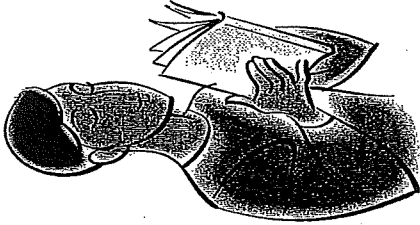


Prompts to support reader's use of self monitoring or cross-checking:



It could be ..., but look at ...

Why did you stop?

What did you notice?

Were you right?

Just try that again.

Do you think it looks like ...?

You said " ... " What letter would you expect to see at the beginning?

What's wrong?

Where's the tricky word?

Check it. Does it look right and sound right?

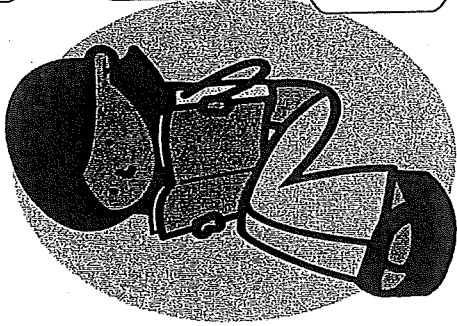
Would ... make sense?

Would ... fit there?

Could it be ...?

You almost got that! See if you can find what is wrong.

Prompts to support reader's use of all sources of information:



Check the picture.

Does that make sense?

Does that look right?

Does it sound right?

You said " ... " Does that make sense?

What's wrong with this? Repeat what *child* has said.

What could you try?

Do you know a word like that?

Try that again and think what would sound right.

Try that again and think what would make sense.

Do you know a word that ends with those letters?

Do you know a word that starts with those letters?

What can you do to help yourself?

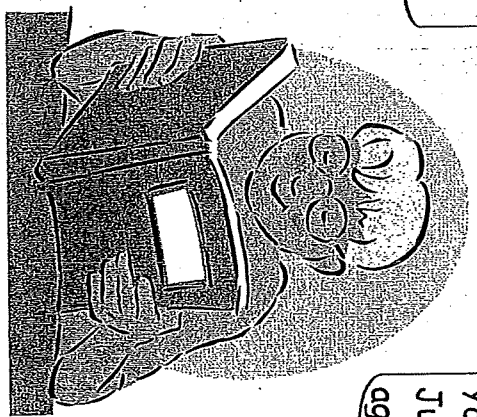
Prompts to support reader's attempt at self correction:

I liked the way you worked that out.

Something wasn't quite right.

You're nearly right. Just try that again.

You made a mistake. Can you find it?



I like the way you re-read that.

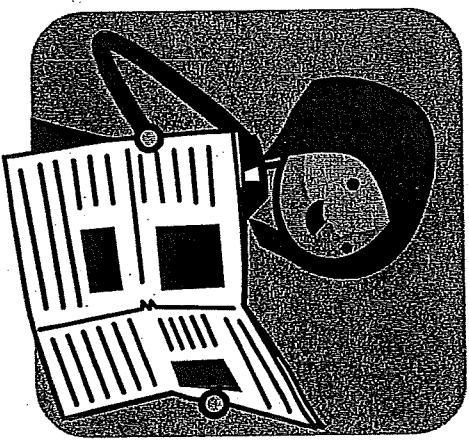
You went back to the beginning and re-read it and fixed that word. That's what good readers do.

Prompts to support phrased and fluent reading:

I like the way you made it sound like talk.

Can you read this quickly?

Read it all together.



Put your words together so they sound like talking.

How would you say it if you were that character?

You sounded just like ... The Big Bad Wolf!

Use the punctuation to help you read it smoothly.

Suggestions for useful comments (by Ann Preston)

S/he enjoyed this book so much that s/he's really looking forward to another story about these people/this family.

S/he was stuck on..... and, but has really remembered and

S/he knows all the words in this book except and

S/he seems to be looking carefully at the beginning of the word for clues, but sometimes needs reminding to look at the endings.

I'm encouraging her/him to guess/try the words, s/he's getting more confident at doing this.

S/he's making good guesses using the letters at the start, but not really understanding the story, so the guesses don't always make sense.

S/he's really getting used to reading past a word s/he doesn't know and then coming back to work it out.

S/he read all the book as you asked and then told me the story in her/his own words.

S/he read this book silently as you told her/him to and only asked for the words....., and

S/he pointed to the words as we read them together.

We talked about the pictures and s/he named the characters on request.

S/he was very tired tonight and not concentrating very well, so:-

We only did pages

I read it to her/him

We read a page each

We talked about the pictures

S/he picked out words s/he knew

S/he is not really enjoying these books and I'd appreciate some suggestions as to how I can deal with this.