

Name: \_\_\_\_\_



**MULTILIT**

Making up lost time in literacy

MULTILIT Reinforced Reading

# Reading Diary



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# Implementing MULTILIT Reinforced Reading

## Using Pause, Prompt and Praise

### Setting the scene

Before reading, start the session by setting the scene. Setting the scene involves talking about what has happened in the book previously and what the student thinks might happen next. You should identify novel words and discuss what they mean.

### Pause

The most important thing to remember when your student hesitates, does not read a word or makes a mistake, is to *wait*. *Pause* for up to five seconds or until the end of the sentence, whichever comes first. This gives your student a chance to work out the word without help (to self-correct), and a chance to develop, practice and use the reading skills they are learning.

### Prompt

If, after pausing for five seconds, or when you have reached the end of the sentence, your student still says nothing or does nothing to correct their mistake, then you should provide help by giving a *prompt* or clue.

The first prompt is a *general* phonic prompt drawing the student's attention to the word read incorrectly and getting him or her to look at the word carefully. If the word read incorrectly in the sentence does not make sense, point this out, before prompting, e.g. "Did that make sense? Let's look carefully at this word again."

If after five seconds, they have still not read the word correctly, offer a second phonic prompt. This time use a *specific* phonic prompt that draws the student's attention specifically to the part of the word that is being read incorrectly, e.g. "Look carefully at the letters at the end of the word."

If your student says nothing, ask them to go back to the beginning of the sentence and start reading it again. If they still do not read the word, offer a specific phonic prompt.

If, after *two* prompts, your student has not worked out the word, then you should give them the word.

### Praise

Praise lets your student know that they are succeeding in learning good reading skills. Praise also motivates them to keep on trying. When you praise your student, it is important to spell out exactly what it is that they are doing correctly and what you are praising them for.

### Praise when

- Your student reads a word correctly

- Your student makes an error but then self-corrects

- Your student reads a word correctly after you have prompted them

- Your student reads a sentence, a paragraph, or a page without an error.

### Recapping

To finish the session, *recap* what has happened in the story so far by getting the student to summarise what they read about in the session. If your student has difficulty summarising what they have read, use one or several of the *who, what, where, why, when* and *how* categories to generate questions.

### Reading Fluency (PPP-F)

Reading *fluency* is important for good comprehension. To read with understanding, your student needs to be able to read fluently – accurately, quickly and with expression. In the final five minutes of the PPP session, ask your student to read from their fluency text (which they should be able to read at 98% accuracy or above).

Ask the student to briefly recap the story so far, and explain that you will be asking a few questions at the end. Then ask your student to read for four minutes or so as quickly and as carefully as possible and *with expression*, taking note of commas, full stops and other punctuation marks. If the student does not understand what you mean, model fluent and expressive reading. On the few occasions the student makes an error, use the regular PPP strategies outlined above.

Remember to praise throughout this session as well – at the end of a paragraph is a good point so as not to interrupt the flow of the reading. Be explicit about the reading behaviour you are praising.

At the end of the session ask a few questions to check for comprehension, and finish off with some specific praise and close the session.

### Using this reading diary

Please record your student's reading on the following pages. Record the details for the standard PPP session (15 minutes) on the left hand side and details for the PPP-F session (five minutes) on the right hand side. Indicate correct responses to questions by marking a tick ✓ for each correct answer and a dot • for each incorrect answer. This will provide a record of your student's comprehension.









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