

100 ways to say "good"

Super!	Nice going!	Keep it up!
You're on the right track now!	That's the way!	You did a lot of work today!
That's RIGHT!	You're getting better every day!	That's it!
That's fab!	<i>You did t that time!</i>	Well, look at you go!
You've got it!	<i>That's not half bad!</i>	Way to go!
<i>That's coming along nicely!</i>	Keep up the good work!	Now you have the hang of it!
<i>That's very much better!</i>	You haven't missed a thing!	You're doing fine!
I'm happy to see you working!	SENSATIONAL!	You certainly did well today!
You're really working hard!	That's better!	Good thinking!
Exactly right!	Nothing can stop you now!	Keep on trying!
You're doing that much better today!	EXCELLENT!	You outdid yourself today!
Now you have it!	PERFECT!	I've never seen anyone do it better!
GREAT!	That's the best ever!	Good for you!
Now you've figured it out!	FINE!	I like that!
THAT'S IT!	TERRIFIC!	MARVELLOUS!
<i>That's the best you have ever done!</i>	You've got your brain in gear!	I'm proud of you!
Good for you!	That was first class work!	Its a pleasure to teach when you work like that!
Congratulations!	WONDERFUL!	Good job, (child's name)
I knew you could do it!	Much better!	You remembered!
That's quite an improvement!	You've just about mastered that!	
Keep working on it - you're getting better!	That's better than ever!	
You make it look easy!		



Supporting Learning Hearing younger children read

Questions to ask to promote reading skills.

RECEPTION EARLY READING SKILLS

Thank you for helping with reading. You might be supporting less confident readers who, with your help, will develop reading confidence. Please be as positive as you can and enjoy each other's company and achievements.

As adults it is easy to forget how many skills are required to read a book and so I am listing the main points to bear in mind when sharing a book with a child who is just beginning to read.

1. Introduce yourself (again!) It's always nice to ask how a child is feeling before you start. Make sure you are both comfortable – reading should be an enjoyable experience!
2. Talk about the book being the right way up. Read the title and talk about what is on the cover – front and back!
3. Explain that we start at the front and turn the pages over one at a time, looking at the left hand page first.
4. Move your finger along the line from left to right and from top to bottom.

5. Allow time for the child to think about the pictures on each page. The temptation is to hurry children along when they are still 'living out' the picture that has gone
6. Talk about the pictures and ask questions about them.
7. Talk about the story – guess what might be happening or happen next. What did happen? Why did it happen? How might it have happened differently?
8. Ask the child to retell the story – using the book as a prompt, or not, to yourself, a teddy or a friend.
9. Can the child 'do' any of the voices? Who is angry, or sad, or happy? Talk about the characters and their voices.
10. Talk about the way the child responded to the story. Did they like it? Was there a favourite part?

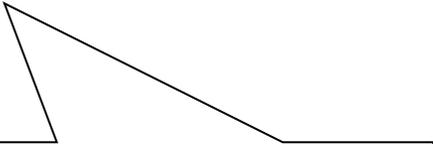
These are simple ideas and skills which we as adult readers do all the time, but we had to learn them!

We wish you happy reading sessions, and can assure you that you will enjoy some of the stories yourselves!

FICTION AND NON-FICTION

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Introduction It's always nice to ask how a child is feeling before you start.



Who chose this book? Did you choose it yourself or did someone choose it for you?
Have you read it before today or is it a new book?
Do you know anything about it already?

Moving on Ask the child to begin reading. Listen to the child read some text. If they are stuck on a word, encourage them to recall for themselves the strategies they have been taught. Don't be afraid to tell them the word if this is taking a long time.

Ask the child to re-read some text putting in expression – dialogue is particularly useful for this.



What part of the word do you look at first? [Check that the child starts at the beginning.]
What sound does this letter make? And this one?
And this one? [Point from left to right through the word, not randomly, making sure that you are not covering up the letter.]

Comprehension

Ask the child about what they have just read. Include factual questions, about the characters, the setting or the things that have happened, as well as questions which explore language and motivation. Please use terms like “character”, “plot” and “setting” so the children learn what they mean.

Where did [a character] go?
What did they see / do / say ?
What happened after [an event]?
ALSO...
Did you read any words you've not heard before?
[Explore the meaning of new words]
AND
Why do you think [a character] did that?
Why do you think [an event] happened?
What do you think will happen next?
Was that a good ending? Why?

Some example questions about non-fiction books

What do you think this page will be about?
What did you find out that you did not know before you read it?
Is there an index?
How would you use this book to find something out?

Opinion

Do you like this book? Why?
What are your favourite (sorts of) books?
Do you enjoy reading?
Do you feel you are a good reader?
What's easy?
What's difficult?
How do you think you could get even better as a reader?

Finally write a brief comment in the child's record book.
Thank the child for their time and effort! THANK YOU!