

When a student misreads a word in a sentence, they will either:

- × Misread the word and keep going
- × Pause and try and sound it out without success
- × Leave it out and keep reading
- × Not attempt it and will wait to be told the word

It is important to deliver the right strategy!

Pause

When an error is made you must:

- ✓ Pause for 5 seconds
- or
- ✓ Wait until they reach the end of the sentence

Pausing provides the student with the opportunity to self correct and to apply their “decoding” Skills.

Stuck on a word - Prompt

1. General phonic prompt – encourage the student to sound the word out loud, focusing on each letter and letter combinations (can refer to Boost Sound Chart for unknown letter teams).
2. Specific phonic prompt – draw the student's attention to the specific part of the word that is read incorrectly. For example, “*You have the first sound of the word correct and the last part, what is the sound in the middle?*” or “*What sound does the letter team 'ea' make?*”
3. If the student fails to correct their error after the 2nd prompt, then you simply give them the word. Say “*The word is...*” and record in the Boost Spelling Drill Chart (free on the website).

Misreads a word and does not stop - Prompt

1. Re-read Prompt – student does not recognise the error, so stop student at the end of the sentence and ask “*Did that make sense?*”
2. If they say yes, ask student to re-read the sentence, using their finger to point out each word as they read it out loud. “*Let’s read that sentence again carefully.*”
3. If student still does not correct the error, tutor reads the sentence out loud (at an adult fluency) and asks if it makes sense to the student.
4. Finally, when they are still unable to identify the error, point out the word they have wrong and give them the word.
5. Record the word in the Boost Spelling Drill Chart.

Praise

You should praise a student using very specific statements and with an overload of enthusiasm, when:

- ✓ Your student self corrects, “*Fantastic, I like how you read that word and it didn’t make sense so you corrected it before you moved on.*”
- ✓ Your student decodes a difficult word, “*Excellent... you are reading so well. That was such a hard word and you got it right.*”
- ✓ Your student reads a word correctly after you have prompted them, “*Wow, that is brilliant. You got it.*”
- ✓ Your student attempts to work out a word, even if they are unsuccessful “*Great effort. I really like how you looked at each sound and tried to blend them together. Terrific!*”
- ✓ Your student reads a sentence, a paragraph or page without an error “*Did you realise how clever you are... you just read a whole paragraph without any mistakes. Fantastic.*”