

WHAT TO READ

- Books, Magazines, Newspapers
- From School, Home, Library
- The Child Should Choose the book
- Too hard for the child to read alone
- Not too hard for the helper!
- You can leave a book
 - and choose again more carefully

TIME

- . Little and Often
- . 5 minutes a day
- . 5 days a week
- . for 6-10 weeks initially

Other helpers must help in the same way

TALK

- . Show interest in the book
- . Talk about pictures
- . Talk about story or content
- . Talk at natural breaks
- . Listen and give thinking time
- . Talk to make sure child understands

PLACE

- . Quietest place you can find
- . Somewhere comfortable
- . Side by side
- . So both can see book easily

PRAISE

- Praise **very often**, for
- Good reading of hard words
- or a whole sentence/paragraph correct
- Putting words right without help
- Use variety of praise words
- **Show** pleasure (smile, hug, etc)

CORRECTION

- . When child says a word wrong
- . Helper says it correctly
- . Child must say it correctly
- . Then carry on
- . Before child forgets rest of sentence

PAUSE before correction

- . Give 4-5 seconds before correcting
- . To let child self-correct
- . Give rushing readers 2-3 seconds
- . and point back to word

READING TOGETHER

- . Both read all words exactly together
- . Helper matches speed to the child's
- . Child must read every word

POINTING

- . Point **only if needed**
(on hard books or small print)
- . Best if child points

READING ALONE

- . Agree a signal for helper to go quiet
(tap, nudge, etc)
- . At child's signal, helper goes quiet, and
- . Child reads out loud alone

CORRECTION WHEN READING ALONE

- . If child does not self-correct
in 5 seconds:
- . Helper corrects, AND
- . Joins back in Reading
Together
- . Child signals again when
confident

PR COMPONENTS

- . What
- . When
- . Where

- . Talk
- . Praise
- . Correction
- . Pause

- . Together
- . Pointing
- . Alone
- . Alone Correction