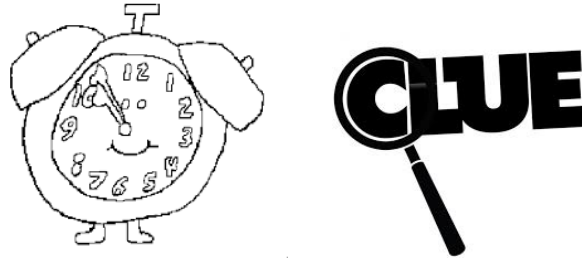


# Time or Coaching



## “Time or Coaching”

When your child comes to a challenging/unfamiliar word whilst reading it is KEY that you allow your child to be **independent** with their strategies. We encourage **self-find** or **self-correction**. If you jump in and tell your child (I know it's instinct) it does not promote these skills or **confidence** in their reading ability. A self-correction on a reading assessment is taken as being correct, whereas being “told” is an error. If your child misreads a word, allow him/her to read on, wait and see if it is fixed independently. If not say “Did that sound right- can we fix it?” Utilize some of the strategies below.

## Time

Well, if your child hesitates on an unfamiliar word first give **time**. Not too long though as frustration can set in. I encourage **sounding out** and use of **strategies/tricks**- they might figure it all out on their own. If so praise their use of strategies and independence.

## Coaching

If the word does not come then utilize some coaching clues/tricks. Some suggestions are:- Ask them to reflect on the **picture clues**- this is why it is always a good idea to look/discuss pictures prior to reading. Key words used in discussion are often found in the text- so ask questions to promote this. By simply **skipping the word** and **reading on** they often make sense of the word, always ask your child to **backtrack** to the sentence beginning and **re-read**. This backtracking is essential for comprehension and word reinforcement. You may wish to give other clues like playing “I spy the sound/blend...”, or “Could that be a magic e/two vowels go awalking etc?” Please refer to the reading duo tang for a more comprehensive list of **tricks/blends** and **strategies**. The most common strategies (Eagle Eyes, Skippy Frog, Chunky Monkey etc) are found on the bookmark.

Thank you for support in promoting an independent and confident reader!

Jacqui

