



# Supporting Children Reading





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<b>Before</b>	<b>During</b>	<b>After</b>
<p>If possible, look at the book yourself so you are familiar with the story or theme before you use it with the child. Look for anything about the book that might cause difficulty and think about how to help with it.</p> <p><b>With the child</b> <i>Unfamiliar book</i></p> <ul style="list-style-type: none"> <li>• discuss the story or theme</li> <li>• Talk about the pictures</li> <li>• Mention the names of the characters</li> <li>• Ask them to find a few of the important words after discussing what letter they would expect to see at the beginning.</li> </ul> <p><i>Familiar book</i></p> <ul style="list-style-type: none"> <li>• Ask the child to tell you about the book, perhaps retelling the story.</li> <li>• Ask the child what they think about the book</li> <li>• Discuss a specific target for the rereading.</li> </ul>	<p><b>Observe and check for:</b></p> <ul style="list-style-type: none"> <li>• Pointing at the words(when appropriate)</li> <li>• Phrasing and speed of reading</li> <li>• Accuracy of reading</li> <li>• Strategies used to work out unfamiliar words</li> <li>• Self-correcting.</li> </ul> <p><b>Give praise at frequent intervals</b></p> <p><b>Give help with difficult words</b></p> <ul style="list-style-type: none"> <li>• In some situations say the word for the child</li> <li>• Prompt the child to use a range of strategies</li> <li>• Where errors are made point at the word and encourage a second attempt</li> </ul>	<p><b>Give praise</b> based on specific observations (see separate sheet).</p> <p style="text-align: center;"><b>and</b></p> <p><b>Demonstrate a strategy</b> for overcoming a particular difficulty. This makes it more likely that the child will use that strategy again.</p> <p style="text-align: center;"><b>or</b></p> <p><b>Discuss</b> the child's thoughts or feelings about the text.</p> <p style="text-align: center;"><b>or</b></p> <p><b>Discuss</b> the child's understanding of the text.</p> <p><b>Write down</b></p> <ul style="list-style-type: none"> <li>• Which books/pages were read</li> <li>• What observations you have made about how the child read</li> <li>• Any thoughts about what to do next time.</li> </ul>



# Introducing a New Book

## The Purpose

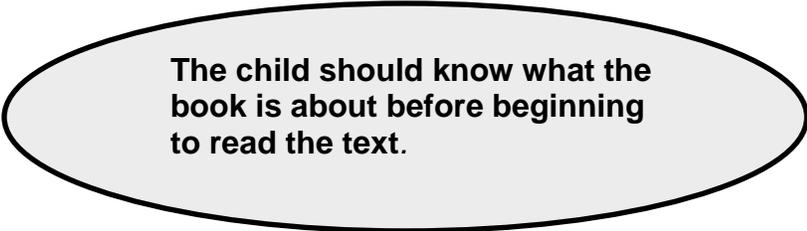
To allow the child to become familiar with the story, the plot, the words, the sentences and the writing style.

## You might . . .

- draw the child's attention to the important ideas;
- discuss the pictures of the whole book;
- give the child the opportunity to hear the new words which he will have to guess from the pictures and language context;
- ask him to find one or more of the important words in the text after he has said what letter he would expect to see at the beginning;
- more experienced readers may be asked to talk about what they think the book is going to be about. Focus on the title, the author and the illustrator.

## You might say . . .

*"Let's have a look at the front cover of this new book. Can you find the title of the book? What do you think the story will be about? Can you see the name of the author and the illustrator? Let's have a look inside the book at the pictures before we get started."*



**The child should know what the book is about before beginning to read the text.**

## Observing Children's Reading

- **Does the reader point at the words?**

If so, does the pointing finger keep in step with the words that are being spoken (one to one matching)?

Pointing by the reader is often helpful in the early stages of learning to read. It should be encouraged when young children appear to be just remembering the text rather than looking at the words. It might also be encouraged with older readers if they keep losing their place on the page. In general, however, there is no need for more experienced readers to point routinely at the words.

- **Are the words read one by one, separately, or are they strung together in phrases and sentences so that the reading seems more fluent?**

Fluent reading is what we are working towards. A familiar text is more likely to be read fluently than a new one. A difficult text is less likely to be read fluently than an easy one.

- **Notice the speed of reading**

Hesitant, slow or quick and confident?

We are aiming for a good pace of reading, but learners who read very quickly may sometimes make a lot of mistakes and need to be encouraged to slow down.

- **How accurate is the reading?**

How many times on a page does the reader make an error?

The percentage of words read correctly gives a good indication of whether the level of the book is at the right. At different times children may read easy books, hard books or books which are somewhere in between. Reading hard books can be discouraging.

Here is a guide:

<b><i>Easy text</i></b>	<b><i>95 to 100% correct</i></b>
<b><i>Instructional text</i></b>	<b><i>90 to 94%</i></b>
<b><i>Hard text</i></b>	<b><i>80 to 90% correct</i></b>

- **What does the reader do when an unfamiliar word is encountered?**

He/she might do any of the following:

- ◆ Stop and wait for help;
- ◆ Reread the first part of the sentence to get an idea what sort of word it is;
- ◆ Make a guess that fits the sentence even if it's not right;
- ◆ Make a guess that fits some of the letters;
- ◆ Attempt to sound out the word letter by letter, by syllables or using other chunks of the word that are familiar;
- ◆ Look at the pictures for clues;
- ◆ Read ahead to get a sense of the sentence then come back to the word.

Perhaps the reader does several of these things. We want children to use as many clues as possible to work out unfamiliar words. If they rely only on one or two strategies we can encourage them to use others.

- **Does the reader notice when a guess is incorrect?**

Children may make a guess then notice that it doesn't make sense: it doesn't sound right; or they notice that the guess doesn't fit with the appearance of the word on the page. This is an extremely important thing to notice and encourage. Self-correcting is something good readers generally do.

- **Does the reader notice punctuation?**

If full stops are not noticed the reader may become confused because the words after a full stop will be read as if they were part of the previous sentence.

Noticing quotation marks is important in understanding that someone in a story is speaking. This also helps the reader to expect words like 'said', 'asked', 'replied' after the quotation.

## Some of the Reading Skills of Learners

- Instant recognition of a number of words
- Making links between individual letters and sounds
- Making links between groups of letters and sounds
- Using their own background knowledge to guess words
- Using pictures to help guess words
- Using their knowledge of the context to guess a word
- Using other words in a sentence to help work out an unfamiliar word.

**. . . And, most importantly, being able to  
put all of the above together when they  
need to.**

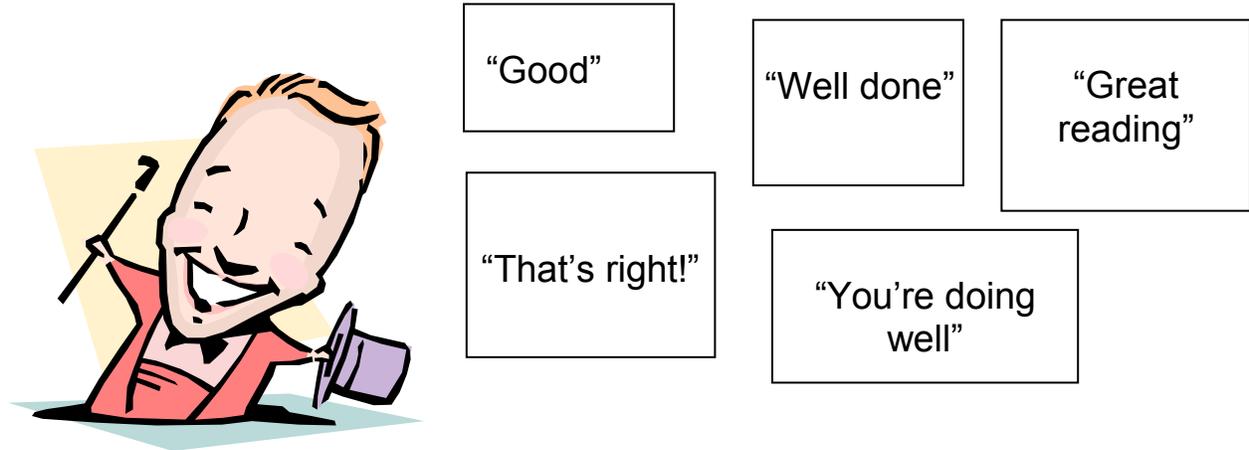
# Using Praise and Encouragement

**During the reading give a word of praise and encouragement at frequent intervals**

It helps to make the reading session feel pleasant and rewarding.

- Use a quiet voice that doesn't intrude.
- Speak during the pauses at the end of a sentence or page.
- Don't interrupt the flow of reading.

**Examples of what you might say**



**During a natural pause in the reading or at the end, give some positive feedback about something specific the child did that you want to encourage.**

**Examples:**

- “I like the way you worked out this difficult word”.
- “I like the way you made your voice sound like the people were talking”.
- When you were stuck on this word you went back to the beginning of the sentence and read it again. That’s a very good thing to do”.
- “When you came to this word you said “\_\_\_\_\_”. Then you realised it didn’t make sense and you had another try”.



## **Developing Skills and Strategies**

Each reading session can be an opportunity to think about the techniques that the learner is using, and to encourage the development of skills and strategies.

### **Encourage the learner to read for meaning, using context**

Say:

- Can you guess what the word might be?
- Did that word make sense? Can you think of a better one?
- Can you get a clue from the picture?
- Read the whole sentence, then see if you can guess the hard word.

### **Encourage letter/sound analysis**

Say:

- That word made sense, but can you work out the right one? Look at the first letter.
- You can work out that whole word.
- You can divide that word into syllables.
- Can you see any little words in that big one?

### **Draw attention to the strategies already being used**

Say:

- That was a difficult word, well done! How did you work it out?
- That's a new word isn't it? How did you guess what it said?
- You remembered that word from yesterday. Well done!
- Did you work that out from the picture? Well done!

## Reading with Older Children

The approach may be different when listening to older pupils read. A useful approach is called . . .

PREPARE - PAUSE - PROMPT- PRAISE.

This allows the older pupil to be more independent in the reading process. The book chosen should not be too difficult: the child should be able to read nearly all of the words. If one in ten words have to be prompted then the text is too hard and something easier should be found. Read a few pages of the book, or all of the book if it is a short text, using the PREPARE, PAUSE, PROMPT, PRAISE routine described below

- **PREPARE** Once children have reached a certain level of reading skill allow them to prepare for reading the text out loud. This rehearsal time allows the child to find out where the hard bits are and help can be directed to sorting out any problems before the reading begins. You might say,

*"I would like you to read some of your book to me. Before you begin, have a look carefully at pages \_\_\_\_\_ and tell me if you find any hard bits."*

- **PAUSE** Once the child starts to read don't jump in too soon when the reader stumbles or hesitates. Pause for five seconds.
- **PROMPT** Say the correct word and ask the reader to repeat it, or to repeat the whole of the sentence. Skills can be suggested to help sort out the unknown word.
- **PRAISE** Remember to praise the reader when the word has been identified or self-corrected. Continue to give praise throughout either with a nod or quick word of encouragement, making the child feel successful.

**Remember reading should be enjoyable!**