

*Teaching phonological awareness, that is onset and rime,
improves student reading of isolated words or
words in context.*

ABSTRACT

Many students in primary school experience difficulties in reading and will require early intervention. Some students may have difficulty decoding words at the word level. Current research findings state that phonological awareness is an important component of reading development.

The hypothesis of this study is teaching phonological awareness that is onset and rime improves a student reading isolated words or words in context. This study investigated the explicit teaching of functional letter clusters such as onset and rime to improve reading. Research indicates that phonological awareness is closely linked to reading success and onset and rime is an important component of phonological awareness. With explicit teaching readers can become more competent word decoders and improve their reading accuracy. This study comprised pre-testing isolated words, ten explicit teaching sessions of onset and rime, monitoring of students during the sessions and post-testing.

This study compared the results of two groups of students; a control group and an intervention group who were taught onset and rime. The control group continued to be taught their regular literacy program while the intervention group were explicitly taught onset and rime strategies intensively over ten sessions. Results indicate that although gains made by the intervention students as compared with the control group didn't vary as significantly particularly in two of the post tests support for the hypothesis was evident in the post Rime Units test results. The results of the study also supported the fact that students respond better when teaching is explicit and targeted at their reading levels.

Introduction

Many students in primary school experience difficulty with phonological awareness. Some students demonstrate difficulty processing text at word level, that is, they are unable to read words accurately and automatically. They may have difficulty storing word banks and meanings as well as identifying sound patterns (Munro 2008).

Establishing knowledge about sound properties of language is defined as phonological awareness. Reynolds (1998) determined that phonological awareness was evidenced in the ability to count, isolate, remove, recombine and manipulate phonological units. These units make up a hierarchy that includes sentences, words, syllables, onset and rimes and phonemes.

Research indicates that phonological awareness is closely linked to reading success. Readers can become more competent word decoders and improve their reading accuracy. Students, who have poor phonemic awareness, can find it difficult to segment words into onset and rime, have poor language skills and poor Rapid Automatic Naming of letters and words. (Munro 2008). Torgesen, Wagner and Rashotte et al.(1997) state that the inability of students to process the phonological features of language is the most common cause of reading difficulty. This may also impact on other areas of learning and how they learn eg: poor self-efficacy. A poor or immature phonological/phonemic awareness would impact on a student's ability to identify initial, medial and final sounds, onsets and rimes, syllables and word families etc. (Groff 2004). Groff also states that it is now well established that children who have developed phonological awareness gain written word recognition skills better than do children who lack phonological awareness.

Onset is the letter cluster that precedes the vowel in a monosyllabic word. The rime is the vowel and any subsequent consonants (Iversen and Reeder 1998). Onset and rime is an important component of phonological awareness and teaching onset and rime is an important phonological strategy. The ability to recognize rhyme requires an underlying awareness that rhyming words ends with the same sound. When words that rhyme are matched to their written equivalents, similarities in letter patterns can be observed. Understanding rhyme helps a student appreciate that certain words share specific clusters of letters with a sound unit larger than a single phoneme.(Westwood 2006). Learning to read and write involves giving attention to onset and rime sound units and linking them to spelling patterns (Juel and Minden-Cupp 2001). (Westwood 2006) states that understanding rhyme also facilitates the use of analogy for word identification purposes. In using analogy the reader thinks about and manipulates what they already know about words. Competent word solvers have a large repertoire of strategies to draw from and use flexibly. (Pinnel and Fountas, 1998). At the same time differences can be noted and it may provide a good opportunity for a teacher to introduce spelling rules.

It is possible to target an area of difficulty in learning to read in the belief that improvement will occur. Research has shown that regular explicit teaching with opportunities for practice and revision in areas of phonological awareness to be critical in successful reading. Davis, Morgan and Torgesen research (1992) showed that explicit instruction in blending and segmenting improved the skills of students in segmenting phonemes resulting in enhanced ability to read new words. Strategies to assist in the learning of and using analogy to decode unknown words should include the emersion of rhyme in the early years. As stated by (Wood 2000), Bryant found evidence that rhyme awareness appears to make a direct contribution to reading. Rhyme awareness contributes in two ways: firstly, by contributing to the child's phonological awareness and secondly, by facilitating children's spontaneous use of orthographic analogies during reading development (Wood 2000).

Research suggests that students in the early years of schooling who receive explicit instruction avoid developing long-term problems in learning to read. Successful learning occurs when it is explicit and student centered. (Freebody, Ludwig & Gunn 1995; Edwards-Groves 1998). Groves states that explicit teaching has been highlighted as an effective approach to literacy pedagogy that directly influences literacy learning.

Providing opportunities for students to receive explicit instruction in the area of onset and rime may help students to become better readers.

The purpose for this study was to determine if phonological awareness that is onset and rime influences reading ability. The investigation aims to examine the effect of teaching onset and rime to a group of eight year one and two students. Some of these students are able to decode text at an age appropriate level but require a better understanding of phonological awareness, that is onset and rime to improve reading as they have poor word and letter knowledge and lack strategies required to show them how to read.

The study investigates the explicit teaching of functional letter clusters, such as onset and rime to improve reading and to determine if onset and rime influences reading ability and accuracy. The focus is on helping students improve word decoding by teaching strategies such as segmenting and blending sounds, so that they have an implicit awareness of sound patterns and are able to recognize, internalise and produce rhyming words. Once students can segment and blend sounds it is hoped that they can transfer this knowledge by applying other onset sounds to rime, manipulate sounds within words and make analogies. Exposing students to onset and rime words in context would also assist students in a developing a better understanding of word and sentence meaning.

Oral Language, active listening and aural activities are key components in the teaching process, so students have the opportunity to practice matching oral strategies before learning to use reading strategies.

The hypothesis is teaching phonological awareness, that is onset and rime improves a student reading isolated words or words in context.

Method

Design

The study uses a case study OXO design, in which the gain in word reading accuracy, following explicit teaching of onset and rime is monitored for year one and two students. As part of the design for the intensive teaching strategy, a scaffold of student knowledge and learning (Munro March, 2008) was devised as shown in Appendix 1.

The study compares two groups of students a control group and an intervention group.

Participants

The participants selected for the study are year one and two students. All students attend primary school and are aged between 6 and 8 years, characteristics are shown in Table 1. Students were selected based on their reading text level and score on Burt Word Reading test which was conducted for all students at the beginning of the year. Students chosen scored below 40 on the Burt test and were selected in the belief that they could benefit from extra assistance to work on developing strategies to improve their phonological awareness that is onset and rime.

Table 1

TABLE OF PARTICIPANTS							
Case Study	Name	Chronological age (in months)	Gender	LOTE/ESL	Previous Intervention	Pre test Text Level	Pre test Burt
1	A	7yrs 10mths	F	Yes		26	40
2	B	7yrs 6 mths	F		RR	18	37
3	C	7yrs 6mths	F			14	31
4	D	7yrs 2mths	M			14	30
5	E	6yrs 8mths	M			9	28
6	F	6yrs 7mths	F	Yes		9	29
7	G	6yrs 0mths	F			9	21
8	H	6yrs 7mths	M			1	3
Control Group							
1	I	8yrs 3 mths	M	Yes	RR	13	30
2	J	7yrs 6 mths	M		RR	24	33
3	K	7yrs 6 mths	M	Yes	RR	20	20
4	L	7yrs 5 mths	M			7	22
5	M	7yrs 3mths	F		RR	1	19
6	N	6yrs 8mths	M			1	20
7	O	6yrs 8mths	M			26	39
8	P	6yrs 2mths	F		RR	8	24

Materials:

Materials used include the following,

- PM Running Record
- Formal Word reading tasks-students read individually presented words on the Burt Reading Test, The Rimes Unit Test
- Informal assessment – anecdotal notes
- Self Assessment – traffic light sheet.
- Phonological teaching tasks : Students read individually presented words on: A Rhyme in Time, Follow that Rhyme, Word-slides, Bingo cards with three and four letter reading words eg: cap, pack, prose text with three and four letter reading words, a selection of Nursery Rhymes and selected Big Books.
- Phonological games- Rhyme Snap, Concentration, Computer games with onset and rime activities.

Procedure

The tasks were administered to all students in the following order: Pre-testing Running Record of Text level, Burt Word Reading Test and Rime Units Test Intensive teaching sessions see Appendix 2, Student Self reflection, Post testing Running Record of Text level, Burt Word Reading Test and Rime Units Test. It should be noted that students were tested for reading isolated words and anecdotal notes were taken at sessions to determine whether the students could read words in context.

The control group were also administered the same pre and post- tests at the same time as the intervention group.

The teaching sessions were conducted over a period of four weeks comprising ten intensive teaching sessions of onset and rime. Three or four sessions per week were conducted into the literacy program. Each session lasted approximately thirty minutes. As part of the organization for intensive teaching, the whole class of students was given the first part of instruction then the intervention group was withdrawn to complete group and independent tasks related to the session. Students were withdrawn from the classroom into an open area because of the limited classroom space. At this time all other students from the class continued with the regular literacy program. Before these sessions took place all the classroom students had intensive teaching sessions on segmenting and blending sounds. A framework for student knowledge and learning was planned using a manageable sequence of activities. (Appendix 1).Activities were chosen according to early year one and two list of three and four letter rhyming words and rime sounds that students had difficulty reading in the Rime Units pre tests eg: aw, ask, ug and unk.

The teaching procedure was based on John Munro's (2008) Design for Intensive Teaching Strategy (Appendix 3). During each session students were introduced to the onset and rime (segmenting sounds into initial and final sounds) strategy. (Appendix 2).

In the first three sessions students were given listening and speaking activities to identify and predict rhyming words. Students were also given the opportunity to verbalise their learning after practising the strategy with a related task. Sessions four to eight allowed students to reinforce and build on their knowledge of onset and rime. Using reading word tasks they were able to experience and apply strategies. They were encouraged to say what they would do before they begin to read and explain how the strategy helped them. During session nine the students had the opportunity to transfer and apply strategies to a harder reading text (prose). They did this first as a group and then independently. (Appendix 3).

Over the ten sessions the students were individually monitored to determine if they understood the new strategy and whether the tasks were difficult or easy for them. Anecdotal notes were taken and students were questioned about the strategy they were employing. The final session gave the students the opportunity to teach the strategy to another person (prep student) and complete a self-reflection on their learning about onset and rime. The self-reflection assisted in telling me about the student's self-efficacy and whether or not they felt confident about using the strategy for identifying onset and rime in new words or words in prose.

Students in the control group continued to participate in their regular literacy program and at the conclusion of the intensive teaching for the intervention group all students were assessed using the same pre-testing materials.

Results

Results indicate support for the hypothesis that teaching onset and rime units and phonological awareness will improve reading accuracy in year one and two students.

The scores of most students in the intervention group suggest an improvement in the three areas of testing. (Table 4, Figure 3) Gains made by the intervention students as compared with the control group didn't vary as significantly particularly in the Text level and Burt post test results. (Table 3 and figure 2.)

Table 2

Case Study	Name	Text Level	Burt Pre Test	Rime Units Test Pre Test
1	A	26	40	65
2	B	18	37	64
3	C	14	31	51
4	D	14	30	68
5	E	9	28	61
6	F	9	29	52
7	G	9	21	45
8	H	1	3	2
Average			27.3	51
Control Group				
1	I	13	30	56
2	J	24	33	59
3	K	20	20	56
4	L	7	22	52
5	M	1	19	40
6	N	1	20	55
7	O	26	39	71
8	P	8	24	40
Average			25.8	53.6

Figure 1

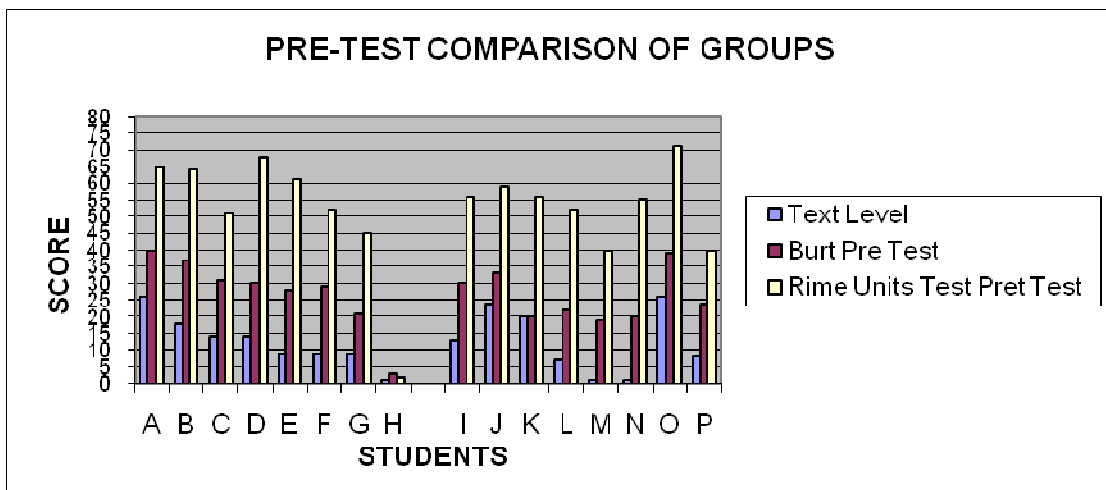
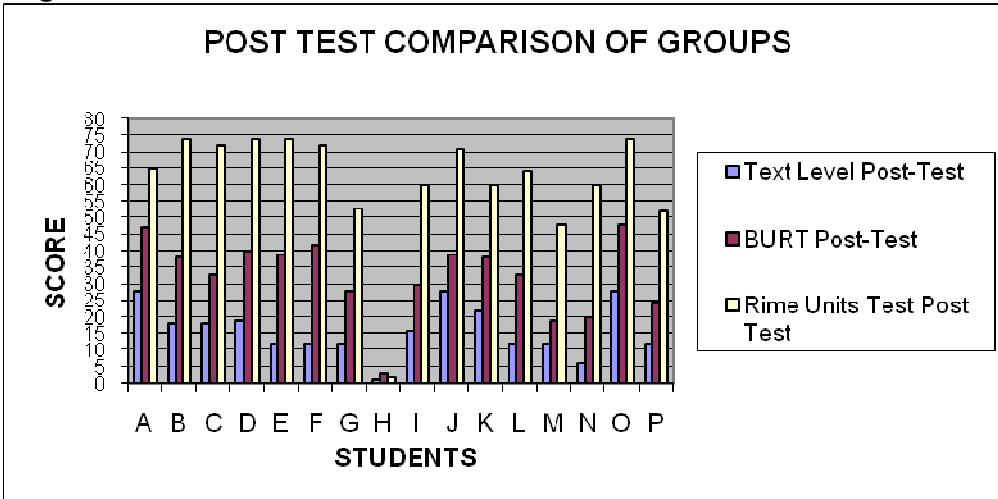


Table 3

Case Study	Name	Text Level Post-Test	BURT Post-Test	Rime Units Test Post Test
1	A	28	47	65
2	B	18	38	74
3	C	18	33	72
4	D	19	40	74
5	E	12	39	74
6	F	12	42	72
7	G	12	28	53
8	H	1	3	2
Average			33.7	60.7
Control				
1	I	16	30	60
2	J	28	39	71
3	K	22	38	60
4	L	12	33	64
5	M	12	19	48
6	N	6	20	60
7	O	28	48	74
8	P	12	24	52
Average			31.3	61.1

Figure 2



The results of the Rime Units Test, however has shown more of an improvement. Five students (B,C,D,E,F) all scored higher than 70 whilst only two students in the control group scored above 70 (Student J and Student O) (Table 3 and Figure 2). Three students scored the top score (74) in the control group while only one student scored the highest in the control group.

Table 4

Case Study	Name	Text Level		BURT		Rime Units Test	
		Pre-test	Post-Test	Pre-test	Post-Test	Pre-test	Post-Test
1	A	26	28	40	47	65	65
2	B	18	18	37	38	64	74
3	C	14	18	31	33	51	72
4	D	14	19	30	40	68	74
5	E	9	12	28	39	61	74
6	F	9	12	29	42	52	72
7	G	9	12	21	28	45	53
8	H	1	1	3	3	2	2
Average				27.3	33.7	51	60.7
Control Group							
1	I	13	16	30	30	56	60
2	J	24	28	33	39	59	71
3	K	20	22	20	38	56	60
4	L	7	12	22	33	52	64
5	M	1	12	19	19	40	48
6	N	1	6	20	20	55	60
7	O	26	28	39	48	71	74
8	P	8	12	24	24	40	52
Average				25.8	31.3	53.6	61.1

Figure 3

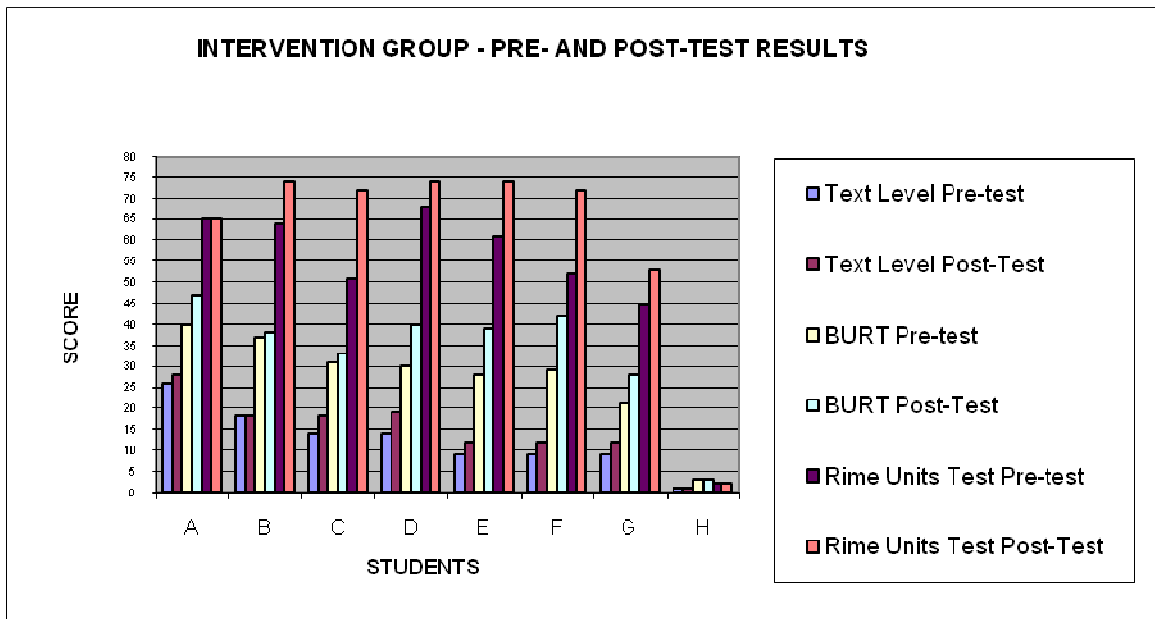
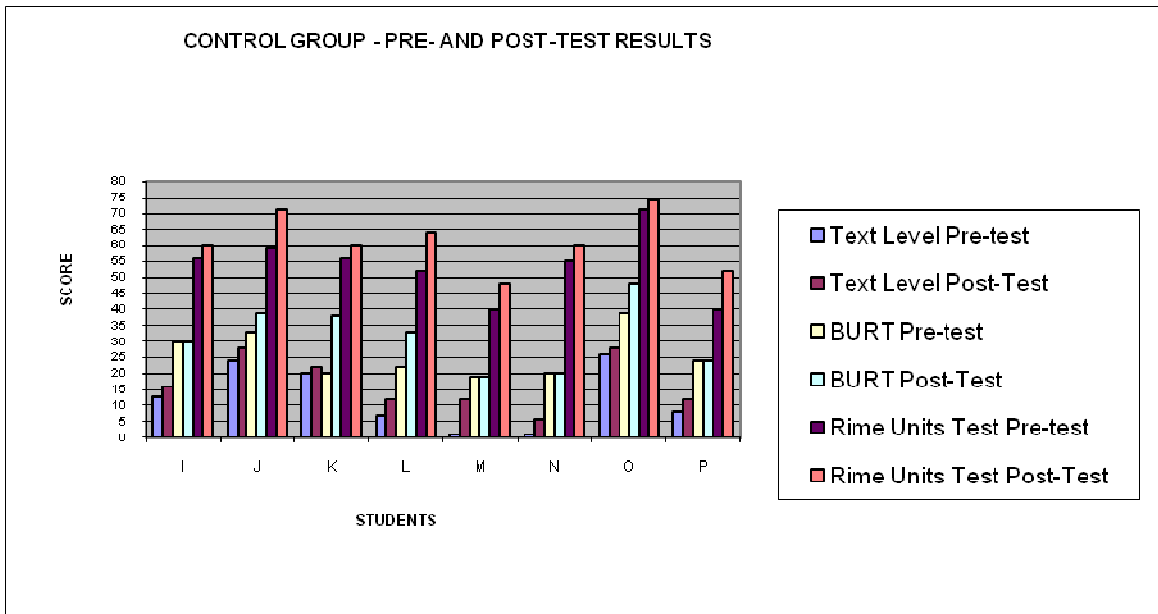


Figure 4



During the post testing it appeared that six students in the intervention group had made significant improvement in their formal tests but the other two students showed little progress. The Result of Rime Units post test on student A didn't improve as expected. Having an ESL background seemed to affect the way she read and the pronunciation of her sounds and words. This test may have also indicated there was little comprehension of word meaning. However, there was an overall improvement in student A's Burt test and text level results.

The test results of student H showed no improvement. This student had the lowest scores in both the pre testing (Table 2 Figure 1) and post testing. Student H is new to the school and has entered year one without the knowledge of all alphabet sounds. As yet he has had no Reading Recovery intervention but is due for this when the next place becomes available. His self-efficacy is very poor as he is frustrated and reluctant to attempt to read. He was unable to read many words when it came to the post tests even after intensive teaching. I continued to include him in the sessions to assist his oral language as there was the opportunity to practice rhyme in the speaking and listening activities. He was happy to be involved in these sessions indirectly and enjoyed the games associated with the learning. He demonstrated at times that was able to hear and predict the rime but as yet unable to read the words.

It was interesting to note that Student B has made little progress with her text level reading and Burt result. This student had reading recovery intervention last year but there may be another reason for this. Her teachers and parents have arranged another optometrist assessment because of their concern for her

reading. Improvement in the Rime test however may have been resulted in the student being able to transfer her knowledge of the rime to other words made up of the same letter clusters. Anecdotal records of the sessions would support this.

Student C and student D (who are both year one students) made gains in all areas of the learning and testing. Anecdotal notes indicated they were able to explain the strategy during the sessions and transfer that knowledge to help them with a harder task.

Student G didn't demonstrate as much of an improvement as the other students in the intervention group particularly in her post test Rime result. It must be noted that this student missed three of the ten sessions due to illness so this may account for her result. During the other sessions she was interacting enthusiastically, identifying and using the strategy reinforced so it was surprising that she didn't read the words automatically when it came to the post test.

It was obvious from the testing also that Student D and Student E read most of the Rime Unit Test words quickly and automatically.

Students F and C demonstrated confident reading during the sessions and at the post testing. It must be noted that Student C was first to complete the task in the final session.

Ongoing monitoring of the use of the strategy by students in the intervention group during the intensive sessions showed improvement with the exception of student H. All students (except student H) in the intervention group were successful in verbalising and assisting the prep student with the rhyming reading task in the final session. The results of the self reflection and assessment administered after the final intensive teaching sessions proved valuable as 6 out of the eight students believed that they understood and could use the strategy for onset and rime.

Anecdotal notes taken during sessions revealed that students were reading and predicting rhyming words when used in context. Students C, D and G were able to write the final sentence line in prose using a rhyming word that made sense.

The results from the intervention group were pleasing and it was evident during the sessions that gains were made particularly in the area of segmenting and blending. Reinforcing the strategy at each session and allowing the students to verbalise what they could do helped them with the independent tasks.

The control group improved also during this period as was expected. They too had been working on segmenting and blending sounds in their literacy block and although not intensively have done some work with onset and rime. It was evident that all students had made gains in the three areas of testing. Student M in the control group has made significant gains particularly in her text level result.

This is probably due to the fact that this student is in the process of reading recovery. Student N is also having reading recovery intervention and that would explain the improvement in his post test text level result.

Student J and student O improved the most in this group in all three tests. Student J had reading recovery intervention last year and student O obtained the highest scores in the pre tests of both groups. (Table 2 Figure 1)

Discussion

The current study showed that there is support for the hypothesis and research that teaching phonological awareness, that is onset and rime improves a student reading isolated words or words in context. The study also indicated that phonological awareness is closely linked to reading success and students can become more competent word decoders and improve their reading accuracy. Data results from this study indicated improved accuracy on the tests after explicit teaching.

The study however didn't prove that there were more significant gains made with the intervention group as compared with the control group but it would be fair to suggest that intensive teaching of onset and rime improved the results. This was particularly indicative of the post test on Rime Units for the intervention group. This study would also support the research that it is possible to target an area of difficulty in learning to read in the belief that improvement will occur and that regular explicit teaching with opportunities for practice and revision in areas of phonological awareness is critical in successful reading. Davis, Morgan and Torgesen research (1992) showed that explicit instruction in blending and segmenting improved the skills of students in segmenting phonemes resulting in enhanced ability to read new words. This was found to be true for the majority of students in the intervention group.

Student H was one student who had difficulty in improving his reading ability and his results would support the finding that phonological awareness that is phonemic and phonetic knowledge is crucial to learn to read words and build letter patterns. The findings also matched those of (Groff 2004) and (Munro 2008) who stated students who have poor phonemic awareness can find it difficult to segment words into onset and rime. A poor or immature phonological/phonemic awareness would impact on a student's ability to identify initial, medial and final sounds, onsets and rimes, syllables and word families etc. (Groff 2004). Perhaps if this student had phonemic and phonetic knowledge prior to the sessions this may have improved his reading performance.

Oral language activities related to onset and rime in the sessions were beneficial to the students' learning. The listening and speaking activities in the intensive teaching sessions assisted student H and guided all students to think, reason and talk about the language which in turn helped students realise the importance of language.

There was evidence in this study that rhyme awareness appears to make a direct contribution to reading as (Wood 2000) stated. Rhyming activities not only improved reading ability but also were important resource for engaging and empowering the students when performing reading, writing and speaking tasks.

Using a variety of materials such as computer games, word games, poetry, big books and written tasks helped the students stay focused and enjoy learning. There are a number of reasons why some students may not have performed as well as predicted, for example: absenteeism as already stated in the results for student G in the intervention group. Other students both in the control group or intervention group that were unwell during this time may account for their lower than expected results. It is impossible to know all the causes for the varied results although through this process of intensive teaching and pre and post testing it is possible to identify problems associated with reading and use this information to direct further teaching.

Some students performed better than expected in both groups. Student M in the control group is currently having reading recovery intervention and this too supports the research on explicit teaching. Successful learning occurs when it is explicit and student centered. (Freebody, Ludwig & Gunn 1995; Edwards-Groves 1998).

The teaching procedure was based on John Munro's (2008) Design for Intensive Teaching Strategy. (Appendix 3) and the series of lessons which provided a framework for introducing the strategy of onset and rime proved very useful. The structure for teaching this aspect of reading allowed the strategy and learning to be implemented slowly as it was important for these students to be able to feel success as well as improve their reading. Giving the students opportunities to engage, experience, explain, elaborate and evaluate proved valuable. All students in the intervention group were enthusiastic to be selected and were eager to respond to questions, discussing what they were thinking and what they had been learning. Students were heard saying "this is fun" during the sessions especially those that included games. It was important when planning activities for the sessions that they were engaging for both the students and the teacher. In this study students were given reading tasks on onset and rime which included lots of games and 'doable' tasks. During the teaching there were times I needed to modify an activity or select other words so that the task became manageable for all students. There was opportunity to challenge students who completed an activity more quickly. Student C and student D were happy to work on a harder task or apply their learning to another text. It was pleasing to observe student improvement within the smaller teaching focus group rather than a larger group of students. Monitoring their progress was easier and students each had an opportunity at each session to explain their learning.

Allocated time to administer the tests was an issue in this study. Student absenteeism, timetabling and individual testing (while teaching) proved difficult as most students spent considerable time pondering over words. It would also have been valuable (if time permitted) to test all students' individual reading in context and would recommend allocating more time for pre and post testing.

If this study was repeated the sessions may be reduced or modified depending on the group of students. The purpose of this study was to determine if explicit teaching of phonological awareness that is onset and rime improves reading it may also be beneficial to investigate whether the spelling of rhyming words would also improve. It would then be necessary to conduct a pre test on the students spelling ability also.

On reflection this research and study proved worthwhile from both a teaching and learning aspect. It has also shown that explicit, targeted and individual teaching improves student learning. I would certainly include the framework and design in my teaching practice. I would use these to plan other units of specific and intensive teaching not only literacy but other curriculum areas. I would also include pre and post testing on the specific reading difficulty before planning as this is essential in determining the specific areas of reading intervention that need to be addressed.

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Phonological Awareness Web Sites:

<http://www.crickweb.co.uk/assests/resources/flash.php?&file=ww2>

http://www.readwritethink.org/lessons/lesson_view_printer_friendly.asp?id=795

Appendix 1

Scaffolding Framework for Student Knowledge and Learning (Onset and Rime)
(Munro 2008)

Week	Session1	Session 2	Session 3	Session4
1-2	GKR- Teaching strategy-segmenting and blending	GKR- Teaching strategy-segmenting and blending	Pre-Testing Burt, Rime units	Pre-Testing
3	Identifying and predicting Rhyme *LDS Introducing strategy. Teaching -Teacher models onset and rime-by segmenting sounds into initial and final sounds.	Identifying and predicting Rhyme *LDS Modeling Strategy	Identifying and predicting Rhyme *LDS Modeling Strategy	Identifying and predicting Rhyme *LDS*MDS Teaching –Explain how using analogy we can make a new word with a different onset and use the same rime ending.eg: b/ank s/ank pr/ank etc
4	Experiencing and applying strategies *MDS Teaching - Explain how some words can rime with different spelling but the same final sound eg: draw floor more etc..	Experiencing and applying strategies *LDS*MDS	Experiencing and applying strategies *MDS	Experiencing and applying strategies *MDS
5	Transfer and apply strategies to a harder text and link with other strategies they know. *MDS Teaching - Locating rhyming words in prose. Students are presented with a prose text and identify rhyming words. Discuss the location of the rime in the text eg: (every second line).	Explaining and teaching strategy to another person. *MDS Student Reflection and Self Assessment.	Post-Testing Burt, Rime units	

*denotes-*LDS- Least Demanding Situation *MDS- More Demanding Situation

Appendix 2

Intensive Teaching Plan for Phonological Awareness-Onset and Rime :Year One/Two (Level 2)

Session	Goal	Teaching Procedure	Student Learning
One	Listening /Speaking identifying rhyming words in narrative text At Word Level	Teacher reads text. Record words that students identify. Teaching -Teacher models onset and rime- by segmenting sounds into initial and final sounds. Select a three word dependable rime to show students that a new word with a different initial sound may make a word rhyme eg:en Create a word slide to show this.	Students read word that were identified * LDS Students practice strategy playing a game (snap) to identify rhyming words.*LDS Review strategy and action-students say what they did.
Two	Listening/Speaking identifying rhyming words in text At Word Level	Teacher reads a group of words. Students put up a YES/NO card if words rhyme. Teaching -Teacher models strategy.	Students read a list of words and identify the word that doesn't rhyme.(odd one out) *MDS Students play a picture card match game of rhyming words.(Memory or Fish).*LDS Review strategy
Three	Listening /Speaking predicting rhyming words in narrative text At Word level	Teacher reads text (sentences or prose) omitting rhyming words. Teacher asks students to predict rhyming word. Discuss- How did you know what word to select? What did you do? Explain Strategy Read the following Rhymes (Follow that Rhyme p 93A Sound Way) Revise Strategy	Teacher asks students to predict rhyming word.*MDS Students verbalise how they predicted word Students complete actions and say which two words rhyme.*MDS Practise Teaching strategy Bingo game- card with rhyming words – teacher

			calls out a rhyming word and students look on card to see if they can read the same word /or one that rhymes with it.*MDS
Four	identifying and predicting rhyming words At Word/Sentence Level	<p>Listening /Speaking activity- Trip to the Moon- Teacher creates a sentence with a rhyming word eg: I went to the moon and took a boat. Students are asked to copy sentence and insert a matching rhyming word.</p> <p>Teaching –Explain how using analogy we can make a new word with a different onset and use the same rime ending.eg: b/ank s/ank pr/ank etc.</p> <p>Discuss Strategy- <i>Why did you select that word?</i></p>	<p>Practise strategy *MDS- Trip to the Moon-students copy teacher’s sentence inserting their own rhyming word eg: I went to the moon and took a boat. I went to the moon and took a_(coat)_</p> <p>Students practise strategy- Prepare a cloze text. Students read the text and to identify and predict the rhyming words.-eg; A Rhyme in time- There was a cat who grew so _____.*MDS</p> <p>Students verbalise what they did. How many different words could you use? Does it make sense?</p> <p>Students practise strategy independently- My Rhyming picture – Ask students to say what they will do before attempting their task.*MDS Students say they will use onset and rime strategy before they begin-“I will..</p>
Five	Experiencing onset and rime, transferring and applying strategies At Word/Sentence Level	<p>Warm up game- Play Ball-Teach students game.</p> <p>Review activity from previous session.-A Rhyme In Time(cloze activity)</p> <p>Discuss –<i>Why can’t you select any word at the end of the line when</i></p>	<p>Play Ball- students stand in a circle and say and word. Throw ball to another person who must say a word that rhymes with that word. Continue throwing until no more words can be provided. The game continues selecting a new word.</p> <p>Students practise</p>

		<p><i>reading prose and trying to create rime?</i> Prepare a jumbled text and asks students to read it re-organising sentences so that they rhyme.</p> <p>Teaching- Explain how some words can rime with different spelling but the same final sound eg: draw floor more tec.</p>	<p>strategy- Students read jumbled sentences organising sentences so that they rhyme.*MDS Students say they will use onset and rime strategy before they begin-“<i>I will..</i>”</p> <p>Students practise strategy independently- Students are given a sentence to write and complete with a rhyming word. Draw picture to show meaning.</p>
Six - Eight	<p>Experiencing onset and rime, Transferring and applying strategies</p> <p>At Word and Sentence level</p>	<p>Students are given a series of reading activities to experience and apply strategies for onset and rime Eg; Activities p102-110 *A Sound way Draw a Rhyme p103 Climb Rhyme, Rhyming Bubbles Rhyming sentences and Challenges. Word Slides Computer activities- word games at word and sentence level Choral reading Nursery Rhymes Give the students opportunities to apply strategies independently.</p> <p>Give the students opportunities to apply strategies independently and to a harder task.</p>	<p>Students select rhyming words to make rhyming pairs. Underline rhyming words. Students are given a rime and will make as many onsets to make new words eg: aw saw draw paw claw etc. Identify rhyming words that sound alike but don't look alike.</p> <p>Students read a selection of rhymes and identify rhyming words and using cloze activity predict rhyming words.</p> <p>Students work with a partner to practise strategy. *LDS(depending on the difficulty of the task). Students say they will use onset and rime strategy before they begin-“<i>I will..</i>”</p> <p>Students practise strategy independently. *MDS At the end of each session students think and discuss-<i>What did I do? How did I do it? What</i></p>

			<i>did I learn?*</i> MDS
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Nine	<p>Transfer and Apply strategies to a harder text and link with other strategies they know.</p> <p>At Sentence and Contextual Levels</p>	<p>Shared Reading – Choral reading text (Working at sentence and Contextual Levels)</p> <p>Teaching- Locating rhyming words in prose. Students are presented with a prose text and identify rhyming words. Discuss the location of the rime in the text (every second line)</p> <p>Revise Strategy</p>	<p>Students identify rhyming words.*LDS Students identify and predict rhyming words in text.*MDS</p> <p>Practise strategy independently-students are asked to write the final sentence line in prose using a rhyming word that makes sense.*MDS</p>
Ten	<p>Explaining and teaching strategy to another person. Can they show the action to someone else and explain the strategy?</p>	<p>Give students a group of rhyming words that they must put in the correct sound column on the chart provided.</p> <p>Review strategy and what students know about Onset and Rime in Reading.</p>	<p>Students must explain strategy. *MDS Students say they will use onset and rime strategy before they begin-“<i>I will..</i>” Show prep students how to do this.</p> <p>Reflection and Self Assessment of Learning.</p> <p>Students colour in traffic light about their learning of onset and rime.</p> <p>Red-I can’t explain it yet.</p> <p>Orange-I think I can explain it but I’m not sure.</p> <p>Green-I can explain it.</p>

Appendix 3

(Munro 2008) Design for Intensive Teaching Strategy

1. Students experience onset and rime when scaffolded in the least demanding situation.
2. Students experience onset and rime when scaffolded in a more demanding situation.
3. Students experience onset and rime and say what they did and how it helped them. "I put..."
4. Students say they will use onset and rime before they begin "I will..."
5. Students transfer and apply strategies to a harder text.
6. Students automatise and link with other strategies they know.