“The ability to read words in isolation and in prose is improved by explicitly teaching of on-set and rime units”

Outline of the teaching sessions

1. Introduce words – read each word to students. Read words with students. Students repeat each word.

2. Read each word in segments – say the onset and rime word separately, pointing to each letter cluster as you say it e.g. ‘day’ say ‘d’ and ‘ay’. Students repeat after you.

3. Introduce tapping your fingers on your arm while you are saying the onset and rime and when the word is said together swipe your arm down from top to bottom with one swipe. E.g. ‘p’ (one tap), ‘l’ (one tap) ‘ay’ (one tap) then swipe the arm from top to bottom when you say the word together – ‘play’ (swipe).

4. Students record other words they know and then share. List the words.

5. Students read new words – tapping out onset and rime on arm while they say the words.

6. Students highlight the rime in each word.

7. Students make up sentences using the words.

8. Students read the sentences, tapping the rime units out as they come to it.

9. Repeat 1 – 8 steps when introducing new rime units.

At the end of each session, together or individually students read the rime words and sentences.

At the beginning of each session, revisit each rime units taught by playing a game called ‘Tic Tac Toe’ and reading the rime units and sentences – emphasizing what part is the on-set and rime.

At the end of the fifth session introduce a game called Fish. Students are dealt rime unit cards and they have to ask each other if they have a particular word.

At the beginning of sixth session – children play Fish again. Then repeat steps 1 – 8. Introducing new rime units.

Repeating steps 1 – 8 at each session, introducing different games at the end of each session and then playing the game again to begin the following session. Games that were introduced are – fish, concentration, bingo, snap and memory.