

Writing Prompts to Help When Learning at Home

Learning to hear sounds in words

- Say the word slowly. What sounds can you hear?
- Say the word slowly. What sounds can you hear at the beginning of the word?
- What sound can you hear next? What sound can you hear at the end?

Learning to look closely at words

- Think about how the word looks: does it look right?
- Does it look like that in your reading book? Can you make ... from magnetic letters? Give the child the correct letters.

Learning to use a known word to get a new one

- Do you know another word that sounds like that? E.g. to solve town child might recall down.
- It looks like another word you know. Remind of 'down' if needed.
- Think about a word you know like that.

Learning to write compound words made up from words already known e.g. into, today, away

- Say the words slowly. Can you hear a word/words you already know?
- What's the first word you hear? How would you write it? What's the next word you can hear? How would you write it?

Learning to hear and use small words in longer words

- Say the word. Can you hear a word you already know in that word? E.g. writing ball. Can you hear the word 'all'? Does that help? Can you write the word all? What can you hear at the beginning?

Learning to hear syllables in longer words

- Say the words and clap the parts. How many parts/syllables can you hear? E.g. playing has two syllables, hospital has three syllables.
- What sounds can you hear in the first syllable? Can you write them? Go through each syllable separately.

Reading Prompts to Help When Learning at Home

Learning to use one to one finger pointing to check reading

- Did you run out of words? Did your pointing fit?
- Did that match what you said?
- Point under each word to help you check.

Learning to use initial letters when children say an incorrect word e.g. jogging instead of running

- You said 'jogging'. That makes sense. The first letter is 'r'. What else would make sense and look right?
- Which looks best 'running' or 'jogging'? Why?

- Say 'jogging'. What does 'jogging' begin with? Can you see 'j'?
- What is the first letter? Do you know a word that starts with that letter that would fit in?

Learning to look carefully at print e.g. says went instead of walk

- Does it look like went? Have you got the right letters?
- Do you know a word that looks like that? E.g. talk helps to get walk.
- Does that word look like went? What would we see at the middle/end of went?
- That makes sense but look at the first two letters.
- It could be ... but look at the beginning/middle/end

Learning to blend

- Say the sounds and read the word.
- Listen as I say the sounds. Can you hear the word?
- I'll say the sounds and point to each one as I say it. Now you do the same.

Reading multi-syllable words

- Say the word and clap the syllables.
- Hide and read each syllable e.g. fantastic first reveal fan, then tas, then tic.

Self correcting e.g. says 'Tom is go' instead of 'Tom is going' but continues reading

- Listen to yourself reading – does it make sense?
- Stop, read it again so that it makes sense and looks right.
- You almost got that. See if you can find out what is wrong.

Reading fluently

- Read it smoothly.
- Read it like you're a teacher or like you're talking.
- Read it without hearing any big gaps between your words.
- When you read your voice goes up and down to make it interesting (model as this is hard to explain).
- Use the punctuation. What does that full stop tell you?

Thinking about meaning

- Tell me why ... ?
- What will happen next?
- How did she feel?
- What would you do if that happened to you?
- Which is the best bit of the story? Why?
- What happened after ... ?

Please remember to praise your child when reading. When possible try and make the praise specific and link to the strategy they have used e.g. 'I liked how you looked at the first sound for a clue' or 'I liked how you had a smooth and steady readers voice' or 'I liked how you paused because you saw the full stop'.