

## Using onset and rime approach for reading and spelling

**Onset and rime is a learning tool to help you read words. Every one-syllable word has an onset and a rime.**

**Onset** – the beginning sound in the word, before the vowel e.g. **c** in **can**; **st** in **stop**

**Rime** – the vowel and letters that follow the onset sound, e.g. **an** in **can** and **op** in **stop**

The approach is useful for several reasons:

- It develops the analogy route, I can spell or read 'art', therefore, I can spell or read 'part' and 'start' too
- It teaches the recognition of a larger visual chunk and a larger sound bite. Particularly useful for dyslexics who have weaknesses in the phonological domain ( sound system of a language) and can find it difficult to work at phoneme (smallest unit of sound) level
- English is a notoriously complex orthographic system, (methodology of writing a language system, including spelling), but is more consistent in its spelling patterns at the rime level.

Many words share the same rime. If you practise finding onsets and rimes, reading will become easier and your reading vocabulary will grow. Try some – a few are done for you as an example.

Cat	Pat	Mat	Hat	Scat	Brat
Pen					
Tin					
Mug					
Now					
Stop	Shop	Crop	Drop	Chop	Flop
Chick					
Boat					

**Rhyme** is different. Rhyme is where things sound the same, but may have a different spelling, like **beer and here**. Your readers may come up with rhyming words when looking at rimes – so **it's important you are aware of the difference and keep focused on rime when you use as an activity.**

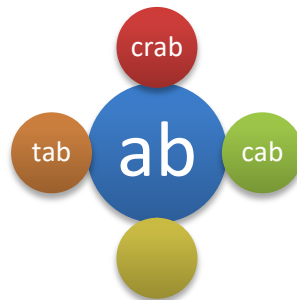
## A staged approach

1. Start with rimes that are real words already known to reader, e.g. in, at, old, ill, end, and, out, etc.
2. Then look at rimes that consolidate phonic regularity, e.g. ad, et, ib, op, ug, est, ing, ump, ent, etc.
3. Next look at rimes with common digraphs, e.g. ool, eam, eel, ain, ound, etc. (A **digraph** is pair of letters representing a distinct sound)
4. Next look at rimes that teach long vowel sounds, e.g. ate, ine, ide, ope, une, etc.
5. Next look at other common letter patterns, e.g. ight, tion, igh, etc.
6. You can use to demonstrate vowel use when adding suffixes, etc. e.g. pin to pinning and pine to pining
7. You can show how to make up longer words using prefixes, suffixes and other combinations of sounds
8. You can show how two onset and rime words can make a compound word

You might also take a mind map approach to a specific rime unit. Let's take 'ab'

Single letter onset	With blends or digraphs	With additional endings	In compound words	In longer words
cab	blab	blabber	cabdriver	abdicate
dab	crab	crabby	taxicab	abdomen
fab	drab	flabbier	minicab	abduct
jab	flab	flabby		about
lab	grab	jabber		fabric
nab	scab	shabby		fabulous
tab	slab	shabbily		habit
	stab	stabbed		cabin
		tabby		dabble
		tablet		vocabulary
		tabular		rabbit
				Arab
				elaborate
				establish

Add to this starter to make a mind map.



You might want to look at this book - 'Word Maps: Using Rimes for Reading and Spelling' by Margaret Bevan, Published by Partners in Education UK Ltd. [www.partnersineducation.co.uk](http://www.partnersineducation.co.uk)