



	<i>What good readers do?</i>	<i>QAR Question Prompts</i>	<i>More Question Prompts</i>
Before reading	<p>Good readers do not dive into the text. They...</p> <ul style="list-style-type: none"> are clear about the purpose often skim the text or at least look through it activate prior knowledge predict what the text will be about 	<p>On My Own</p> <ul style="list-style-type: none"> What do you already know about ...? (<i>use the title to help with the topic</i>) <p>Author and Me</p> <ul style="list-style-type: none"> Look at the cover (<i>topic, title, illustrations</i>)... What do you think this story might be about? 	<p>Text Structure</p> <ul style="list-style-type: none"> What type of text is this? How do you know? <p>Characters</p> <ul style="list-style-type: none"> What information did the author give about the main character? Who are the other characters in the book? Which characters do you like/ not like? Why? Do any of the characters do anything wrong? Do any of the characters remind you of anybody you know? What is the character feeling? Which words tell me how the character is feeling? <p>Plot</p> <ul style="list-style-type: none"> What is the main problem in the story? How is the problem solved? Can you retell the story and include the introduction, complication and resolution? (<i>or problem and solution</i>) Can you come up with a different ending? <p>Reflection</p> <ul style="list-style-type: none"> Does this story remind you of anything? Did you enjoy the story? What did you like/ not like about the story? Will you read other stories by the same author? Why? Why not?
During reading	<p>During reading, good readers...</p> <ul style="list-style-type: none"> reread pause to reflect read carefully when something is new, difficult or important make conscious inferences about the story, the characters and the author work out word meanings from the context try to work out how the text relates to their own knowledge integrate ideas – analysing different parts of the text, moving forward and back in the text 	<p>Right There</p> <ul style="list-style-type: none"> Who is the main character? Where does this story take place? <p>Think and Search</p> <ul style="list-style-type: none"> What has ... done so far? What was the problem and how was it resolved? <p>Author and Me</p> <ul style="list-style-type: none"> What do you think will happen next? What do you think the character is feeling? 	
After reading	<p>After reading, good readers...</p> <ul style="list-style-type: none"> construct a mental (or actual) summary reflect on what & how they have read 	<p>Think and Search</p> <ul style="list-style-type: none"> What were the important events in the story? <p>Author and Me</p> <ul style="list-style-type: none"> At the beginning you predicted that... What was the author's message? Do you think that this would really happen in real life? Tell me why. <p>On My Own</p> <ul style="list-style-type: none"> Would you like to find another story about...? 	

Pause, Prompt, Praise Technique

This simple tool is used to support your child when they get to an unknown word or when they make an error with their reading.

Pause

If your child is experiencing difficulty, wait **5 seconds** to give them the opportunity to work it out.

NB: If your child makes a mistake that they are not aware of, simply prompt them by saying... *Does it make sense?* This can be done as they read if you detect a break down in meaning. Or it can be done at the end of their reading. You can go back and find the mistake and talk to them about it.

Prompt

As your child is trying to work out the word, think about which prompt you will use to help them to work out the word. Your choices are

- *Use the pictures to work out the word.*
- *Reread the sentence to work out the word.*
- *Read on until the end of the sentence to work out the word.*
- *Try to sound the word out. What does it start with?*
- *Can you see any small words inside the big word?*

Praise

Praise your child at every opportunity, especially when they make attempts but are not successful.

- *that was a good try or I liked the way you tried to work that out*
- *that was well read or good reading or excellent or well done*
- *that was a really hard word or I liked how you used...to work out that word*



Do not be concerned if they are not able to work out the word. Praise them for their efforts and simply tell them what the word is and have them reread the sentence saying the word.

Tips

- Reading should be fun and we want children to LOVE reading. If your child is getting upset or frustrated, put it away and come back to it later. Or you could consider trying an easier book.
- If your child has difficulty tracking words, ask them to point to the words as they read.
- If the book is too difficult or too easy, let your child's teacher know to ensure the appropriate level is being sent home.
- Take the time to read to them also. They can never get enough reading!!!

Other Ideas

- Show your child that you enjoy reading. Let them see you read and talk to them about books you liked when you were their age.
- Write messages to your child to give them another purpose for reading.
- Record their reading and play it back for them. You might ask them how they think they performed and how they could improve next time.