**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)