

## Reading Prompts

Prompts should be short, clear, and direct, giving maximum information in minimum words.

- ❖ *Prompts in italics: useful if a pupil is stuck on a word or as a reminder before beginning reading*
- ❖ **Prompts in bold: useful for error analysis**

### To develop word-to-word correspondence

- Read it with your finger – did it match?
- Were there enough words?
- Did you run out of words?
- *Use your finger to make it match*
- *Point to each word.*
- *Run your finger underneath while you say it slowly*

NB: the terms **M**, **S**, and **V** are also used in the PM Benchmark Kit to analyse errors

### To encourage attention to meaning – **M**

- You say \_\_, does that make sense?
- *Look at the picture and think about what is happening*
- *What word would fit there?*

### To encourage attention to structure – **S**

- You say \_\_, can we say it that way?
- Does that sound right?
- Is that a capital letter?
- *Remember to listen and think: does it sound right?*

### To encourage attention to visual information – **V**

- Do you think it looks like 'went'?
- What can you see at the beginning/end?
- Do you know this phoneme?
- *Say the first sound*
- *Start the word off.*
- *Blend the sounds/phonemes.*

### To encourage attention to fluency

- *Change your voice when you see these marks on the page "..."*
- *Make it sound like talking*
- *Make it sound like a story you would love to listen to*
- *Read it smoothly*
- *Make your voice go down at the end of the sentence*

## General comments to encourage reflection:

- Try that again and think about what would sound right and look right
- Try that again and think about what would make sense
- Look carefully and think about what you know
- Why did you stop?
- Were you right?
- How do you know you were right?
- What could you do to check?

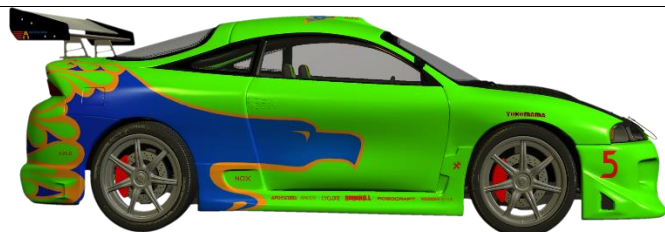
**Even if the pupil has made an error, praise all strategy use first before correcting e.g. ‘I like the way you.....’ and then prompt.**

## Using consistent prompts

Once a pupil's reading has been analysed (using the PM Benchmark Kit or a miscue analysis), appropriate prompts can be chosen which will enable the pupil to develop their reading. These could be written on a bookmark (see example below), so all who work with that child are encouraging the same reading behaviour. The bookmark will need to be adapted regularly to reflect the pupil's progress.

## Example of a bookmark:

Front (pupil to design)



Luke's bookmark

Back (prompts reflecting pupil's area for development)

If you cannot read a word, you could....

- Read on to the end of the sentence then go back and try again.  
Think about what word would **look** right and **sound** right.