**  Top Tips for Reading **

***Reading is getting meaning from print.***

***Make sure that your child listens to their reading.***

***“If it doesn’t make sense – try again!”***

* Before reading, **do a** **book introduction**.
  + Talk about the title and pictures. Compare it to things they already know about; point out names and new words.
* Encourage them to **remember familiar words** and only sound out new words if they are stuck.
  + “You know that word, don’t sound it out”.
* Encourage them to **re-read** the whole phrase or sentence when they get stuck on a word - have another go.
* Make sure that the child does the re-reading, not you!
* If they get stuck **wait for 3-seconds** before prompting or telling them.
* **Prompt:** Does it look right? Does it sound right? Does it make sense?
  + If it doesn’t – try again!
* **Prompt:** Can you break the word? (to/day, in/side, no/where.)
  + Get the child to cover over the ending – ed / ing / s.
  + “Now do you know it?”
* **Prompt:** Run your finger under the word while you say the sounds.
* **Prompt:** What can you change?
  + Encourage them to be flexible. All the vowels can change their sound, so can c (e.g. city), g (e.g. giraffe), y (e.g. Mummy, sky). C**ow** / sn**ow**.
* **Prompt:** That’s a lazy letter (silent letter) – you can’t hear it!

e.g. w**h**eel, clim**b, k**nock, hav**e**

* **Fluency and phrasing.** 
  + **Prompt:** Can you make it sound like talking?”
  + Use **punctuation**. Stop at the full stop.

Notice speech marks – someone is talking.

* **Comprehension** 
  + **Prompt:** Can you tell me what has happened so far? What might happen next?

**A balanced reader will be able to decode fluently with good phrasing and good comprehension.**