***Daily Reading Routine***

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| ***The Reading Mentor*** | ***The Student*** |
| **Here’s the writing I want you to read today.**If this is a new piece, talk about what type of writing it is.Write the title of the writing in the student book and date. | Looks through the passage. |
| While the student is reading, write in the student book a list of words that the student struggled with or needed to be told. Stop at 5. If you feel the student struggled so much they didn’t ‘get’ the writing, you read it to them again (they can read along too).  | Reads the passage. |
| **Tell me what this writing was about?**You’re looking for indications that the student: * has got the idea of the passage,
* remembered the sequence,
* can recall some details,
* can identify the type of writing.
 | May do one of the following:* retell the story
* list the steps of the procedure
* talk about details in the writing
* identify the type of writing (poetry, recipe, recount etc)
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| **Let’s look at some of the tricky words in this writing. These are the words we’ll look at today** (choose no more than 5 and read through the list as written in the student book).Talk about what strategies we need to use to solve these words.**Would it help if:*** **we sound out carefully?**
* **we look for little words in big words?**
* **break up the word?**
* **we read on then go back?**
* **we use the meaning of the sentence?**
* **you thought of a way to remember this word?**

Try and use only one of these strategies for each of the tricky words | Looks at the words in the student bookNominates a strategy Draws beside each word a symbol for the strategy they’ll use:* speaker for the sounding out strategy
* eyes for little words in big words
* verticle lines for breaking up the word
* arrow for read on then go back strategy
* horizontal line in brackets for meaning of the sentence
* cloud for thinking up their own strategy
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| **Now let’s read through the tricky words 3 times so they’re not tricky anymore!** | Reads through the list aloud 3 times. |

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| Sound out carefully | See little words in big words | Break up the word |

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| ? | (---) |  |
| Read on and come back | Find the meaning of the sentence | Think up my own way to remember the word |