**Early Reading Strategies**

**Catching Readers Before They Fall Chapter 7**

**Directionality/Voice Print Math**

Teacher modelling

Big books

Morning messages

Charts

Interactive whiteboards

Pointer fingers - “Here is where you start reading. Make your words match your finger.”

“Be precise and consistent in your movements, and give deliberate, exaggerated demonstrations for a short period”. *Marie Clay*

Choose texts with clearly defined spaces between words.

Exaggerate spacing when writing morning message

Poems with little text

Reading a number line

Shared reading experiences

Take a sentence the child has composed orally and cut the words apart and arrange them on the table. Demonstrate reading the sentence, pulling each word down as you say it, then have the student do it.

“Hop on my finger” teacher pointes to each word as the student’s finger is on top of teachers.

Use texts with students’ names

In writing, show the child where we start writing, perhaps place a green dot where to start

**Thinking Strategies**

* Begin by reading real books and writing authentic messages together
* Sending the message to children that reading and writing are meaning making activities
* Thinking strategies are emphasized every time we read with students
* Encourage child to predict based on pictures
* Choose texts that are dependent on picture support to make meaning
* Have conversations with children around even simple pattern texts so children begin to make connections, infer and ask questions about what they are reading

**Letter Identification and Phonics**

Teach phonics while reading and writing continuous text during:

* Community writing
* Shared reading
* Independent writing
* Guided reading

Start with students’ names – develops letter knowledge helping children make links between what they know and whey they are learning

Anchor ABC chart

ABC book

Making a class name chart, highlighting the first letters in children’s names

Letter features - some letters are made with sticks, some are curvy, some have sticks and balls, and some have sticks and humps, etc.

Manipulate magnetic letters based on letter features

Start with letters they know on magnetic board and add to the collection

Make sure students are engaged in real reading

**Phonemic Awareness**

*The understanding that spoken words are made up of distinct sounds and that these sounds can be manipulated.*

Refers to hearing and noticing things about the sounds (ears) and being able to identify the letters (eyes).

Games, chants

When reading a book, pause at the rhyming word and allow children to fill in the word orally

Choose books with alliteration

Sing Willaby Wallaby Woo

Bingo chips to break apart sounds in a word, students pull down the chip as they hear the sound

**The Difference between Words and Letters**

* Morning message – have children circle letters/words
* Be explicit when explicit during community writing piece and model writing words
* Use emergent texts and ask child to frame known words with two pointer fingers
* Magnetic letter station and make words and student names

**Self-Monitoring**

*“Effective Monitoring is a highly skilled process constructed over many years of reading. It begins early, but must be continually adapted to encompass new challenges in text. (Clay)*

Catch kids who don’t self-monitor early.

Model with a big book how readers always check to make sure it makes sense, looks right, and sounds right.

“You said \_\_\_\_\_\_\_\_. That made sense. Now see if it looks right. Run your finger under that word.”

Make books for students with “I” change last sentence to their name. Check for monitoring.

**Early Fluency**

*Reading with appropriate phasing, intonation, speed, pace, and attention to punctuation.*

* Model many read alouds!
* Teach students early on that reading should sound smooth, have expression, and reflect that meaning of the text.
* Readers need to practice, re-reading familiar text is highly beneficial
* Choose texts with sing-song patterns

Use prompts to support fluency:

* Make it sound like talking
* Was that smooth or choppy?
* Look at this mark – what does it tell you to do with your voice?
* Can you read it quickly?
* Can you make it sound like the character?

Reading morning message, familiar big books, favourite poems together

Talk to students about how reading sounds like real talk and not “robot reading”