves laying all the flashcards out face down on the table and allowing each child a turn at picking up two cards. (The child must read them out aloud). If the cards are the same, the child wins those cards and gets to keep them. The child with the most cards at the end of the game is the winner.

**Tracing Words on Flashcards.**

Each child quickly traces the words which are written out on a laminated sheet. Then they must close their eyes and visualize the word in their mind as they trace it in the air.

They can also make the words with sandpaper letters and close their eyes to trace over them with their fingers. This is using a kinesthetic approach giving the child an opportunity to feel the shape of the letters as they say them.

**Magnetic Letters to Words (Visual Checking)**

Using the magnetic letters on the whiteboard, the children

Unjumble the words and then put them back together, with emphasis on visual matching and speed...

**View PowerPoint Display.**

As the words are flashed up quickly on the computer, the children practise retrieving words efficiently. (Orally)

**Reading/ Nimble Strategy.**

Increase the reading speed by having the student read along with an adult. The students put up their hands when they recognize a word they have been learning.

## DESCRIPTION OF TEACHING UNIT

**Outcome:** Improved prose reading accuracy by teaching 25 high-frequency words in isolation. Lessons run for 30 minutes approximately, with teacher roaming to check each group. Each group is doing one of four activities for that day. (See Lesson Overview) The lessons were conducted daily for ten days.

Below is an outline of the individual activities.

**Activity 1:** Reading Flashcards.

**Procedure:** The teacher holds up each flashcard and introduces each word and then children repeat them. Proceed through pack as quickly as you can.

materials. Laminated flashcards.

**Activity 2:** Card Games.

**Procedure:** SNAP. Card game.

1. A child deals out the cards to his/her partner and him/herself evenly.
2. Each student takes it in turn to place a card on the pack and call it out clearly. If two identical cards fall down consecutively then a player can snap to claim them.
3. When all the cards are gone, the player with the most cards is the winner.

**Procedure :** BINGO. Card game,

1. The players receive a card with assorted high-frequency words and some counters.
2. The teacher calls out the target high-frequency words and the players cover the word with a counter. The first player to cover all their words is the winner.

**Procedure: Memory Game.**

Turn the timer on as the game starts.

1. Place all cards face down on the table.
2. Players take it in turn to turn two cards over. They must state clearly what they are. If they are identical, the player claims them. If not, they turn them over again, but the players are encouraged to remember where they are.
3. The next player takes his/her turn until all the cards are gone.
4. The players with the most cards is the winner.
5. Write down how long it took to finish the game.

**Activity 3. Tracing Words.**

**Materials:** Poster displaying sandpaper words, blindfold.

**Procedure :**

1. Each child has a turn at feeling each word with the blindfold on. Teacher directs the child to each new word.
2. Tracing words on flashcards using whiteboard marker.

**Activity 4 : Unjumble The Word.**

**Materials:** Magnetic letters and mini whiteboards, timers, pencil, tally sheet.

**Procedure:**

1. The children make each word using the magnetic letters on the whiteboards and time how long it takes them to do so, then jumble it up and try again.
2. Keep a record of time taken, so they can aim to get faster each time they do this activity.
- 3.

**Activity 5: From Words To Letters .(Visual Matching.)**

**Materials** : pegs with letters written on them.

**Procedure** :

1. Children make the words with the pegs as quickly as they can. Time how long it takes and record it on tally sheet.

**Activity 6. Powerpoint Display.**

**Materials.** Powerpoint display.

**Procedure** : View powerpoint display and the children say the words as they appear on the screen.

**Activity 7 Nimble Strategy. (Text Reading.) ‘Ben’s Dad’**

**Materials:** Level 7 . P.M. Ben’s Dad.

**Procedure:** Each child reads the story “Ben’s Dad” with their teacher, encouraging fluency and expression. The child is encouraged to put up his/her hand if he/she sees a word from the list.

**Activity 8 Ran Strategy Practise.**

**Materials:-** laminated sheets (see Appendix 7.) & timer.

**Procedure:-** 1.Read through sheet while your partner times you.