

## Reading Strategies and Teaching Prompts

Here are a range of prompts you can use while your child is reading out loud if they have any difficulties with :

Matching Speech to Print :( one to one matching):

- Read it with your finger.
- I liked the way you pointed under each word / one.
- We're there enough or too many words ?
- Did it match?
- Try——.Would that make sense ?
- Try——.Would that sound right?
- Read with your eyes looking carefully at all the words.

Self Monitoring ; ( checking him/herself )

- Were you right ?
- Point to each word.
- Look at the picture.
- What happened in the story when ....? ( attention to meaning )
- What would you expect to see at the beginning of ....? ( attention to letter/visual information)
- It could be ...but look at ...( to point to discrepancies)
- Try that again( when the child is more skilled)
- Where's the tricky word ? ( after an error)
- What did you notice ?( after hesitation or stop)
- I liked the way you stopped.
- What's wrong?
- Why did you stop?
- Would ——make sense?
- Would——fit there?
- It could be——,but look at ——?
- Check it. Does it look right and sound right to you ?
- Check it. Does it make sense and sound right to you?
- It could be ——was else could it be?

Searching for sources of Information ( looking for help)

- Check the picture.
- Can the picture help?
- Does that make sense? (Meaning)
- Does that sound right? (Language structure)
- What can you do when you come to a word you don't know ?
- You said——Does that look right? ( grapho-phonics sources of information)
- You said——. Can we say it that way?
- You said.Does that make sense?
- What's wrong with this?——( repeat what the child has said)
- That was a really good try but read it again and look a little more closely.
- What can you do to help yourself ? (Allow students to look for other sources to help them)

Visual Analysis : ( looking at word level within the text)

- What do you know about that word ?
- Do you know a word that starts with those letters ?
- What does it start with ?
- Get your mouth ready to say the first part of the word ?
- Can you say more than that ?
- Can you find——) a known or new word)
- Read that again and start the word.
- Try that again and get your mouth ready to start the tricky word.
- Try that again and think about what would look right as well as make sense.
- Do you know a word like that?
- Do you know a word that starts with those letters ?

Self Correcting :

- I liked the way you found the mistakes and fixed it all up by yourself.
- How did you know it was .....?
- I liked the way you worked that out.
- You made a mistake. Can you find it ?
- You worked hard on that.

Fluency :

- Bump the words together, then get your mouth ready to say the next word.
- Can you now read this a little quicker ?

- Put your words together so it sounds like you are talking.
- Can you read like you are talking ?
- Listen to me while I read ( read text). See how I read like i was talking? You try.

It is important to PRAISE, PRAISE, PRAISE:

- You did some good reading work on that page. Do you know what it was ?
  - I liked the way you went back to the beginning of the sentence when you realised you had made a mistake. You thought about the story, re-read up to the word that caused a problem and had a good look at the word.
  - You read that just as though you were talking. It was very interesting for me to listen to.
  - I loved hearing you read that story .....
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- A great prompt to use is ; It could be .....Think about the story, What would make sense and then look carefully at the word.