**USEFUL PROMPTS**

**To support the readers use of self-monitoring or (cross)-checking behaviour:**

 Were you right?

 It could be \_\_\_\_\_\_\_\_\_, but look at \_\_\_\_\_\_\_\_\_\_\_\_.

 Check it. Does it look right and sound right to you?

 Try that again.

 Try that again and think about what would .... make sense (**M**).

 fit there (**S**).

 sound right (**V**).

 look right (**V**).

 (or any combination of these 4)

**To support the reader’s self-correction behaviour:**

 Something wasn’t quite right. Can you find it?

 I liked the way you found out what was wrong all by yourself.

**To support the readers searching for all sources of information: M S V**

 Does that make sense? (**M**)

 Can you say it that way? (**S**)

 Does that sound right? (**V**)

 Does that look right? (**V**)

 You said . . . Does that make sense? (**M**)

 Does it look right? (**V**)

 Can we say it that way? (**S**)

 What do you know that might help?

**Helpful ways to prompt attention to visual features**

• After success in word solving.

Say “How did you know it said “\_\_\_\_”?”

• When the child stops at a new word, prompt him to ‘look”.

Say “Do you know a word that **starts** with those letters?”

Or “**Look** for something that would help you.”

Or “What can you **see** that might help?”

Or “Do you know a word that **looks** like that?”

Or “What can you **hear** that might help?”

**To support phrased, fluent reading:**

Put them (the words) all together so it sounds like talking. (Clay, 2005b)