

**Hypothesis: Explicit teaching of onset and rime to Grade 2/3 students improves accuracy and automaticity in individual word reading and prose reading, as well as in writing.**

Teaching Unit: Onset and rime units

**Session 1:**

- It is essential that the students realize they have ownership over their own learning. Explain the aim of the intervention by affirming the students and supportively challenging them. *You already know a lot about reading and writing. I want to show you some helpful hints / tricks so that you can teach yourself even more about reading and writing.*
- Draw the students' attention to the new rime units. *Today we will talk about 'an' words like can and man, and learn how to read and write them correctly and quickly. We are also going to talk, read and write about 'at' words like bat and fat, as well as 'ay' words like day and say.*
- Model onset and rime / blending and segmenting (make and break). Blend and manipulate sounds orally first. Oral language helps build up phonological awareness.
- *Here is the word 'man'. We can break it into m-an where 'm' is the onset and 'an' is the rime.* Use and explain the terminology. The onset is the consonant or group of consonants before the vowel. The rime unit is the vowel and the consonants that follow it. Revise vowels to ensure children have knowledge of them.
- Coach the group by working on several examples with their participation. *Let's do this together. How would we make and break E.g. fan pan?*
- Consolidate understanding. *Now I'm going to get you to make and break a word by yourself. Here is "ran" so you have a go.* Support and provide explicit feedback. Encourage rapid response once they are familiar with the process.
- Extend existing knowledge by using the strategy of analogy. *Now we can try some different onsets but use the same rime unit "an". If this word says "an", what might this word "span" say?*

- Invite individual students to use an onset they know to help them make a word with that rime unit, then segment it. Students brainstorm other ‘an’ words. They have individual access to an onset wheel and rime cards which may assist them to generate words. Students provide words while the teacher scribes.
- Children identify their trigger word from the list they devised. Use that to demonstrate positive self-scripting, linking reading with writing. *I know “an”. I can use that to help me with other words like Jan and plan. If I can read “plan”, I can write it by using onset and rime.* They then write at least four rime unit words, correctly and quickly, in their books and highlight the rime unit. Use the same procedures with “at” and “ay”. *Now that I know it, I can do it quickly.*
- Students write a simple story which contains at least one example of each of the rime units. Students read their stories to the group. At the next session, they each read another student’s story.
- Provide opportunity to practise their new skills using games.
- Reflection: What have you discovered today that will help you whenever you are reading or writing? On Day One, teacher models e.g. Today we have learnt about the rime units an, at and ay. We have used lots of different onsets. We have learnt how to “make and break” (blending and segmenting). We have discovered how it helps with both reading and writing. We can use analogy to help use what we know about some words to help us with new words e.g. Gran, spat, clay. We can use this new knowledge whenever we read or write. Using the trigger word to help me, I now have a picture of these words in my “mind’s eye”.

### **Session Two:**

Between sessions, the list of generated words and the ‘rime’ stories are typed and pasted into the students’ books for reference. Begin by reviewing examples of previous rime units. Each child reads another child’s story from the last session. Then follow the same procedure as Lesson One. Rime units: ug, op, aw

**Session Three:** Follow the same procedure as Session Two. Rime units: ing, ick

**Session Four:** Follow the same procedure as Session Two. Rime units: ank, ump

**Session Five:** Review previous rime units. Read another child's story from the last session. Use analogy to make connections between known and new rime units with a different vowel. Ensure that the initial word is already consolidated.

E.g. You know rug. What do you think this word might say - rag?

You know drop. What do you think this word might say – drip?

You know spring. What do you think this word might say – sprung?

Children make and break orally and manipulate magnetic letters. They record words and write a story with some of the new words. Games are used to reinforce onset and rime units. The session concludes with review of new learnings.

**Session Six:** Follow the same procedure as Session Two. (ell,ash, est)

**Session Seven:** Follow the same procedure as Session Two. (ight, ore)

**Session Eight:** Follow the same procedure as Session Two. Long vowel sound: Magic e  
ale, ake, ate, ame, ice, ide, ine, oke

**Session Nine:** Follow the same procedure as Session Two. Long vowel sound: 2 vowel  
men – ail, ain, eat

**Session Ten:** children were given the opportunity to revise all rime units and reinforce through the use of choice of resources.