GENERAL STRATEGIES


- At the commencement of new activities in each session, orientate the student(s) by saying which rime units are to be targeted.

  E.g. “Today we are going to read and talk about “ap” words like gap and lap. We are also going to read and talk about “et” words like bet and get.”

- For all teaching tasks, provide one or two demonstrations depending on the needs of the student prior to presenting the 10 trial tasks. As well as providing an example of the task, also make sure you provide an explanation of the task.

  E.g. “Now I am going to get you to sound out the words. I will show you what we have to do. The word is “bat” … b – a – t. Okay, now you have a go.”

- Where possible, introduce a new activity linking it with the previous one.

  E.g. “We were reading the “ap” and “et” words. Now we are going to have a go at writing the same words.”

- Always make sure your reinforcement guides the student.

  E.g. “Spot on … that was right! You blended those sounds together.”

  “Good try but that wasn’t the right answer.”

- When reflecting on their learning, guide students to link a positive emotion with the progress they’ve made.

  E.g. “It must make you feel quite great when you blend those sounds together!”

- Ensure the classroom teacher is aware of the strategies being used in ERIK sessions so that they are able to guide the student in the classroom in the use of the same strategies.

- Scaffold the students to store new knowledge and skills in their memory.

  E.g. Keep a record of their reflections and remind students of these at various points throughout the lesson. “Remember when you said that ‘If I can read the word ‘bat’ then I can read the word ‘cat’.’ You just read the word ‘sat’, now you can read ‘bat, ‘cat’, ‘sat’ and any other ‘at’ words.”