**09b – PIL - Reading practice – Supporting all learners**

TRANSCRIPT

Narrator: We know looking for and seeing what students find easy or challenging is critical for teaching and learning. In fact, it is what you say and do next that has the most impact on a child's learning.

This video provides some simple strategies you can use to support all learners when engaging in reading practice. One scenario you might see when reading a text is that the student looks at the picture instead of reading the words on the page. In this case, prompt the student to look at the words on the page. Read it from left to right, say the sounds, blend them together and read the word.

Remember, if the student has not yet been taught the phonic code knowledge to decode the word, we provide this for them.

Child: This with a flag. And this one has hand.

Adult: Remember, when we read we read from left to right and we say the sounds, blend them together and read the word. Let's start from here.

Child: Is /th/ /a/ /t/ that a /sh/ /e/ /l/ shell.

Adult: Well done.

Narrator: Another scenario you might see is that the student comes across a high frequency word that was taught prior to reading the story, but they become stuck on it when reading it in the text. In this case, we want to point out the letters and say the sounds. Then prompt the student to say the sounds, blend them together and read the word.

Remember, if the student has not yet been taught the phonic code knowledge to decode the word, we provide this for them.

Child: Look at the sun and sand. Jen.

Adult: In this word, these two letters represent the /ie/ sound. So it's /l/ /ie/ /k/ /s/ likes. Your turn.

Child: /l/ /ie/ /k/ /s/ likes.

Adult: Let's keep going.

Narrator: Another scenario you might see could be where the student looks at the first letter in the word and guesses the word. They forget to read from left to right, say the sounds, blend them together and read the word. For example, the student might say chips instead of saying cheese. Point out where this has happened and prompt the student to look at the word, say all of the sounds, blend them together and read the word.

Child: He loves to take a seat and eat. Kitty likes eating cat food and lot of chips.

Adult: I heard you read chips here. Let's try again. Remember, we read from left to right and say the sounds, blend them together and read the word.

Child: /ch/ /ee/ /s/ cheese.

Narrator: One scenario you might see when reading a text is that the student skips a word and keeps reading. In this case, show the student where this has happened. Prompt them to read from left to right, say the sounds, blend them together and read the word.

Remember, if the student has not yet been taught the phonic code knowledge to decode the word, we provide this for them.

Child: Kitty is keen to play with me on green grass.

Adult: I think we might have missed a word. Let's try going from here.

Child: Me on the green grass.

Narrator: A student may read the decodable text with no errors. You can then make the activity more challenging by asking the student to spell words containing the phonic code knowledge that the student has been taught.

Adult: Okay, now you've done such a good job of reading the story. We're going to practice spelling some of the words in the book. So let's have a go. Can you say crazy?

Child: Crazy.

Adult: Can you say the word again, and listen for the sounds, and then spell the word. Crazy. Let's have a go writing the word.

Child: /k/ /r/ /ay/ /z/ /ee/.

Adult: Well done. Can you say the sounds and blend the word for me, please?

Child: /k/ /r/ /ay/ /z/ /ee/ crazy.

Adult: Well done.

Narrator: Remember, there are a number of strategies we can use to support all learners to participate in learning tasks or activities. Keenly observing how your student engages with and responds to the teaching will guide you to use the right strategy at the right time.