Supporting Struggling Readers

Simple View of Reading

good language comprehension

a good reader

poor word reading (decoding) ←——————————————→ good word reading (decoding)

poor language comprehension
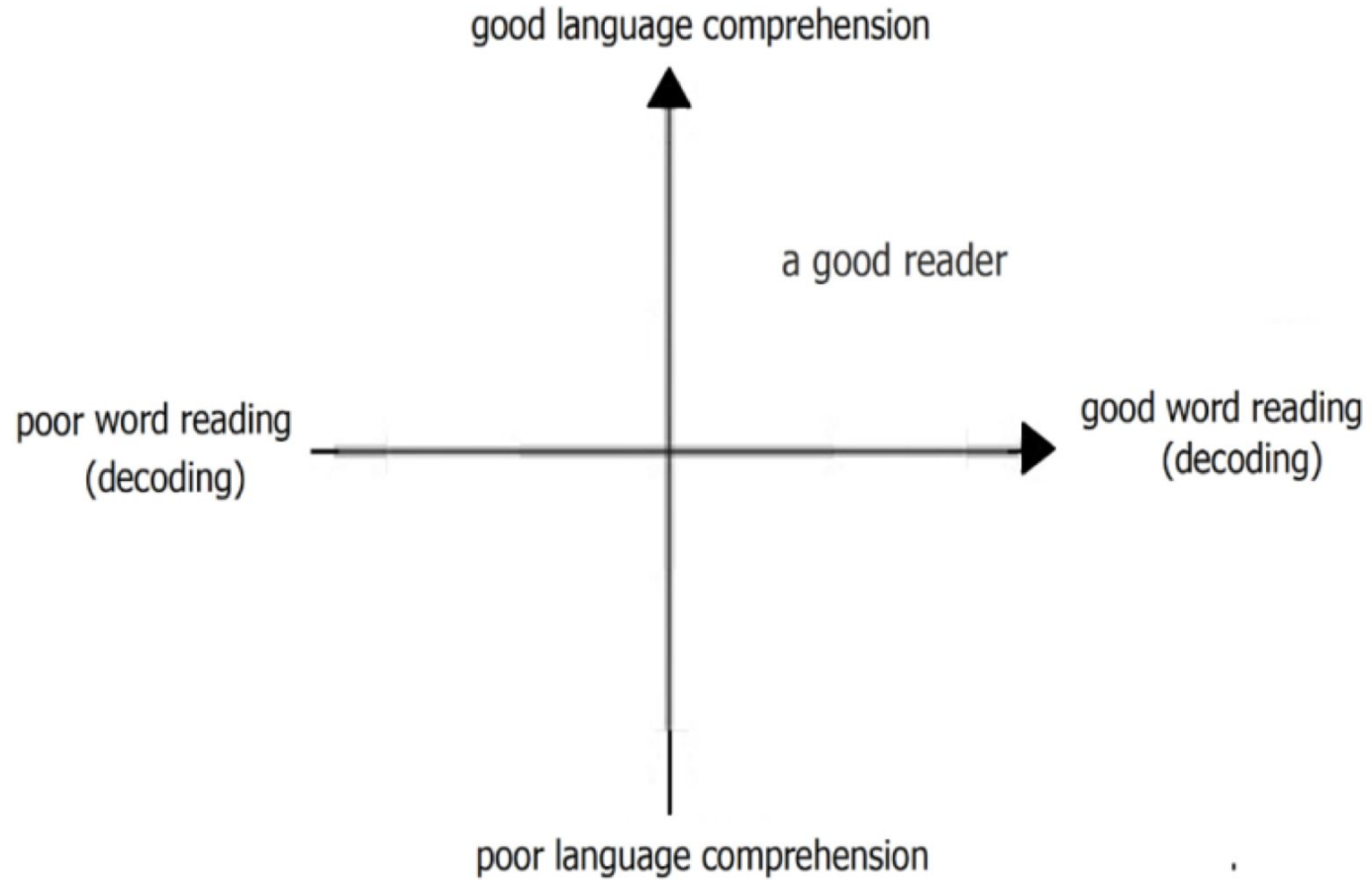
# Strategies for Word Reading

★ Practise oral segmenting:
  ○ hearing a whole spoken word and splitting it up into its phonemes.
★ Practise oral blending:
  ○ merging the phonemes together to make a word.

Only progress to these steps once children can orally segment and blend:

★ Practise segmenting:
  ○ looking at a written word and splitting it up into its phonemes.
★ Practise blending
  ○ looking at a written word and merging phonemes together to read the word.
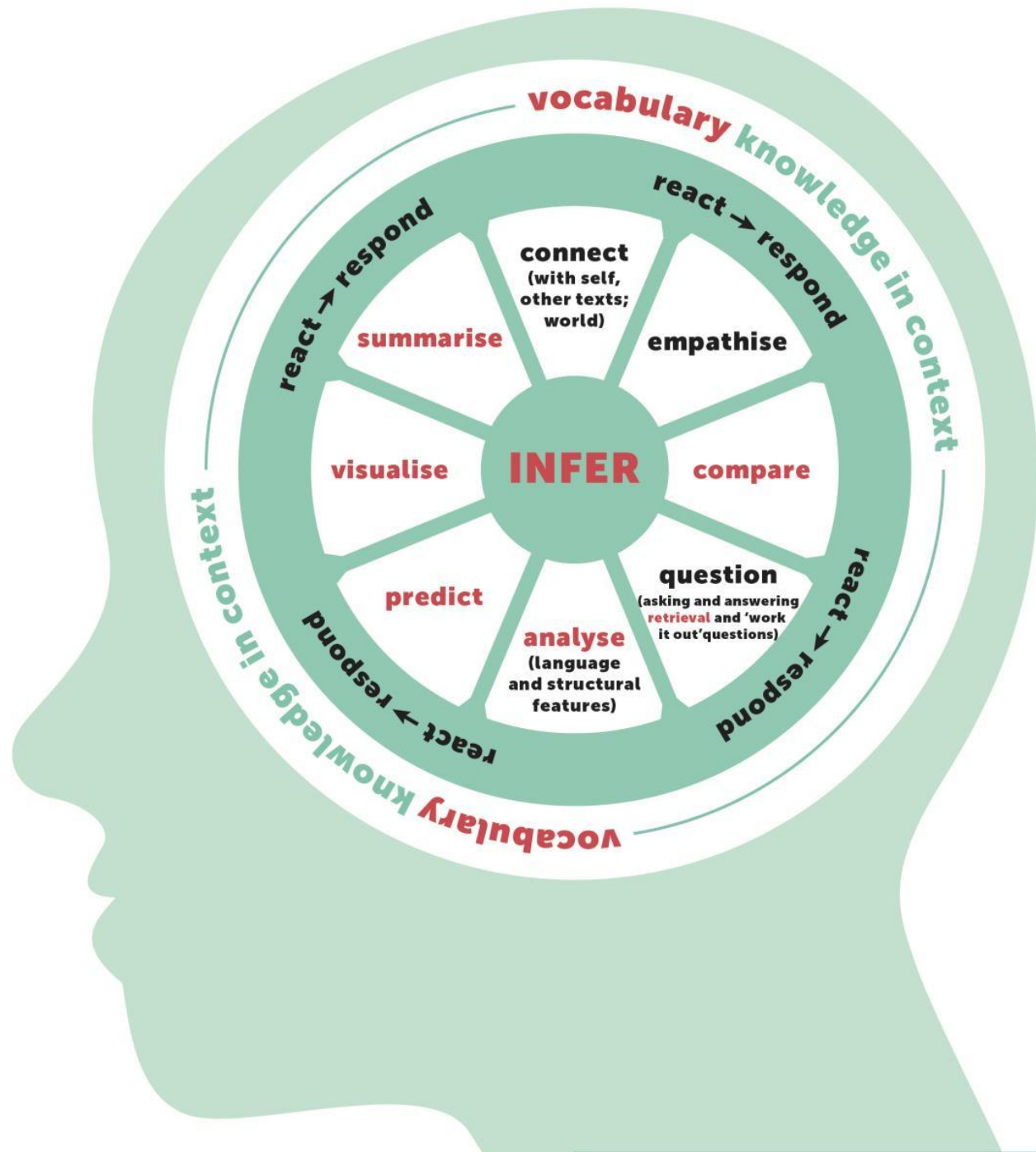
Strategies for Comprehension
1. Talk

- thinking out loud, modelling new language for children

- paying close attention to what the children say

- rephrasing and extending what the children say

- validating attempts at using new vocabulary by rephrasing what children say

- asking closed and open questions

- answering the children's questions

- explaining why things happen

- deliberately connecting current and past events ('Do you remember when...?')

- providing models of accurate grammar

- extending children's vocabulary and explaining new words

- connecting one idea or action to another

- helping children to articulate ideas in well-formed sentences.

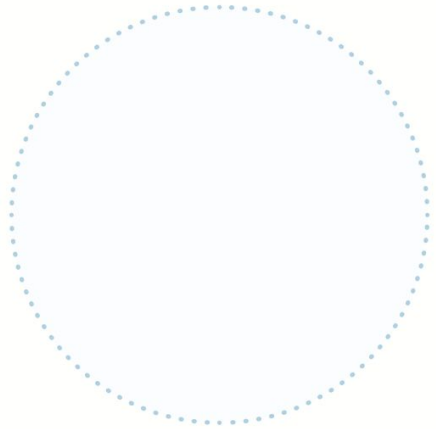# Strategies for Comprehension
2. Vocabulary

► Read the whole sentence to establish a context.

► Break the word down and identify chunks of meaning e.g. 'un'.

► Link the word to your child's prior knowledge.

► Have a dictionary nearby to check definitions.

Strategies for Comprehension
3. Questioning

**Level 2 Questions: Describing**

Name:

Example questions for adult to ask

- 'who is... ?'
- 'what doing'
- 'where is...'
- Describing words by 'colour, size, texture, shape; quantity', e.g. What in the story was yellow? What in the story was big and fluffy? How many books were in the story?
- Things that go together
- Describing the function of something (show me something you eat?).

Level 3 Questions: Re-telling

Name:
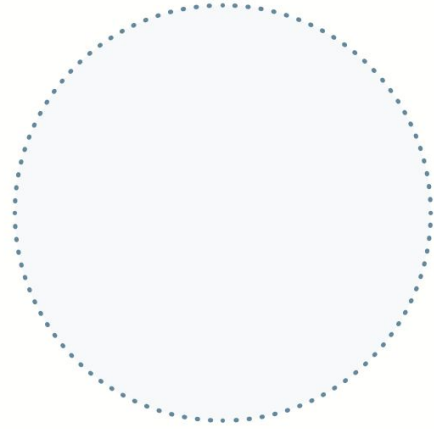
Example questions for adult to ask

- 'what happened'
- 'what will happen '
- 'when did X happen'
- predict what someone might be thinking or what they might say
- 'how does X feel'
- putting a sequence of pictures in order
- summarise an event
- give definitions 'what does X mean'
- following directions; ones that have got extra conditions (e.g. find the animals but not the dogs)

Level 4 Questions: Justifying

Name:
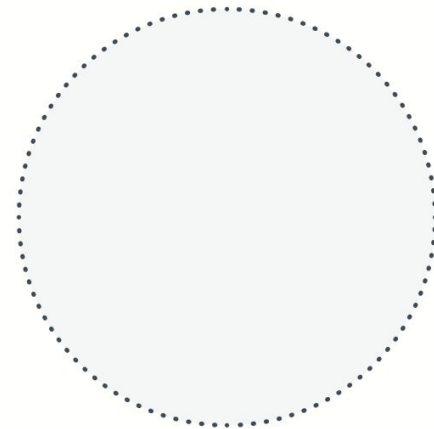
Example questions for adult to ask

- solving a problem 'what should X do...'/ 'why is it better to do X rather than Y'
- solve a problem from another person's point of view, e.g. 'what should X do'
- justify a decision 'why did X do that'
- identify the cause of an event 'why did that happen'
- Explain why something can't be done 'why can't you...'
- Make an inference 'do you think that...'

Strategies for Comprehension
4. Inference

Modelling:

We can model making inferences by 'thinking aloud' and verbalising thought processes that help us reach conclusions.

Objects and visual representations:

Inference using pictures teaches children to make connections between what they're seeing and the knowledge they already have on the subject.

Using real-life scenarios:

A useful strategy is to use models such as the 'think aloud' to explore day to day scenarios, using clues to make inferences about people and events. For example: weather (puddles), feelings (body language), personality (actions, words) etc.