Supporting Oral Reading at Home

If your child makes a mistake and corrects the error …	If your child comes to a word they don't know and pauses …	If your child makes a mistake which does not make sense …	If your child makes a mistake which does make sense …
• Offer praise or support for making the correction.	• Wait and give them time to work it out. • If they're successful, encourage them to read on to maintain meaning. • If they are likely to know the word, ask them to go back to the beginning of the sentence and have another go at it. • Ask them to guess a word which begins with the same letter and would make sense. • Ask a question which will give a clue to the meaning, e.g. *"How do you think Johnny feels? Angry?"* • If they are unlikely to know the word, say it quickly and encourage them to keep reading to maintain fluency and avoid loss of meaning.	• Wait to see if they work it out for themselves and offer praise if they do. • If they don't correct the word themselves ask, *"Does that make sense?"* • Ask a question which will give a clue to what the word is, e.g. *"Where will he go to catch the train?"* • If they are unlikely to know the word, say it quickly and encourage the child to read on. Later, when the whole text has been read, go back to unknown words and help your child use other word-identification strategies such as: – sounding out individual sounds in a word – sounding out chunks of words, e.g. *base or root of the word, prefixes and suffixes* – looking at the words around it.	• Do nothing until the child has finished. • When they have finished, go back to the word and say *"You said this word was _____; it made sense but it begins (or ends) with the letter __ so what do you think it could be?"* • You may wish to discuss the letters of the word with your child and see if they can think of any other words with similar letters.