

STRATEGIES TO SUPPORT A LESS CONFIDENT CHAPTER ONE PUPIL



Talk about the pictures

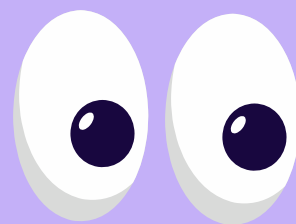
Ask your child what they can see in each picture. This conversation can support them to decode and understand the text when you come to read it or start a whole new story that you create together!

You read one word (or two or three depending on confidence level)

Identify a word which repeats on all the pages and tell the child what it is. Then ask them to read that word whilst you read the rest of the text. As time progresses (and their confidence develops), you can give them more words to read.

Initial sound spotter

If the child is finding it tricky to identify the initial sound in words you could ask 'Can you find something in the picture that starts with the 's'? (replace with the initial sound you wish to target). How many different things can you spot with that sound? If you have moved on from initial sound recognition you can adapt to vowel sounds and ask 'Can you find something with the 'ai' sound? I can see r-ai-n!'



I hear with my little ear

This strategy supports children with blending phonemes to read whole words. Use the picture to model saying the sounds in a word. For example 'I see a c-a-t' or for a more advanced text 'I see a b-e-n-ch', model and then support your pupil to blend the word and read it as a whole word.

Co-reading with less confident readers

Use the following strategy to support a child who is unsure and needs support to build confidence.

I do - Model how to say the individual sounds and then blend together

We do - Together say the individual sounds and then blend

You do - Ask the child to say the sounds and blend independently



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Echo reading

This strategy can be used in conjunction with 'co-reading' above or can be used alone to develop confidence and fluency. Read aloud a sentence or section of a sentence and then ask your pupil to read it back to you. This can relieve frustration if they are struggling because they have a model to support them.

Modelled reading

Read aloud to your child demonstrating appropriate expression and intonation. This is a really good strategy for showing enthusiasm for books and provides the opportunity to talk about a text that your pupil may not otherwise be able to access.

Vocabulary understanding

When coming across a word that the child may not have seen before, after decoding, check their understanding of this word by asking the meaning. Discuss this together and clarify any misconceptions they may have. You could model putting this word into a sentence and then ask the child if they can think of a sentence too. **Can you come up with a silly sentence containing the word together?**



Re-read favourite Chapter One texts

Although this might seem boring to proficient readers, it provides a huge confidence boost to children who are struggling. They are familiar with the text and it allows them to practice decoding; recognising high frequency words and developing fluency.

Word association game (vocabulary connection building)

Choose a word from the text with the child as your start word. Say the first word that comes to your mind that relates to the start word. Take turns saying the first word that comes to mind that relates to the word before. Keep taking turns to build a string of words. Can you reach 10 words together? Write them on the whiteboard. e.g. bed, sleep, night, moon.

