

Prompts for Reading Discussions

Before Reading:

- Why have you chosen this text?
- What kind of text is it?
- What do you already know about the text?
- Does it have anything in common with any other texts you have read?
- Does it have any relation to your own experiences?

During Reading:

- Who is the voice of the text?
- What have you learnt about.....?
- What do you think about.....?
- What pictures do you see in your mind?
- How do you imagine.....feels?
- Why do you think.....does.....?
- What do you think will happen next?

After Reading:

- What did you like/dislike about the text? How did it make you feel?
- Did anything surprise you about the text?
- Do you need/want to re-read any part of the text?
- What have you learnt from what you have read?
- How do you think the text might continue?
- Are you left with any questions about the text?

Supporting Reading



Supporting Reading

Most children will have learnt to read using phonics. While there are 26 letters in the alphabet, each with their own sound, there are 44 sounds in the English language.

Initial Code

Phonic knowledge consists of knowing that each letter in the alphabet has its own sound. Each sound is then put together to make the word. This is known as the Initial Code, whereby one sound=one letter (for example: c-a-t = cat)

Extended Code

Difficulties with reading occur once children get past the Initial Code and they find that the rules they have learnt no longer apply. Variations include:

One sound – 2 letters. There are some sounds that are made up of 2 letters such as ch and th.

One sound with different ways of spelling it. The sound “a” for example can be spelt as a/ai/ay

One spelling - 2 sounds. For example, the “o” sound is different in the words “got” and “go”

Longer words with more than two syllables

Children often look at longer words and do not want to try and break them down. In this case it is often best to break the word into syllables and ask them to read the first part for you. If they can do this easily ask them to try the next syllable. If however they have found it difficult then do the remaining syllables for them but explain what you are doing. When you have done this the adult should re-read the whole word for them. For example, the word fantastic is made of three syllables fan/tas/tic. Cover the word so that just the syllable “fan” is visible; repeat this with the syllable “tas” and again with “tic”. Uncover the whole word and put the syllables together to make “fantastic”.

Weak Readers

Weak readers have often grasped the mechanics of reading but are not fluent due to poor knowledge of the Extended Code or due to poor vocabulary knowledge. To support these students use the following strategies:

- Discuss what you think the book is about by looking at the cover. What might happen? What sort of book is it? (eg. scary, romance, mystery)
- Read a section and then talk about what you have read. What might happen next? Do you like the characters that have been introduced?
- When you come across a word that a student cannot read, use phonics to break it down and then complete the sentence. Re-read the sentence fluently as they may have forgotten what the whole sentence was as they were concentrating on the difficult word.
- Check comprehension and vocabulary skills. What does that new/difficult word mean? Is there another word that is similar that they may be more familiar with?
- Some students have weak general knowledge. If the book talks about a country, place, activity that could be unfamiliar, stop and talk about it. Put it into context by finding something similar that they may be familiar with. Alternately you could talk about something similar you have done. You may wish to look something up on the computer or in another book so the students have a visual image as this will help them remember something new.
- Most students love a challenge! Can they find a similar word/phrase for the next session? Can they learn to spell the difficult word for the next session? If they have a newspaper at home can they cut out an article with the difficult word in it? Can they write a sentence for you that uses the difficult word?