# CUE SYSTEMS IN THE READING PROCESS

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| **1. SYNTACTIC** |   | a) We draw on the spoken language we already know to try to predict what words or phrases are coming and to confirm what we read  
   | Knowledge of our own language | b) We draw on our experience of "book" language to try and predict what words and phrases are coming to confirm what we read |
| **2. SEMANTIC** |   | a) We use our general expectation of what makes sense in life to try to predict what's coming and to interpret what's happening  
   | Expectation of what makes sense | b) We use the immediate textual context, especially previous context, to help work out the meaning and confirm what we read |
| **3. BIBLIOGRAPHIC** |   | a) We use our knowledge of written genres, and how each functions, to help predict patterns of possibility and confirm our interpretations  
   | Knowledge of how books and written texts work | b) We use our knowledge of the various conventions and arrangements of books and written texts as a guide to, and confirmation of, the intended meaning |
| **4. GRAPHOPHONIC** |   | a) We help the process along by recognising familiar words and phrases here and there, especially when these are content words and phrases learnt by the experience of reading  
   | Confirming and checking system using sight words and letter sounds | b) We occasionally take note of, or check, letter-sound associations, especially if a doubt arises |

Jeff Hynds 1990 (to be published in Jeff Hynds Real Reading Tadpole Books 1990)  
Adapted for use by Surrey Educational Psychology Service - September 1995
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1. To support semantic knowledge we can:-

- read stories and poems daily
- plan discussions on what we have read or listened to
- write group stories using familiar styles as models
- joining in with poems, rhymes and songs
- role play and drama based on well known stories
- use of 'big books'
- making of 'big books'
- provide opportunities for children to make their own books

- encourage pupils to build a repertoire of rhymes, poems and songs
- re-read favourite stories and poems/make familiar
- read different versions of the same tale
- talk about and change story endings in groups/with whole class
- lead pupils in creating oral or written cumulative stories
- provide time for pupils to retell stories
- make time for 1:1 sharing of a book, adult/child, older child/younger child
- draw children's attention to the meaning in illustrations
- develop use of a concept keyboard

- find and discuss similarities in books, eg. themes, authors, illustrations
- discuss character development and possible reasons for action
- tell stories from another characters point of view and encourage children to do the same
- discuss written language structures after reading particular texts
- draw attention to particular features such as repeated phrases 'in a dark, dark wood...'
- draw attention to links in texts both in pictures and in texts.

2. To support syntactic knowledge we can:

- prediction of possible words and phrases
- talk about using alternative words and phrases to those in common usage
- emphasise and draw attention to rhyme, alliteration, rhythm and repetition
- discuss written language structures after reading particular texts
- draw attention to particular features such as repeated phrases 'in a dark, dark wood...'
- draw attention to links in texts both in pictures and in texts.

- get children to reassemble familiar and favourite texts
- again with familiar texts match pictures to the texts
- rewrite with the pupils familiar stories adding to their own variations

- encourage the use of rhyme and alliteration in their own story making
- make explicit word order in sentences, cut up and then rearrange simple sentences
- illustrate the differences between spoken languages and literary by telling stories in both forms
• discuss story openings and endings
• focus on the features of texts both words and phrases

• use big books to highlight words that carry meaning and words that support meaning
• demonstrate and draw attention to links in texts eg. on a photocopied text underline pronouns and conjunctions

3. **To support bibliographic knowledge we can:**

• Acquaint pupils with the way books and texts of different genres work
• Talk about the value of punctuation
• Have silent 'reading times' in which it is quite acceptable for pupils to dart about the text as a means of finding out about the book and whether they feel it is suitable to read in greater depth.

4. **To support phonological knowledge and word recognition (graphophonic) we can:**

• use of different letters for word building
• attention given to words, letters and spaces
• use of words in well known texts to draw attention to words, letters and sounds
• encourage young pupils to look for letters in their name on labels, texts etc.
• devise action games, using instruction cards, eg Jump up Carly
• help children to understand the relationship between letter names and sounds
• display child made alphabet freezing
• provide a range of games reinforcing words and sounds eg. Lotto, Snap
• make alphabet collections eg. a bucket of bs, a parcel of ps, a teapot of ts.

• link reading games to texts eg. matching words on cards to text eg. **scary, you're**
• ask children to look for a familiar word in a text and then count how many times it appears eg. **pig, cow, went**, in *Mrs Wishy Washy*
• talk about similarities in words and encourage children to notice them
• play oral rhyming games, eg. I went to the shop and bought a hat/cat/rat etc.
• introduce a letter or letter-string of the week and encourage children to make collections
• ask children to highlight these letter-strings in newspapers or magazines
• help children to recognise words within words eg. **the** in mother, they and Catherine.
• write high frequency words from a familiar text on cards and see if children can count how many times they appear.
• draw attention to letter-strings which make the same sound eg. crowd/loud, caught/sort
• draw attention to letter-strings which look the same but make a different sound eg. where/her
• use familiar texts to develop close activities eg. delete lexical words, grammatical words or every 5th word
• use computer programmes like Dev. Tray or Tray which have files for the teacher to make
• provide opportunities for the children to use a concept keyboard

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