



## Hearing children read at Withycombe Raleigh C of E Primary School

- Find a quiet, comfortable place to sit, preferably at a table.
- Check that the child is comfortable and ready to read (has been to toilet and had a drink if needed)
- Child to independently get their book out ready to read.
- Child to read the title (supported by adult if needed).
- Adult may ask child about the cover, if the child is reading the book for the first time.
- Child should be 'in control' of the book.
- Child to hold book and turn to first page.
- Child to point to words as they read (unless child requires this modelling by an adult).
- Be patient: Resist the temptation to correct too quickly by counting to five in your head and seeing if they can correct their errors themselves. Provide support as you feel appropriate for the needs of the child.
- If they are unable to self-correct with a little thinking space then by all means offer them the required support.
- If a child is relying on phonics to sound out the majority of the words please encourage/model re-reading the sentence with prosody\*.
- Use praise and encouragement at the end of each page or section.
- Check comprehension by asking children questions to elicit their understanding.
- Adult to write a positive comment into the reading diary (school staff to use green pen). Please comment on any strategies that will also help the children to develop their reading.

### Helpful tips

Follow the school's structure of three reads, focusing on the following different areas:

- Read 1 – Decoding words: Focus on using phonics. Please refer to the website for a video which will help with the pronunciation of the different sounds.
- Read 2 – Prosody: Focus on reading with expressions and fluency. Encourage the child to have a go at 'blending in their heads.'
- Read 3 – Comprehension: Ask the child to have a go at answering some questions related to the text. These could be questions on retrieving information, predicting what might happen next or making a guess about what you don't know based on what someone has said or done.

The vast majority of our books have help with this in the front cover.

For reluctant readers you may want to take the lead by reading a small part of the text to the child. This approach is reassuring as it 'gets the reading going' by establishing what is happening in the narrative.

\*Prosody is the study of elements of speech that are not individual phonetic segments (vowels and consonants) but which are larger units of speech, including intonation, stress, and rhythm.