



## Strategies to help your child with reading

As we read we use these three cues (meaning/semantic, language structure/ syntactic and visual/graphophonic knowledge) to enable us to receive and understand the author's message. We use these three cues simultaneously. At times we depend on one cue more than the others according to our experience as readers and as to the knowledge we have about the topic we are reading.

### What do successful readers do?

- They expect what they read to make sense.
- They can predict what is to come in the text on the basis of their understanding of the content of language and of the print.
- They can test their predictions.
- They can correct themselves when they find their predictions to be unsatisfactory.

### Help to give during reading

If a child comes to a word he or she **does not know**.

**Wait** - count to five

- Tell the child to put in the first sound and read on.
- Re-read the sentence and put in the first sound.
- What is a word that makes sense and starts with that sound.
- Try some other strategies like
  - Looking at the picture for a clue
  - Saying the parts of the word you know
  - Having a guess

**Praise!**

If a child makes a mistake that **does not make sense**.

**Wait** - count to five

- When the child has reached the end of the sentence ask, "Did that make sense?"
- Tell the child to read the sentence again.
- Tell the child the word.

**Praise!**

If the child makes a mistake that **does make sense**.

Don't do anything.

**Praise** when a child

- Reads on.
- Re-reads the sentence.
- Says "That doesn't make sense"
- Self corrects