

## **Ashfield Valley Primary School**

### **Strategies to be developed in reading**

The main aim is for the child to be able to Self Correct 100% of the time.

#### **1-1pointing**

Use finger, lolly stick or ring on pointy finger of dominant hand.

This reminds them of the relationship between spoken and written words.

If child reads too quickly slow them down by pointing along the top of the line at the words while they point along the bottom.

#### **Punctuation**

The child should be encouraged to always read punctuation correctly.

Model the use of punctuation by reading some of the story to them.

Ask child to be on the look out for a specific punctuation in the story eg question marks, and maybe show you with the masking card.

(Expression and punctuation go together)

#### **Expression**

Model the use of expression by reading some of the story to them, and then ask them to read the same part.

Encourage them to read the story as if it were somebody talking.

Slide a card under lines of text moving at the speed at which you would like the child to read.

#### **Sounding out**

Encourage the child to sound out.

Look at the initial, medial, final sound.

Use masking cards to pick out particular sounds they may be struggling with.

#### **Self Correcting**

When a child makes an error it is best to let them read to the end of the sentence allowing them time to notice the mistake and do something about it. When a child self corrects a misread word without help go overboard with the praise, this is the main aim.

Say "That was brilliant. How did you know that word couldn't be.....; how did you know it was.....instead?"

Also give praise for trying to correct an error but add a prompt if the attempt is not working.

#### **Sight vocabulary**

The child should be able to read some words by sight i.e letters and sounds, tricky words.

## **Reading for meaning**

Ask questions

“Does it make sense?”

“Does it sound right?”

“What would you expect to see at the beginning (at the end or in the middle) of the word?”

“Does it look right?”

“Why can’t it say .....?” (eg elephant and not elephants? Because it has an s on the end)

## **Fluency**

Read easy books to practice fluency (this helps their self confidence) then read current book.

Model reading part of the text yourself.

Read part of the text together to encourage fluency.

Move their finger along with yours to encourage them to read more quickly/fluently.

You will need to draw attention to errors that the child doesn’t notice.

A good way might be to say “I liked the way you read that but can you show me the tricky bit?”

When drawing attention to errors, praise first e.g. if the child reads street instead of road say “well done, that made sense but....?” Or “Well done, that word does start with a ‘c’ so it might be cat but....”

## **Questioning**

“Read that sentence again, does it make sense?”

“Read round the word, does that word make sense now?”

“How can you work it out?”

Repeat what the child has said then ask “Is that right?”

Tell them the word and ask “Would that make sense?”, “Would it fit there?”,

“Do you think (pointing to the word) it looks right?”

Ask them to “Try that again”, giving them the message that you know they can solve the problem.

Ask what each punctuation name and function is.

Can they discriminate between a letter and a word?

Ask “what is this letter?” or “what is this word?” instead of “what is this?”

Masking cards are a great tool; use them to show the child a letter, a word or a punctuation mark.

Ask the child to find given words, letters or punctuation in the text by ‘trapping them’ using the masking cards.

## **Prompts**

“How could you work it out?”

“Tell me the sounds in that word.”

“Read from the start of the sentence again and think about what might make sense.”

“Read the sentence again but say the first sound of this word so you get a clue.”

“Read to the end of the sentence and see if that helps.”

Re-reading what the child has just read, using expression as a clue to the tricky word.

DO NOT allow the child to become frustrated – tell them the word.