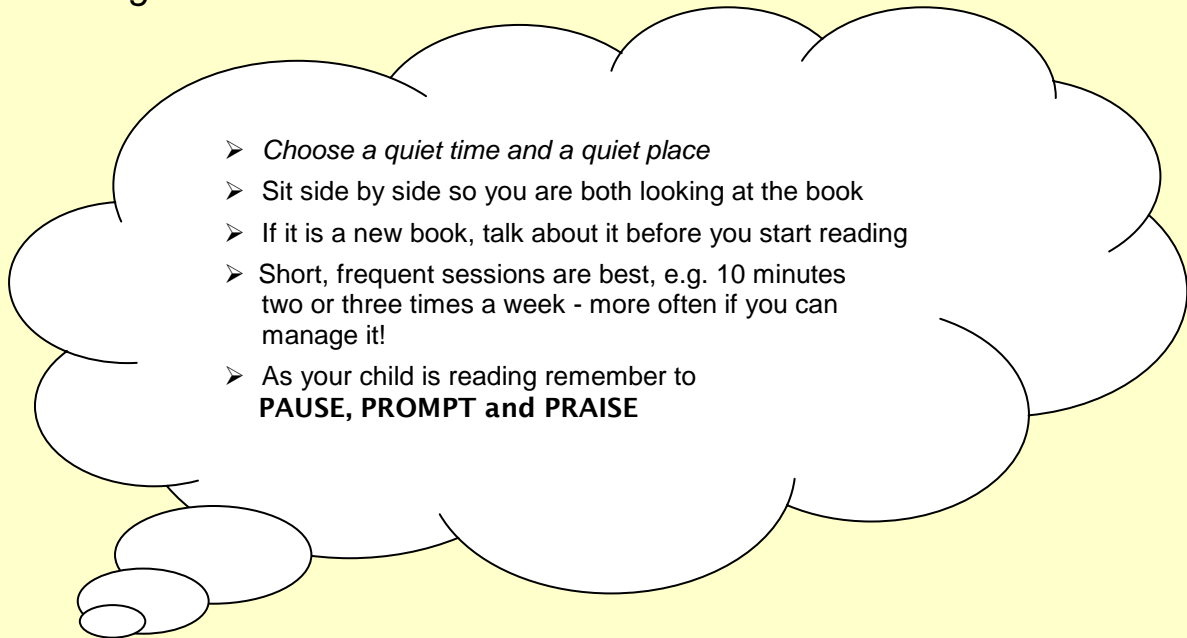


Hearing your child read

PAUSE, PROMPT, PRAISE - HOW TO DO IT

Setting the scene



Pause

- If your child makes a mistake **WAIT** at least until the end of the sentence before you offer help. This gives him/her a chance to correct the mistake without help.

Prompt

If the mistake does not make sense, help by giving some clues about the meaning of the story

- If the mistake does make sense, help by giving clues about the look of the word
- If your child leaves a word out completely do the same things:
 - if leaving the word out does not make sense, give clues about the **meaning** of the story.
 - if leaving the word out does make sense, give clues about the **look** of the word

Praise

- When a sentence is read correctly
- When your child has corrected his/her own mistake
- When he/she has managed to work out what a word says after you have given some clues

BUT IF HE/SHE CAN'T READ THE WORD AFTER TWO PROMPTS TELL HIM/HER THE WORD

Hearing your child read

PAIRED READING - HOW TO DO IT

Setting the scene

With paired reading the new things to get used to are:

- You and your child need to read **at the same time**.
- When your child gets a word wrong, just tell him/her what the word says. Then your child says it after you. You **don't** make your child struggle to 'break it up' or 'sound it out'.
- When your child gets words right, smile and show you are pleased and say 'good'. Don't worry about the words s/he got wrong.

Paired reading has two steps

Reading together

You and your child **both** read out loud **together**. Try not to go too fast. Make your speed as fast or as slow as your child's.

If your child struggles too long or struggles and gets it wrong

- **Just say the right word yourself** and
- **Make sure your child then says it correctly as well.**

Make sure your child looks at the words. It can help if one of you points to the word you are both reading with a finger. It's best if your child does the pointing.

Reading along

When you are reading together and your child feels confident enough, s/he might want to read alone for a while. You should agree on a way for your child to ask you to be quiet.

This could be a knock, a sign or a squeeze. (You don't want your child to have to say 'Be quiet' or s/he will lose track of the reading.) When your child makes the signal, you go quiet right away.

When your child struggles for more than 5 seconds, or struggles and gets it wrong, you immediately read the right word out loud for your child. Make sure your child then says it right as well.

Then you both go on reading out loud *together*, until your child feels confident to read alone and asks you again to stop reading.

LEARNING TO SPELL NEW WORDS AT HOME

Here are seven ideas to help you help your child to learn spellings at home.

1. Look, cover, write, check

The word is written at the top of a piece of paper. Ask your child to:

Look: Look at the word then say it. Spell the word using **letter names** not the sounds. Close his/her eyes and spell it. Open his/her eyes and check the spelling. If it is not the same, start again.

Cover: Fold over the top of the piece of paper so the word is hidden.

Write: Write the word from memory. Dot the i's. Cross the t's. Close the o's. Check his/her writing to see that every letter can be read. Encourage your child to join up and use correct letter formation.

Check: Uncover the word. Check the spelling with the word at the top of the page.

Continue with the steps again until s/he has written the word three times correctly.

DO THIS EVERY DAY IF POSSIBLE.

2. Finger tracing

The word is written in large, joined up writing and your child traces over the word with his or her finger twice while saying the letters in the word. Use the letter names, a (ay), b (bee), c (cee), not the sounds.

The child then writes it twice without looking at the word.

3. Saying the letters aloud (sometimes called *Simultaneous Oral Spelling*, or *SOS*)

The child copies the word twice while saying the letters in the word, and then writes it from memory, without copying the word. Use the letter names, a(ay), b(bee), c(cee), not the sounds.

4. Looking for words within words

Your child will find it easier to remember a word if you can encourage him or her to look for words they know inside words they don't know. You can help your child to think up a sentence that draws attention to it. For example:

- ❖ You *hear* with your *ear*
- ❖ *What a hat*
- ❖ The *e* is at the *end* in *friend*

5. Using rules

Your child can be helped to remember some spellings by learning spelling rules. Your child's teacher will be able to advise on the rules your child should be helped to learn, for example, "i before e except after c".

6. Aids to memory

Some words are so hard to remember, it is useful to think of special ways of remembering them.

Using odd pronunciation:

- ❖ Saying *Wed-nes-day* for Wednesday
- ❖ Saying *me-rin-gue* for meringue
- ❖ Saying *bis-cu-it* for biscuit

Using sentences (mnemonics):

- ❖ Saying "big elephants can always understand small elephants" to help spell 'because'.

7. Using the sounds in words

If you can spell the word easily by saying the letter sounds, then your child can be encouraged to sound out the word when spelling it. Many three-letter words can be sounded out: e.g. cat, run, big.

Be careful not to put /er/ (schwa) after every consonant, e.g. cuh-a-tuh. This may confuse your child. Instead try to keep sounds as short and pure as possible e.g. c/ - a/ - t/.