

READING TOGETHER – PARENT GROUPS

Session 3: Handling Errors

Preparation

1. Organise seating for parents, children and presenters, as before.
2. Ensure that books are arranged in groups.
3. Tally sheet.
4. Copies of script for Role Play : “Handling errors” (Appendix 9).
5. Tea etc., as before.

READING TOGETHER – PARENT GROUPS**Procedure:****1. Introduction**

- 1.1 Encourage the parents to provide feedback on how things have gone this week – what they felt worked, any difficulties/issues emerging, how they are feeling about it, how the children are feeling about it etc.
- 1.2 You may wish to introduce the use of the local library at this point, and any other local sources of accessing books that may be available.
- 1.3 This session will focus on how to handle things when the child gets stuck or makes a mistake when reading. However, before looking at this, we will read round the group to see how the regular praise is going.

2. Reading Round the Group

- 2.2 Arrange seating, as before, for parent/child pairs as children are being fetched from class.
- 2.3 Invite each child to read a short passage and note the number of praises on the tally sheet.
- 2.4 Praise children's performance - and parents' performance too, highlighting the number of praises recorded this week(hopefully, more than last week!).

3. Book Choosing

- 3.1 As before, ensuring that brief passages are read to the parent so that books are at an instructional level.
- 3.2 Return children to the class.
- 3.1 Again, feed back the number of instances of praise noted when parents are hearing their child reading round the group and discuss any issues from your observations during the process.

4. Handling Errors

- 4.1 There are three main rules when the child makes an error when reading or gets stuck on a word:
 - If the error does not make sense, the adult encourages the child to read on to the end of the sentence, then try to work out what the word might be ie use contextual cues.
 - If the error does make sense, the adult encourages the child to look at the beginning of the word and try to sound it out ie use phonic cues.
(some judgement may have to be used as there is a balance between reading accuracy and the development of comprehension through increased fluency).
 - Never spend too long on a word which the child gets wrong and cannot correct or on a word over which the child is stuck. If in doubt, supply the word sooner (within a few seconds) rather than later as it is important that the fluency of reading is interfered with as little as possible.
- 4.2 In order to illustrate these points, presenters role play how to handle errors whilst praising reading using the Rabbit script provided (Appendix 9). Again, it may be useful to provide participants with a copy for reference.

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- 4.3** Child reads scripted section of text, including self correction and need for prompt. Child also makes one error which does not make sense and one error which does make sense.

Adult praises at the end of each sentence, for self-correction and after prompt. At error which does not make sense, adult encourages child to use contextual cues (e.g. read on to the end of the sentence); at error which does make sense, adult encourages child to look at the beginning of the word and use phonic cues.

- 4.4** Encourage parents to incorporate these elements when hearing their child read, but reassure them that this takes a lot of practice to do comfortably and automatically and that this would be a longer-term goal.
- 4.5** Continue discussion over tea and biscuits.