

## - The Reading Process -

During the reading process, four sources of information are integrated to construct meaning from the text:

- **Visual Cues and Phonological Information – “Does it look right?”**
  - readers use their understanding of how letters and sounds are put together to make words.
- **Structural Cues – “Does it sound right?”** - readers use their understanding of how words are put together to make sentences.
- **Meaning Cues – “Does it make sense?”** - readers check their understanding of what the words and the sentences mean to see if the ideas make sense.
- **Prior Knowledge** – readers use their understanding of the world, background knowledge, and life experience to make sense of the text.



## Choosing the Right Book –

- Allow your child to choose books of interest with your guidance.
- Follow the **5-Finger Rule**: the book is 'just right' for your child's reading ability if your child makes ~5 errors per page
  - Fewer errors means the book will be an easy-read.
  - More than 5 errors means the book will be difficult and you will need to share the reading with your child.



## - Prompts to Support Yours Child's Reading –

For early reading behaviours:

- Track the words with your finger.
- Did the words you read and the words you tracked match?
- Did you run out of words?
- What is the first sound in that word? What is in the picture that starts with that sound?
- Can you find the word, \_\_\_\_\_? (familiar or new)
- Try reading that again.



To help your child notice miscues (errors) and solve words with support:

- You said, \_\_\_\_\_, does that make sense / look right / sound right? (say only one each time)
- What letter sound does that word start with?
- Take a look at the picture.
- Is there a part of that word that you know?

To help your child notice and fix miscues more independently:

- You almost have it. Try that part again.
- It starts like that. Now check the last part.
- The first sound is right, but does the rest look right?
- That makes sense, but does it look right?
- I like the way you worked that out.

(Adapted from: Fountas & Pinnell)