

DDT Directed Discovery Teaching

Directed Discovery Teaching (DDT) is a teaching approach which uses planned clues, markers and questions to lead the student to 'discover' essential information connected to a new teaching point.

The discovery is made and articulated by the student, not the teacher: the teacher knows exactly where the clues and questions are leading and so acts as a guide in the discovery process.

This approach is encouraged across all areas of intervention when first introducing a new skill or concept as it encourages active engagement, promotes motivation and promotes autonomy, responsibility, independence.

Examples of DDT:

Establishing sound-symbol relationship

This can be done in several ways:

1. Pictures which all contain the focused sound e.g.



The student is asked to say each word related to the pictures aloud. The student is then asked which sound they can hear the same in each word. If the student is finding this difficult then the adult should support by repeating the words and if needs be stressing the focused sound. The words are then written by the adult on a board and the student is asked to highlight / underline the corresponding letter(s) which match the spoken phoneme. The adult then concludes by stating the new phoneme and its corresponding letter representation, so both the sound and letter name(s) are connected.

dog
door
dinosaur

2. Spoken words which all contain the focused sound e.g. bell, fall, mill, gull.

The student is asked to repeat each of the spoken words. The student is then asked which sound they can hear the same in each word. Again, if the student is finding this difficult then the adult should support by repeating the words and if needs be stressing the focused phoneme. The above written procedure then follows.

- Written words which all contain the focused letter(s) e.g. hand, hip, hat

The student is asked which letter appears the most frequently. The student is asked for the position of the letter and if they know the letter name. The adult then reads the words and asks the student what sound the identified letter is making. The adult then concludes by stating that the student has discovered that the identified letter makes the corresponding sound in this particular position in the word.

- Semantic clues leading to a set of words containing the focused sound e.g.

A round, orange fruit? (orange)

An underwater animal with 8 legs? (octopus)

An 8-sided shape? (octopus)

The student repeats the words and identifies the focused sound and follows the written procedure as before and naming the corresponding letter(s).

Discovering a suffixing rule

The student is shown an example of a grid demonstrating a suffixing rule e.g.

Word	+ing	Rule	New Word
like	+ing		liking
shape	+ing		shaping
hope	+ing		
hide	+ing		

The student takes time to consider what the grid is showing and decide on the rule. If bridging support is needed, then the adult can add to the grid explicitly showing the process. The student then states the rule and with adult support, where necessary, writes the rule in the 'Rule' section e.g. 'drop e and add the vowel suffix'. The student should then complete further examples verbalising the rule as he completes each row e.g. 'The word ends in a vowel; I am adding a vowel suffix, so drop the 'e' and add 'ing'. The adult may need to model this for the student.