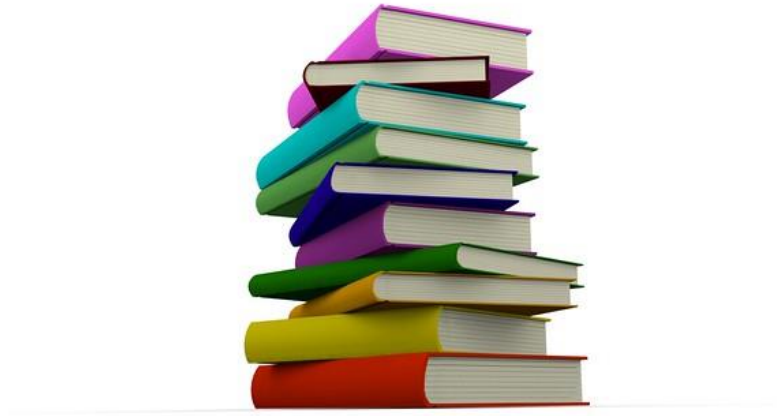




Tips for successful early reading!

Always have a 'verbal walkthrough' of a book before the child reads it. Point out any names, tricky words that might trip them up and ask a few questions about the story. This is called 'book orientation' and gets the child 'into' the text.

Hold the child's finger gently & help them point to each word as they read - when they get the hang of this just prompt 'Use your pointy finger.' This ensures one-to-one, word to word correspondence. Once the child is reading confidently you can ask them to 'read with your eyes - just put your finger in when you need to check a word.' Reading with eyes promotes 'flow' and pace and makes the reading sound fluent - but we don't want guessing or missing/adding words at this stage so if they mis-read get them to read again with pointy finger to check all the words look and sound right!

Re-reading familiar books is extremely valuable! When they know a book really well they can work on making it sound really good. They get a real sense of enjoyment as they know they sound good!

Sometimes the child needs to sound out a word but sometimes the picture and first letter will get them to the word eg 'c....cat!' Sometimes another prompt will work eg they read 'tiger' instead of 'lion' and the story picture shows a lion - a good guess but the prompt 'would tiger start like tha?' should get them to have a thinkmmm 'l' lion!

Sometimes they just need to read the sentence again and get their mouth ready for the first letter eg child is stuck on 'river' So prompt 'Read the sentence again and get your mouth ready for 'r' 'The dog fell in the ...river!'

Sometimes the prompt 'what word would make sense and start with a ...'l'?' ...'Yes! 'lion!'

When they get really stuck just give them the right word and a similar word and prompt - 'sun' or 'sin'? The child always picks the right word!

The following prompts are just some pointers to show that a child uses lots of different bits of information to successfully decode text!!

They can sound out words but they can also check it makes sense/looks right/sounds right. They use the storyline/pictures/sentence structures/visual cues/ what they already know in terms of how words are put together and much more besides when they tackle each text.

If they are stumbling over most words the book level may be too high or they may need more prompts to gain fluency in order to move to the next level.

Prompts to try! All prompts are written in RED!

Point to each word carefully as you read.

Put your finger on the first letter - What is the first letter?

Re-read the sentence and get your mouth ready for

Read that bit again with your finger to check

Would ...start like that?

What would make sense and start with...?

... or ... - what do you think?

Try again and look carefully

Very important! Give them LOADS of praise!!

I like the way you were using your eyes/checking the picture/checking the first letter/reading it again etc!

You tried to think of that word. That was good!

I do like hearing your lovely reading! - It sounded really good!

Good looking!