

# STRATEGIES FOR BEGINNING READERS

SUPPORTING FAMILIES & GROWING READERS



**Did you know** that children who know just a few letters and sounds can begin to practice putting them together to make words? This is true for all students, including our language learners.

For example, if a child can recognize A and M and knows their sounds, they can begin looking at them together (into the words **am, ma, mama**). The more letters and sounds they know, the more words they can create and decode (sound out).

**We can teach children specific skills in the beginning stages of reading which young readers can also use when they get stuck on “tricky” words.** *Please note: skills learned in the home language can support the development of a new language.*

## BLENDING SOUNDS

**Blending** is the ability to put sounds together to read a word.

- 1 Ask children to look at the word **from left to right**

Read from Left to Right



- 2 Ask children to **say the sound of each letter** or letter combination one by one until the end of the word

Look at the Letters, Say the Sounds



Say the sounds the letter(s) make.

Look at all the letters in the word.



- 3 After saying the sound of each letter, they then **slide through each sound** more quickly-- blending the sounds. This technique helps them remember and combine sounds to arrive at the correct word.

Slide Through and Blend



Slide through each sound to say the word.

/g/ /o/ /l/ /d/ gold

### Blending the Word “hat”

**Parent:** What is the first sound in this word?

**Student:** /h/

**Parent:** Then what’s the next sound?

**Student:** /a/

**Parent:** And then what sound comes next?

**Student:** /t/

**Parent:** What happens when you slide through each sound?

**Student:** /hhhhh/ /aaaaa/ /t/

**Parent:** What’s the word?

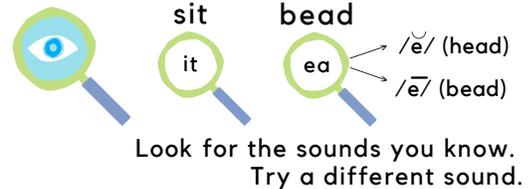
**Student:** Hat!

# LOOK FOR THE SOUNDS YOU KNOW

Letters often combine to form unique sounds or spelling patterns, so when readers get stuck on “tricky” words, a helpful strategy is to look for the sounds they know.

- 1 Ask, **“Do you see any sounds or word parts that you already know?”**.
- 2 If the spelling pattern in the word has more than one sound (bread/beat), say, **“Try a different sound.”**.

## Look for Sounds You Know



# BREAK THE WORD INTO PARTS

As readers come across more complex words, breaking words into smaller parts can be very useful. A word like *upset*, for example, might be decoded by reading *up* followed by *set*.

- 1 Ask, **“Do you see any word parts that you already know?”**.
- 2 Support the child to look for prefixes at the beginning, suffixes at the end, or any other familiar word parts.  
**For example:**  
revisiting **re** visit **ing**.
- 3 Prompt the child to, **“Say the different parts of the word.”**

**re** visit **ing**  
↪ ↪ ↪

4

Prompt the child to, **“Say them again fast to make it a real word.”**

**re** visit **ing**  
↪ ↪ ↪

## Break the Word Into Parts



# COMPREHENSION MONITORING

Comprehension monitoring is checking understanding while reading. Even beginning readers are capable of monitoring how well they understand what they read. If you notice your child misreading, adding or skipping words or sounds, try this:

## Reread the Sentence



Reread the sentence.  
Do you understand what you read?  
Do you know the meaning of all the words?

1

Ask, **“Did that make sense?”**

2

If not, say, **“Try reading that again.”**