

## Prompts for supporting children in Explorers and Discoverers

### Matching Speech to Print:

- \*Read it with your finger.
- \*I liked the way you pointed under each one.
- \*Were there enough/too many words?
- \*Did you run out of words?
- \*Did it match?
- \*Try \_\_\_\_\_. Would that make sense?
- \*Try \_\_\_\_\_. Would that sound right?

### Self Monitoring (checking him/herself):

- \*Were you right?
- \*Point to each word.
- \*Look at the picture.
- \*What happened in the story when...? (attention to meaning)
- \*What would you expect to see at the beginning of...? (attention to letter/visual information)
- \*It could be... but look at... (to point out discrepancies)
- \*Try that again (when the child is more skilled)
- \*Where's the tricky word (after an error).
- \*What did you notice? (after hesitation or stop)
- \*I liked the way you stopped
- \*What's wrong?
- \*Why did you stop?
- \*Would \_\_\_ fit there?
- \*Would \_\_\_ make sense?
- \*It could be \_\_\_\_\_, but look at \_\_\_\_\_?
- \*Check it. Does it look right and sound right to you?
- \*Check it. Does it make sense?

### Searching for Sources of Information (looking for help):

- \*Check the picture.
- \*Can the picture help?
- \*Does that make sense? (meaning)
- \*Does that sound right? (language structure)
- \*What can you do when you come to a word you don't know?
- \*You said \_\_\_\_ Does that look right? (visual cues)
- \*You said \_\_\_\_\_. Can we say it that way?
- \*You said \_\_\_\_\_. Does that make sense?
- \*What's wrong with this? \_\_\_\_\_ (repeat what the child has said)
- \*That was a really good try but read it again and look a little more closely.
- \*What can you do to help yourself?

### Visual Analysis:

- \*What do you know about that word?
- \*Do you know a word that starts with those letters?
- \*What does it start with?
- \*Can you say more than that?
- \*Can you find \_\_\_\_\_ (a known or new word)
- \*Read that again and start the word.
- \*Try that again and get your mouth ready to start the tricky word.
- \*Try that again and think what would look right as well as making sense.
- \*Do you know a word like that?
- \*Do you know a word that starts with those letters?

### Self Correcting:

- \*You found the mistake and fixed it all by yourself.
- \*How did you know it was...?
- \*I liked the way you worked that out.
- \*You made a mistake. Can you find it?
- \*You worked hard on that.

### Fluency:

- \*Can you read this a little quicker?
- \*Put your words together so it sounds like you are talking
- \*Can you read like you are talking?
- \*Listen to me while I read (read text).
- \*See how I read like I was talking? You try.

### It is important to PRAISE, PRAISE, PRAISE.

- \*You did some good reading work on that page. Do you know what it was?
- \*I liked the way you went back to the beginning of the sentence when you realised you had made a mistake.
- \*You thought about the story, re-read up to the word that caused a problem and had a good look at the word.
- \*You read that just as though you were talking. It was very interesting for me to listen to