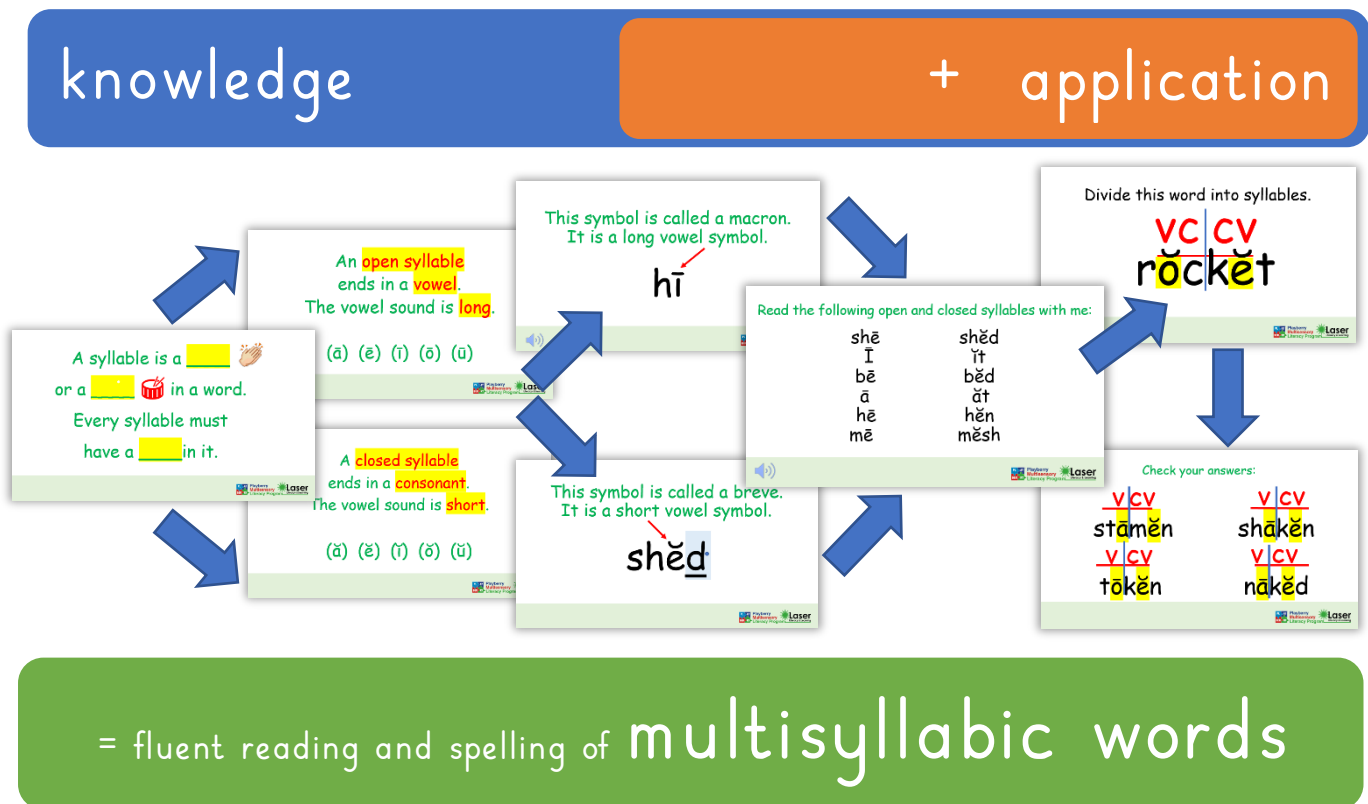


Word Patterning Worksheets Explained

Word Patterning (patterning, dividing and coding) is a scaffold taught within Playberry-Laser lessons to help students with reading and spelling two-syllable words faster and more accurately. Word patterning brings together what students have learned about short and long vowel sounds and open and closed syllables and teaches students how to read multi-syllable words so vowels can be correctly pronounced accurately.



Word patterning is taught in Playberry-Laser lessons, and it's unlikely that typically developing students will need additional practice. Typically developing readers learn to quickly identify syllable boundaries, chunk words into syllables and identify the correct pronunciation of vowels without much effort.

Additional practice is required for students with difficulties (tier 2 and 3). Students with reading difficulties (like dyslexia) have difficulty locating syllable boundaries in words and need additional practice to make these skills more automatic. For these students, word patterning activities bridge one to two-syllable words.

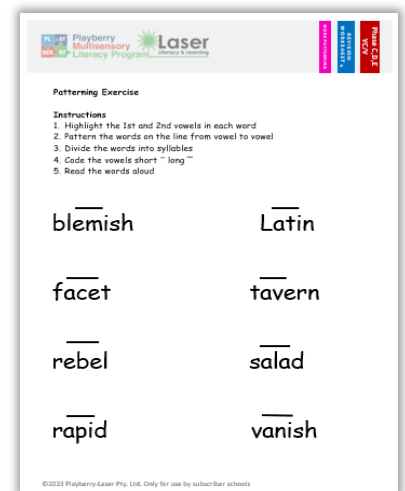
Using Word Patterning Worksheets at Tier 2

To use the word patterning worksheets, students must have first been explicitly taught patterning, dividing and coding. This process is taught in Playberry Laser lessons. However, this does not guarantee that students will remember the routine. Students using these worksheets must have their work checked, and step 5 will need to be read aloud to an adult.

Patterning Exercise

Instructions

1. Highlight the 1st and 2nd vowels in each word
2. Pattern the words on the line from vowel to vowel
3. Divide the words into syllables
4. Code the vowels short ~ long ~
5. Read the words aloud **(to an adult)**



Usual errors to look out for:

1. The student does not follow the steps and begins dividing words into syllables before they have patterned the words
2. Students do not code the vowels correctly because they have not recognised open and closed syllables
3. Students mispronounce the vowels because they haven't paid attention to the coding of the vowels