

How to...

Support reading

Many pupils go through school with little or no one-to-one support. Yet one-to-one support can be crucial for the development of reading skills. Your role is vital, both in terms of the personal attention you can give, and in terms of building up the strategies these pupils will be able to use on their own.



Words Talk-Numbers Count
Geiriau'n Galw-Rhifau'n Cyfri



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

Reading strategies

Follow your school's procedures for supporting reading.

	Strategy	Why use this strategy?	What you might say/do
1	Spend a few moments having a quick pre-read of the book/section, including the title.	This helps tune pupils in to the context, and difficult words can be prepared for by pointing them out as you tell the story.	'What kind of book do you think this might be?' 'What do you think might happen/come next?' Talk the pupil through the story/information.
2	Get them to use/encourage their use of pictures/diagrams.	Some pupils are just focused on the letters/words and need to see a larger context.	'Do you think the picture/diagram might give you a clue?' 'What is... doing?'
3	Encourage them to use context clues.	Pupils need a range of specific strategies for successful reading when on their own.	'Try scanning/reading ahead to see if the rest of the sentence might help.'
4	Give about 10 seconds before making any suggestion, unless they are getting anxious.	Many pupils will succeed more if the pressure seems to be less – they need thinking time!	Nothing!
5	Say the word aloud if it is a technical word, i.e with no useful reading/teaching point.	To avoid frustration, and to make the reading more fluent.	Say the word aloud if they struggle, and explain it if necessary.

6	Encourage self-correction.	We need to remove the idea that they have failed if it doesn't make sense first time.	'It's good you realised that didn't make sense.' 'That's right.' 'How did you work that out?' 'I liked the way you started that sentence again.' 'Try starting that sentence again.'
7	Encourage use of phonics.	Pupils need to know their letter sounds and when to use them, to help to read unfamiliar words.	'What sound do you think the first letter(s) could make?' 'Can you put all those sounds together to make one word?'
8	Break in to chunks words they are finding difficult.	Breaking a task down into smaller steps can make it seem manageable.	Cover up/reveal parts of the word at a time. Look for small words/letter patterns they already know within longer words.
9	Teach skimming explicitly (see How To... skimming and scanning).	Pupils need different strategies for different contexts.	'What kind of text is this?' 'How is this text split up/arranged?'
10	Teach scanning explicitly (see How To... skimming and scanning).	Pupils need different strategies for different contexts.	Suggest looking for capitals, italics, numbers etc., as appropriate. Ask a 'search and find' question and then say: 'What could be a good way of finding information/an answer like that?'

11	Make links with other contexts.	So that pupils understand that they are developing skills for a range of contexts	'What's the most similar book to this that you have read?' 'What is similar/different about it?'
12	Review the strategies they have used.	So that pupils build up a range of strategies they can use when on their own.	'What strategies have you used during this reading session/what has helped you to read this?'
13	Remind them of the strategies they used last time.	So that pupils recognise they are building up a range of reading strategies.	'What strategies did you use during the last reading session?' 'What helped you during the last session.'
14	Build up a list of their personal reading strategies and acknowledge the new words and texts they can now read.	To personalise the learning, and to help pupils recognise the skills they are building can be used in any reading context, not just for the book/passage used in this session.	'Where did you use these strategies today outside this session?' 'Where could you use these strategies today/tomorrow outside this session?'

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