CUE SYSTEMS IN THE READING PROCESS

1.	**SYNTACTIC** Knowledge of our own language	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
		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** Expectation of what makes sense	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
		b)	We use the immediate textual context, especially previous context, to help work out the meaning and confirm what we read
3.	**BIBLIOGRAPHIC** Knowledge of how books and written texts work	a)	We use our knowledge of written genres, and how each functions, to help predict patterns of possibility and confirm our interpretations
		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** Confirming and checking system using sight words and letter sounds	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
		b)	We occasionally take note of, or check, letter-sound associations, especially if a doubt arises

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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
    - tell stories from another characters point of view and encourage children to do the same
    - review books orally and share preferences
    - read from non-fiction texts
    - compare and discuss both fiction and non-fiction
    - set up 'Book talk' sessions
    - encourage reflection to things read ie. not just taking their first reactions.

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/here
- 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