

## Ideas and prompts to use when reading with children:

**Book walkthrough**, done before the first read.

This helps the child orientate themselves to anything that may be unfamiliar e.g. new words and/or concepts.

**Read the title:** point out any word that may be important within the story, telling the child that they may need this word when they read the book.

Don't spend too much time on this as, sometimes, the title is written in capital letters. This can confuse some children.



**Walk through the book, looking at the pictures:**

- What do they think the story might be about? (using the cover).
- What is happening in each picture?
- When you are talking about the pictures use the language used in the book.
- Point out words/phrases that may be unfamiliar. Ask them to find that word/phrase the next time it is on a page.
- Use two pieces of card/ fingers to isolate the words/phrase in the text. Use the prompt: "you need to know that word. Have you got it in your head?"



**Read through:**

If a child finds a particular word difficult you can write it on a piece of paper/card and draw their attention to it before starting the read. This reinforces the word reducing the risk of interrupting the flow when they are reading.

If a child is struggling to work out a word and you feel it is unlikely they will succeed, use the 3 second rule and tell them the word- this, again, reduces the interruption to the flow of reading.

**After the first read through:**

- Look through for one or two words that the child may have found tricky. Think of how useful the word might be in other books. Ask the child to find it/them on different pages.
- Go back to a particular phrase and practice expression. You may need to demonstrate.
- Go back to a particular phrase/sentence and practice for fluency. You may need to demonstrate.



**It is important that each book is read more than once. This helps to develop confidence in reading/ fluency skills/ familiarity with words/phrases/punctuation use.**

**Some prompts to use:**

**General prompts:**

- Try that again.
- Try that again and think what would sound right and look right.
- Try that again and think what could make sense.
- You know that word (reading and writing).

**Prompts to help locate (if one to one matching is not secure):**

- Point to each letter/word.
- Read it with your finger. Did it match?
- Were there enough words?
- What do you expect to see at the beginning/end/middle?



**Prompts to encourage children to look:**

- Would ----- start like that?
- Does it look right?
- Do you think it looks like the word -----?
- Can you see what might help?
- Does this help? (point to a helpful cue)



**Prompts to help children focus on the first letter/sound:**

- What is the first letter?
- Where is the first letter?
- Where do we start?
- What is a word that starts with that letter?

**Prompts to help children focus on the letter/word:**

- Can you hear this letter?
- Can you hear the last part of -----?
- What sound does it make?
- What is its name?
- What sounds can you hear in that word?

**Prompts to help children think of meaning:**

- You said ----- Does that make sense?
- Would that make sense?
- Would ----- fit in there?



**Prompts to help children think about structure:**

- You said ----- Can we say it that way?
- Is that a capital letter or a small one?

**Prompts to help children think about processing:**

- What could this word be?
- You said ----- Is that what ----- said?
- How would ----- ask a question?
- How did you know?
- Which is it? What do you think?
- You made a mistake on this page. Can you find it?
- How did you know it was right?



**Prompts to help with fluency and/or phrasing:**

- Are you listening to yourself?
- Did it sound good?
- Can you read this quickly?
- Make it sound like talking.
- Make it sound like a favourite book.
- Make it sound a story you would like to listen to.
- Change your voice when you see these marks on the page.

(it can be useful to record a child- when they hear themselves they can spot the differences between fluent and non fluent)

**Prompts to help with remembering:**

- You need to know that word tomorrow. Have you got it in your head?
- How could we finish it?
- You tried to think of that word. That was good.

**Prompts to help children check their reading:**

- Check it.
- Were you right?
- Does it look and sound right?
- It has to make sense and it has to sound right.
- You made a mistake on that page. Can you find it?



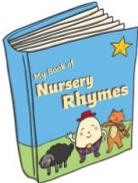
**Prompts to help children think about comprehension e.g.:**

- What did he do that was nice?
- How did -----?
- Would you like -----? Why?
- What do you think will happen next?



**Open-ended prompts:**

- Try that again (a useful prompt to see if they can recognise and/or fix any errors independently.)
- Were you right?
- Look carefully and think what you know.
- Think what you know that might help.
- Why did you stop?
- How did you know it was -----?



Keep adult talk to a minimum - whatever you say should be concise and specific to the focus you are drawing the child's attention to.

Only choose one/two prompts to focus on for any one read - if any other issues arise make a note of them for next time.

Be aware that how a child speaks will affect how they approach the process of reading. Each child's knowledge base regarding language will be different.

**A few useful comments that could be used when writing in the reading record books for parents and the child:**

- ----- tried hard to use the initial sounds in her reading.
- ----- looked at each word as she was reading.
- -----used the pictures to help her work out a tricky word.
- We looked for ----- (state the word) after reading the book.
- ----- was correcting themselves independently in their reading.
- ----- thought about which words might sound right when she wasn't sure.
- ----- used her phonic knowledge to work out tricky/unfamiliar words.
- ----- confidently blended familiar/unfamiliar words.
- ----- recognised the repeated phrases in this book.
- ----- used lovely expression in their reading.
- We practiced using expression when we saw "!" or bold text.
- ----- looked carefully at the "." as she was reading.
- ----- read with real confidence.
- ----- read fluently today.
- ----- made the story sound interesting today.
- I enjoyed listening to ----- read today. She made the story sound exciting/interesting.

