When I am reading something, I can use the following things to help me:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| I use the pictures to help me. | | | | |  |
|  | | “C-A-R-P-E-T”  “CAR – PET”  “CARPET” | | | I sound out/blend words I don’t know. |
| I look for smaller words inside words. | | | “tEACHer” | | |
|  | “en – joy – able”  “Enjoyable” | | | I can break words down into syllables. | |

When I am reading something, I can use the following things to help me:

|  |  |
| --- | --- |
| I use punctuation to help me make sense of what I am reading. |  |
|  | I go back and read a word or sentence again if I don’t understand it. |
| I read on to see if I can work out the meaning of a word I don’t know |  |
|  | I listen to what I am reading to see if it makes sense. |

When I am reading something, I can use the following things to help me:

|  |  |
| --- | --- |
| I check that I am right by going back to look at words carefully. |  |
|  | I can tell when I’ve made a mistake and go back to try and put it right. |
| I ask questions to help me with my reading if I don’t understand. |  |
|  | I talk through my ideas, thoughts and feelings about what I’m reading. |

When I am reading something, I can use the following things to help me:

|  |  |
| --- | --- |
| I think about what might happen in the book and I can say why. |  |
|  | When I read I imagine what is happening and create a picture in my mind. |
| I use words I can see around me or that I have read before. |  |