

SUPPORTING ORAL READING AT HOME			
If your child makes a mistake and corrects the error ...	If your child comes to a word they don't know and pauses ...	If your child makes a mistake which does not make sense ...	If your child makes a mistake which does not make sense ...
Offer praise or support for making the correction.	Wait and give them time to work it out.	Wait to see if they work it out for themselves and offer praise if they do.	Do nothing until the child has finished.
	If they're successful, encourage them to read on to maintain meaning.	If they don't correct the word themselves ask, "Does that make sense?"	When they have finished, go back to the word and say, " <i>You said this word was ____; it made sense but it begins (or ends) with the letter __ so what do you think it could be?</i> "
	If they are likely to know the word, ask them to go back to the beginning of the sentence and have another go.	Ask a question that will give a clue to what the word is, e.g. " <i>Where will he go to catch the train?</i> "	You may wish to discuss the letters of the word with your child and see if they can think of any words with similar letters.
	Ask them to guess a word which begins with the same letter and would make sense.	If they are unlikely to know the word, say it quickly and encourage the child to read on. Later, when the whole text has been read, go back to the unknown words and help your child use other word identification strategies such as: * Sounding out individual sounds in a word * Sounding out chunks of words, e.g. base or root of the word, prefixes and at suffixes * Looking at the words around it.	
	Ask a question which will give a clue to the meaning e.g. " <i>How do you think Johnny feels? Angry?</i> "		
	If they are unlikely to know the word, say it quickly and encourage them to keep reading to maintain fluency and avoid loss of meaning.		

Figure 1.19 Supporting Oral Reading at Home Reading Resource

Source: P 54, Department of Education WA, Reading Resource Book, 2013.