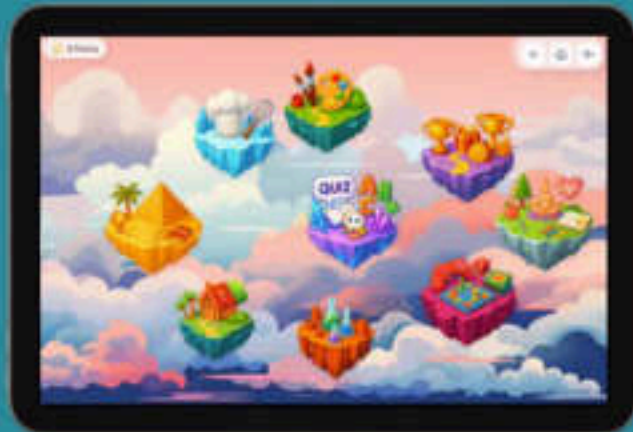




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Read, Blend, Make Sense - Foundation

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BLEND AND TRACK

1

Point to each grapheme.

2

Say the sounds.

3

Blend the whole word.

4

Track to the next word.

s a t sat

Sam sat.



m a t mat



Sam taps a mat.



CAREFUL CONTRAST

Check every grapheme.
Do not guess from a picture.



Teacher Preparation Guide

Unit purpose

Build independent early reading through complete-word blending, one-to-one tracking across lines and rereading for meaning. Learners use the printed graphemes—not pictures, first-letter guesses or skipped words—to identify each word.

What learners already know

Learners have met the letter-sound correspondences used in the controlled texts. Before reading, explicitly re-teach the high-frequency words and, when needed, the initial consonant. Say that these are taught words—not clues for guessing.

Diagnostic approach

Ask: "Show where reading starts." Then ask the learner to blend s-a-t. Record whether the learner checks all graphemes, blends the complete word, tracks to the next word and can tell one event after rereading.

Controlled corpus

Core model: Sam sat. Pat sat. Sam and Pat sit.

Pre-taught words used transparently across the unit: and, the, spill, put.

Lessons 1-3

Lesson 1 – Blend every word

Model pointing under each grapheme, saying the sounds and blending the whole word. Use the Blend and Track display, then read Sam and the Mat. Prompt: "Which printed part proves that word?"

Lesson 2 – Track across lines

Read Nan and the Tin and the tracking practice page. Model a line return without skipping or repeating a word. Partners reread each complete sentence and tell what happened.

Lesson 3 – Notice and repair

Use Four Complete Blends and Read and Repair pages 1–2. A partner reads; the listener says "same" or "repair", points to the grapheme that proves the choice, and rereads the exact sentence.

Feedback language

"Check every grapheme." "Blend the whole word." "Return to the print." "Now reread so the event makes sense."

Lessons 4-5 and Evidence

Lesson 4 – Apply with a partner

Complete Read and Repair page 3, then play Sam's Print Path. Partners follow the rules, blend the printed words and justify any repair with a specific grapheme. Use the Rehearsal Read Record before independent evidence.

Lesson 5 – Transfer independently

Use Repair and Explain, then the unseen short-story assessment. Do not rehearse the assessment text. Record the learner's actual attempts, any self-correction or justified help, and the oral explanation of one event.

Differentiation

Support: shorten the coherent text and add teacher pointing. Core: read the matched story independently. Extension: read a fresh matched text and explain which print detail confirmed a word. Do not lower the target to picture matching.

Preparation and equipment

Print the display, story strips and practice pages as needed. Provide counters for the game, pencils and the teacher record. Keep answer pages with the teacher. Use the five-level rubric after the unseen read.

SAM AND THE MAT

Sam sat.



Pat sat.



Sam and Pat sit.



Sam taps a mat.



Pat taps a mat.



Sam pats the mat.



Pat sits.



Sam and Pat sit.



Pre-taught words: and, the

Track each word. Reread to tell what happened.





NAN AND THE TIN



Nan sits.



Sam sits.



A tin tips.



Pins spill.



Sam and Nan pat the mat.



Sam tips the tin.



Pins sit in the tin.



Nan did it.



Pre-taught words: and, the, spill

Track each word. Reread to tell what happened.



TRACK ACROSS THE LINES

Start here.

Sam sat. Pat sat.

Sam and Pat sit.



Move one word at a time.



Reread from the start.



What happened?



Sam and Pat sat, then they sit.

FOUR COMPLETE BLENDS

s a t

sat

Sam sat.

m a t

mat

Sam taps a mat.

p i n

pin

Pins sit.

t i n

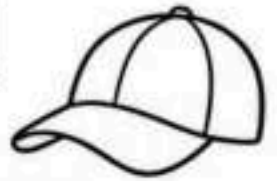
tin

Pins sit in the tin.

Say every sound. Blend the whole word.



READ AND REPAIR 1



Name: _____ Date: _____

Read the print. Listen to the teacher. Tick SAME or REPAIR.
Box the grapheme that proves your choice.

1 Print: The cat sat.

Teacher says: The cap sat.

☐

SAME

☐

REPAIR

Printed word: _____

2 Print: Sam pats the cap.

Teacher says: Sam pats the cat.

☐

SAME

☐

REPAIR

Printed word: _____

3 Print: Pat sat.

Teacher says: Pat sit.

☐

SAME

☐

REPAIR

Printed word: _____

4 Print: Sam and Pat sit.

Teacher reads it exactly.

☐

SAME

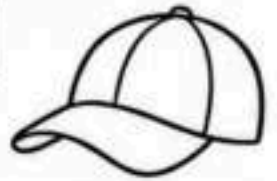
☐

REPAIR

Printed word: _____



READ AND REPAIR 1



Name: **ANSWERS** Date: _____

Read the print. Listen to the teacher. Tick SAME or REPAIR.
Box the grapheme that proves your choice.

- 1** Print: The cat sat. ☐ SAME ☒ REPAIR
Teacher says: The cap sat.

Printed word: ca**t**

- 2** Print: Sam pats the cap. ☐ SAME ☒ REPAIR
Teacher says: Sam pats the cat.

Printed word: cap**t**

- 3** Print: Pat sat. ☐ SAME ☒ REPAIR
Teacher says: Pat sit.

Printed word: s**a**t

- 4** Print: Sam and Pat sit. ☒ SAME ☐ REPAIR
Teacher reads it exactly.

Printed word: sit

READ AND REPAIR 2

Name: _____ Date: _____

Check every grapheme. Tick **SAME** or **REPAIR**. Write the exact printed word.

1

Print: Nan sits.

Teacher says: Nan sat.

SAME

☐

REPAIR

☐

Printed word: _____

2

Print: Sam taps a mat.

Teacher says: Sam taps a map.

SAME

☐

REPAIR

☐

Printed word: _____

3

Print: Pat sits.

Teacher reads it exactly.

SAME

☐

REPAIR

☐

Printed word: _____

4

Print: Pins sit in the tin.

Teacher says: Pins sit in the tip.

SAME

☐

REPAIR

☐

Printed word: _____



5

Print: Sam pats the cat.

Teacher says: Sam pats the cap.

SAME

☐

REPAIR

☐

Printed word: _____

6

Print: Nan did it.

Teacher reads it exactly.

SAME

☐

REPAIR

☐

Printed word: _____

READ AND REPAIR 2

Name: **ANSWERS** Date: _____

Check every grapheme. Tick **SAME** or **REPAIR**. Write the exact printed word.

1

Print: Nan sits.
Teacher says: Nan sat.
Printed word: **sits**

SAME

☐

REPAIR

☒

2

Print: Sam taps a mat.
Teacher says: Sam taps a map.
Printed word: **mat**

SAME

☐

REPAIR

☒

3

Print: Pat sits.
Teacher reads it exactly.
Printed word: **sits**

SAME

☒

REPAIR

☐

4

Print: Pins sit in the tin.
Teacher says: Pins sit in the tip.
Printed word: **tin**

SAME

☐

REPAIR

☒

5

Print: Sam pats the cat.
Teacher says: Sam pats the cap.
Printed word: **cat**

SAME

☐

REPAIR

☒

6

Print: Nan did it.
Teacher reads it exactly.
Printed word: **did**

SAME

☒

REPAIR

☐

READ AND REPAIR 3

Name: _____ Date: _____

Read the print. Decide. Then show the grapheme evidence.

- 1** Print: Sam and Pat sit.
Teacher says: Sam and Pat sat.

My decision:

The grapheme that proves it:

- 2** Print: A tin tips.
Teacher says: A tin tips.

My decision:

The grapheme that proves it:

- 3** Print: The cat sat.
Teacher says: The cap sat.

Write the exact printed word:

I know because the last grapheme is:

READ AND REPAIR 3

Name: **ANSWERS** Date: _____

Read the print. Decide. Then show the grapheme evidence.

- 1** Print: Sam and Pat sit.
Teacher says: Sam and Pat sat.

My decision:

The grapheme that proves it:

REPAIR – sit has i

- 2** Print: A tin tips.
Teacher says: A tin tips.

My decision:

The grapheme that proves it:

REPAIR – tin starts with t

t

- 3** Print: The cat sat.
Teacher says: The cap sat.

Write the exact printed word:

I know because the last grapheme is:

cat

t

SAM'S PRINT-PATH

SET UP

Place the challenge cards beside the path. Two partners start at START.

The cat sat.



TAKE A TURN

- 1 Read the printed sentence.
- 2 Listen to the partner reading.
- 3 Say SAME or REPAIR.
- 4 Point to the grapheme that proves it.
- 5 Reread the whole sentence.

SAME
or
REPAIR?



WORKED TURN

Print: The cat sat.

Partner says: The cap sat.

REPAIR — the final grapheme is t.



FINISH

Complete every challenge.
Explain each choice. Check
against the printed word
before moving.



Teacher key for cards 1–6: REPAIR, REPAIR, SAME, REPAIR, REPAIR, SAME.



SAM'S PRINT-PATH CHALLENGE CARDS

1

Print: Pat sat.
Partner says: Pat sit.



SAME or REPAIR?
Show the grapheme. Reread.

2

Print: A tin tips.
Partner says: A pin tips.



SAME or REPAIR?
Show the grapheme. Reread.

3

Print: Sam taps a mat.
Partner reads it exactly.



SAME or REPAIR?
Show the grapheme. Reread.

4

Print: Nan sits.
Partner says: Nan sat.



SAME or REPAIR?
Show the grapheme. Reread.

5

Print: Pins sit in the tin.
Partner says: Pins sit in the tip.



SAME or REPAIR?
Show the grapheme. Reread.

6

Print: Nan did it.
Partner reads it exactly.



SAME or REPAIR?
Show the grapheme. Reread.

SAM'S PRINT-PATH BOARD



Read every space. Explain one grapheme before moving.

REHEARSAL READ RECORD

Name: _____ Date: _____

PIP AND THE TIN

Pip sits. A tin tips. Pins spill.

Pip taps the mat.

Sam and Pip put the pins in the tin.

Pip sits. Sam pats the mat.



Pre-taught words: the, spill, put

Teacher record

Words blended accurately:

Actual attempts to record:

Self-correction or help request:

Oral question: What happened when the tin tipped?

Learner response:

REHEARSAL READ RECORD

Name: **ANSWERS** Date: _____

PIP AND THE TIN

Pip sits. A tin tips. Pins spill.

Pip taps the mat.

Sam and Pip put the pins in the tin.

Pip sits. Sam pats the mat.



Pre-taught words: the, spill, put

Teacher record

Words blended accurately:	Use the exact printed words.
Actual attempts to record:	Record the learner's actual attempts.
Self-correction or help request:	Accept an actual repair or a justified help request. Do not require an invented error.

Oral question: What happened when the tin tipped?

Learner response:

Sample: The tin tipped and the pins spilled. Sam and Pip put the pins back in the tin.

REPAIR AND EXPLAIN

Name: _____

Date: _____

Read:

Sam sat. A pin tips. Sam taps the pin.
The pin sits in a tin.

Teacher says: A pin sits.

Does that reading match the printed sentence?

The grapheme evidence is:

Reread the corrected sentence.

Common wrong response: I will look at the picture and guess.

Repair that response. What should the reader do instead?



Explain one event from the text:

REPAIR AND EXPLAIN

Name: **ANSWERS** Date: _____

Read:

Sam sat. A pin tips. Sam taps the pin.
The pin sits in a tin.

Teacher says: A pin sits.

Does that reading match the printed sentence?

No. The print says tips.

The grapheme evidence is:

The final graphemes are p and s.

Reread the corrected sentence.

A pin tips.

Common wrong response: I will look at the picture and guess.

Repair that response. What should the reader do instead?

Return to the printed word, say every taught sound, blend the whole word, then reread for meaning.



Explain one event from the text:

Sample: A pin tips, Sam taps it and the pin ends in a tin.

UNSEEN SHORT-STORY READ

Name: _____ Date: _____

PAM AND THE TIN

Pam sits. A tin tips. Pins spill.

Sam and Pam pat the mat.

Sam and Pam put the pins in the tin.

Pam and Sam sit.

Pre-taught words: and, the, spill, put

Teacher record of accurate decoding attempts:

Self-correction or justified help request, if needed:

Tracking from word to word and across lines:

Oral question: What happened in the story?

Learner explanation:

Do not require a reader to make an error.

UNSEEN SHORT-STORY READ

Name: **ANSWERS** Date: _____

PAM AND THE TIN

Pam sits. A tin tips. Pins spill.

Sam and Pam pat the mat.

Sam and Pam put the pins in the tin.

Pam and Sam sit.

Pre-taught words: and, the, spill, put

Teacher record of actual decoding attempts:

Accurate reading follows the print. Record the learner's actual attempts.

Self-correction or justified help request, if needed:

Record an actual repair or justified help request only when it occurs.

Tracking from word to word and across lines:

Starts at the first word and keeps place across every line.

Oral question: What happened in the story?

Learner explanation:

Sample: The tin tipped and the pins spilled. Sam and Pam put the pins back in the tin.
Accept another coherent explanation supported by the text.

Do not require a reader to make an error.

READ, BLEND, MAKE SENSE — LEARNING EVIDENCE

Name: _____ Date: _____

CRITERION	NEEDS TEACHING	DEVELOPING WITH SUPPORT	TARGET MET INDEPENDENTLY
Print accuracy	Guesses or changes a printed word.	Reads familiar models with a prompt.	Blends and reads the fresh printed words accurately.
Reading task	Cannot yet complete the meaningful read.	Completes the read with a model or step prompts.	Reads the unseen story and keeps place independently.
Reason and evidence	Gives a guess or unsupported answer.	Names a relevant detail with a prompt.	Uses a specific grapheme or text detail to explain.
Transfer and communication	Response is unclear or method does not transfer.	Explains with support; with text remains insecure.	Explains an event and applies the method to fresh text.

Observed evidence:

Next teaching step:

Accessible response modes and accepted dialects are valued.

Read, Blend, Make Sense





Our reading focus

Blend every word.

Track each word from left to right.

Reread to tell what happened.

Successfully read a word and explain one event.

Try to read a word from the start. "Blend s-a-t."





Words for reading

grapheme • blend • word • sentence • read • meaning

A grapheme is a written letter or letter group.

A sound is what we hear.

A word has meaning.





Blend and track

1. Point under each grapheme.
2. Say the sounds.
3. Blend the whole word.
4. Move to the next printed word.

s l →





Sam and Pat

Sam sat.

Pat sat.

Sam and Pat sit.

Check the first and last word. Keep one-to-one tracking when the line changes.





A careful contrast

Printed word: cat

Modelled misread: cap

The final grapheme changes the word meaning can confirm a reading, but it cannot force choice every grapheme.





Pause and check

Print: "The cat sat."

Teacher says: "The cap sat."

Does the spoken reading match the print?

Name the print even if it doesn't prove your choice.





The print controls the answer

It needs repair.

The printed word ends, so it is co

Reread: cat





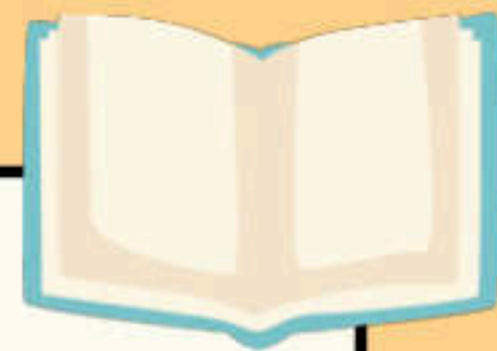
A fresh blend

m a t → mat

Track and read: "Sam has a mat."

What does Sam tell you? Listen to the whole sentence before you answer.





One complete partner turn

Read the printed sentence.

Listen to your partner.

Say "same" or "repair."

Point to the graphic that proves your choice.

Reread the whole sentence.



Independent challenge



Print: "Pins sit in the tin."

Partner says: "Pins sit in the tin."

Decide "same" or "different". Show the difference and reread.





Guessing does not identify the word

Do not guess from a picture.

Do not use only the first letter.

Do not skip the word.

Return to the beginning of the word, hear every taught sound, blend the word, then reread for meaning.





Rehearsal story

Pip sits.

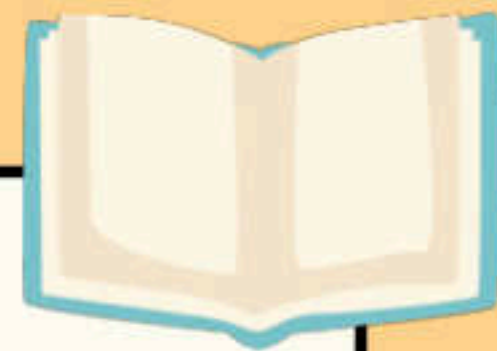
A tin tips.

Pins spill.

Pip taps the mo

Take every word. What happened when the tin tipped?





One target, different support

Support: read a shorter coherent line with other people.

Core: read the matched story independently.

Extension: read a matched text and explain which print detail confirmed the



Independent reading evidence



Read the unseen story aloud.

The teacher records your actual attempts.

Self-correct or ask for clarification if needed.

Explain one event from the text.

Do not need to repeat or re-read.





My reading evidence

I tracked every word.

I blended the whole word.

I checked the print with words and no match.

I explained what happened.

Next step ...





Reading connects print and meaning

Complete-word blending identifies the word.

Tracking keeps your place across lines.

Rereading connects the words to an event.





PREVIEW

Well don't
Check every graph when
Blend the word and reread for
meaning



Read, Read, Make Sense Quiz





Question 1

Which action shows complete-word blending for sound?

- A. Say s-a-t, then sat.
- B. Look at a picture and guess.
- C. Say the first letter.





Answer 1

A. Say s-a-t, then sat.

Saying each taught separately and then blending the whole word uses all three graphemes.



Question 2



Print: "The cat sat."

A reader says: "The cap sat."

Does the reading match the print? Explain.





Answer 2

No. The printed word ends in t, so it s can

The reader must repair word and read the tence.





Question 3

Read: "Pam sits. A tin tips."

What should you do as you blend each word?





Answer 3

Track to the next printed word, reread the two sentences and explain that the tin tips.





Question 4

Print: "Sam taps a mat."

Teacher says: "Sam taps a man."

Which grapheme moves a repair is it a word?



Answer 4



The final grapheme t in mat.

The printed word is mat not me



Question 5



Compare sat and sit.

Which grapheme changes, and how do the words change?





Answer 5

The middle grapheme changes from *o* to *i*.

Blend all three graphemes to read 'sit' accurately.





Question 6

A reader sees tin, looks at a picture and says box.

What is the error, and what should happen next?





Answer 6

The reader guessed instead of using the pri

Return to t-i-n, blend the then read for meaning



Question 7



Print: "Pins sit in the tin."

Partner says: "Pins sit in the tin."

Decide "same" or "different" and point to evidence.





Answer 7

Repair.

The final grapheme in the printed word is n, so the word is tin.



Question 8



Compare:

"Sam sat."

"Sam sits."

Name one similar and one difference in the print.



Answer 8



Both begin with Sam.

The action word changes at the end of its compound word and ends in ts.



Question 9



Read: "Nan sits. A tin tips."

The lines appear in a new order.

What stays the same about the reading method?





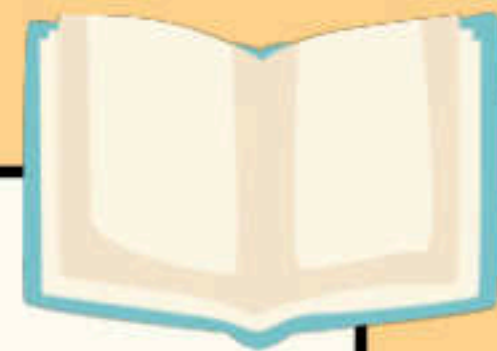
Answer 9

Start at the first printed word, blend the whole word, and track each word in order.

The method stays the same when the number changes.



Question 10



What print evidence shows that pin is not the



PREVIEW



Answer 10

The first grapheme is p, not t.

Use that detail with the other graphemes to blend it in.





Question II

Claim: "If a sentence makes sense, every word must have been read correctly."

Is the claim safe? Explain.





Answer II

No. A substituted word can still make sense.

Check every grapheme and refer to the exact printed sentence.



Question 12



After reading an unseen story, what evidence shows independent success?



PREVIEW



Answer 12

Accurate word reading and tracking, speed, repetition, justified help request when needed, and a clear explanation of an error.

A correct reader does not need to indicate an error.

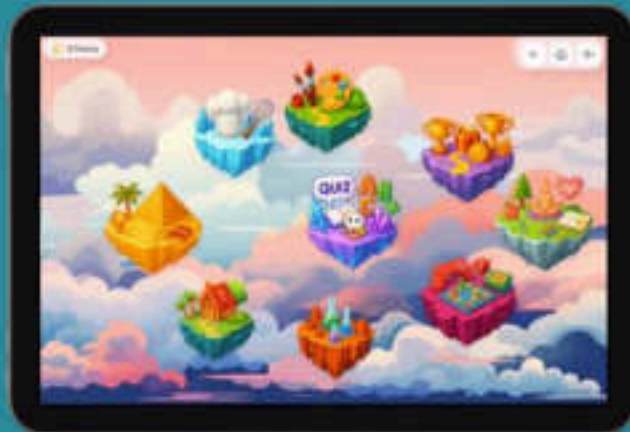




PREVIEW

Well done
Use the picture and the word.
Make sense of the story.





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Messages We Can Read - Foundation

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Teacher Guide: Purpose and Evidence

Unit purpose

This Foundation English unit teaches children to read authentic everyday signs, labels and short instructions. The consistent routine is Read all the print → Blend the word → Act or identify → Check the meaning. Pictures and colour confirm meaning only after the print has been decoded.

Success evidence

By the end of the sequence, each child independently reads three familiar messages in fresh contexts, follows one message, and explains one print detail that resolves possible confusion. Observe accuracy, one-to-one tracking, blending, matched action and print-based explanation.

Fixed message corpus

Core messages: SIT, STOP, TAP, BIN and PUT IT IN. Treat STOP only after the class has been explicitly taught the initial consonant cluster. Treat PUT as a pre-taught unusual correspondence for this cohort. Do not encourage first-letter guessing, picture guessing or skipping an unknown word.

Teacher Guide: Five-Lesson Sequence

Lesson 1 — What carries a message?

Model the classroom display. Contrast SIT with a decorative star. Think aloud while tracking every grapheme, blending the word and following the message. Check that children can distinguish readable print from decoration.

Lesson 2 — Read labels and short instructions

Model SIT and STOP, then compare TAP and BIN. Introduce PUT IT IN as a whole short instruction. Use the two message stories for shared reading and ask which exact print detail supports the action.

Lesson 3 — Guided to independent practice

Complete the guided Read, Act, Check sheet together. Children then complete the core and transfer sheets. Place each answer page immediately after its matching sheet for efficient teacher checking.

Lesson 4 — Message Messenger game

Use the rule page, message cards and play mat. Every turn requires reading the whole message, carrying out the action, explaining a print clue and checking the key. Praise self-correction after rereading.

Lesson 5 — Rehearse, repair and assess

Use New Message Rehearsal, then repair the picture-guessing misconception. Administer the individual assessment in fresh classroom locations and record performance with the rubric.

Teacher Guide: Preparation and Access

Prepare

Print the display, worked examples, message stories and game materials in colour. Print practice, assessment and rubric pages in black and white. Cut the message cards. Gather a chair, box or bin, tap picture or location marker, and safe classroom objects for PUT IT IN.

Teach before use

Confirm the oral meanings of sit, stop, tap, bin, put, it and in. Rehearse left-to-right tracking and blending. Explicitly pre-teach the consonant cluster in STOP and the cohort-relevant pronunciation/spelling connection in PUT before expecting independent reading.

Support, core and extension

Support: reduce the choice set, introduce vocabulary orally and use shorter coherent messages while retaining whole-print reading. Core: use unseen matched messages and require print evidence. Extension: move a familiar message to a new context and explain its purpose. Allow oral explanation, pointing and physical action as response modes without reducing the reading target.

Messages We Can Read

Read all the print. Blend the word. Check the meaning.

REAL MESSAGE



The print tells us to stop.

REAL MESSAGE



The print names the place.

DECORATION



It looks bright, but it gives no message.

Pictures confirm meaning after reading.

Message detective: SIT

SIT

s i t

Blend: sit

The message tells us to sit.

What did the print tell you?



Message detective: STOP

STOP



s t o p

Blend: stop

The first two letters are s then t.
The message tells us to stop.



Labels name places

TAP

t a p

Blend: tap



BIN

b i n

Blend: bin



Check every grapheme. The print names the place.

Short instruction: PUT IT IN

Learn PUT

In put, the letter u spells /ʊ/.



1 Read: **PUT IT IN**

PUT IT IN

2 Act: put the card in the box.



3 Check: did the action match every word?



Message story 1

Sam sat. A sign said, "SIT."

Sam sat on the mat.



Pat had a tin. A label said, "BIN."

Pat put it in.



Teacher-supported words: a, said, on, the, had, label.

1. Which two messages did Sam and Pat read?

2. What did each message help them do?

Message story 2

Tim can tap. The card says, "TAP."

Tim taps. Then the next sign says, "STOP."

Tim reads every letter.

Tim stops.



Teacher-supported words: the, card, says, then, next, sign, reads, every, letter, stops.

1. Which message came first?

2. What print told Tim to stop?

Name: _____

Read, act, check: guided

1. **SIT**

s	i	t
---	---	---

Point. Say the sounds.
Blend. Match: sit down.

2. **BIN**

--	--	--

Point. Say the sounds.
Blend. Match the place.

3. **TAP**

--	--	--

Point. Say the sounds.
Blend. Match the place.

4. **STOP**

--	--	--	--

Point. Say the sounds.
Blend. Match the action.

Explain one print detail.

Name: **ANSWERS**

Read, act, check: guided

1. **SIT**

s	i	t
---	---	---

 Point. Say the sounds.
Blend. Match: sit down.

2. **BIN**

b	i	n
---	---	---

 Point. Say the sounds.
Blend. Match the place.
bin

3. **TAP**

t	a	p
---	---	---

 Point. Say the sounds.
Blend. Match the place.
tap

4. **STOP**

s	t	o	p
---	---	---	---

 Point. Say the sounds.
Blend. Match the action.
stop moving

Explain one print detail.

I read every grapheme.

Name: _____

Read, act, check: core

1.

SIT

Message or decoration?
What does it tell you?

☐

Message

☐

Decoration

2.

BIN

Message or decoration?
What does it tell you?

☐

Message

☐

Decoration

3.

TAP

Message or decoration?
What does it tell you?

☐

Message

☐

Decoration

4.

STOP

Message or decoration?
What does it tell you?

☐

Message

☐

Decoration

5.

PUT IT IN

Message or decoration?
What does it tell you?

☐

Message

☐

Decoration

6.



Message or decoration?
What does it tell you?

☐

Message

☐

Decoration

Name: ANSWERS

Read, act, check: core

1.

SIT

Message or decoration?
What does it tell you?



Message



Decoration

sit down

2.

BIN

Message or decoration?
What does it tell you?



Message



Decoration

names the bin

3.

TAP

Message or decoration?
What does it tell you?



Message



Decoration

names the tap

4.

STOP

Message or decoration?
What does it tell you?



Message



Decoration

stop moving

5.

PUT IT IN

Message or decoration?
What does it tell you?



Message



Decoration

put it inside

6.



Message or decoration?
What does it tell you?



Message



Decoration

no readable message

Name: _____

Read, act, check: transfer

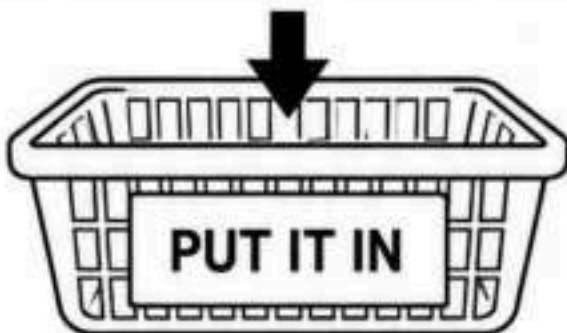


1. Read it.
2. Choose or show the meaning.
3. Write or tell the print detail that proved it.



Imagine the square
is blue.

1. Read it.
2. Choose or show the meaning.
3. Write or tell the print detail that proved it.



1. Read it.
2. Choose or show the meaning.
3. Write or tell the print detail that proved it.

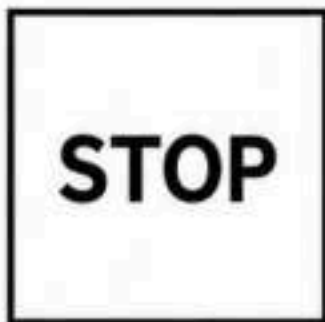
Name: ANSWERS

Read, act, check: transfer



1. Read it.
2. Choose or show the meaning.
3. Write or tell the print detail that proved it.

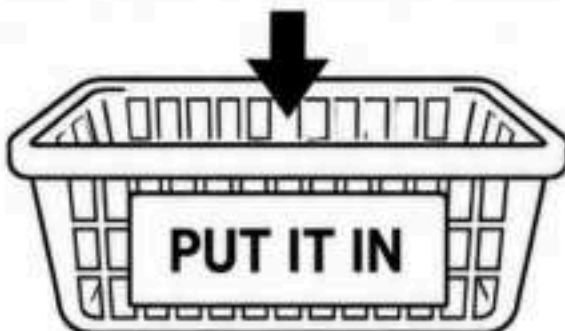
MAT names the mat.
It ends with t.



Imagine the square
is blue.

1. Read it.
2. Choose or show the meaning.
3. Write or tell the print detail that proved it.

STOP means stop.
The print s-t-o-p proves it, even when the square is blue.



1. Read it.
2. Choose or show the meaning.
3. Write or tell the print detail that proved it.

PUT IT IN means place the item inside.
The spaces show three words.

Message Messenger



SETUP

Place the challenge cards face down.



HOW TO PLAY

1. Pick one card and read all the print.
2. Carry it to the matching station or act it out.
3. Explain which print detail helped.
4. Your partner checks the key.



WORKED TURN

BIN

b i n



Carry it to the bin.

Reason: b starts the word and n ends it.

FINISH

After six turns, swap roles and play again.
Every turn needs accurate reading and a reason.



Message Messenger challenge cards



SIT

Read. Act or explain.



TAP

Read. Act or explain.



BIN

Read. Act or explain.



STOP

Read. Act or explain.



PUT IT IN

Read. Act or explain.



decoration

Message Messenger delivery mat

SIT



TAP



BIN



STOP



PUT IT IN



DECORATION



Explain the print before checking.

PARTNER KEY

SIT:	sit down
TAP:	point to or use the tap
BIN:	take it to the bin
STOP:	stop moving
PUT IT IN:	place it inside
DECORATION:	no readable message

Name: _____

New-message rehearsal 1



1. Read each message aloud.
2. Follow one message.
3. Circle or copy one print detail that helped.

4. Explain what the message was for.

Teacher record

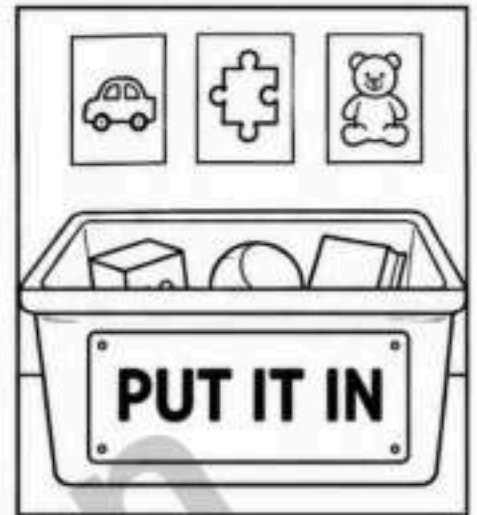
Accurate reading

Matching action

Print detail and purpose

Name: **ANSWERS**

New-message rehearsal 1



1. Read each message aloud.
2. Follow one message.
3. Circle or copy one print detail that helped.

Print details may include t-a-p, s-i-t, or the three words PUT IT IN.

4. Explain what the message was for.

Teacher record

Accurate reading

Reads TAP, SIT and PUT IT IN accurately.

Matching action

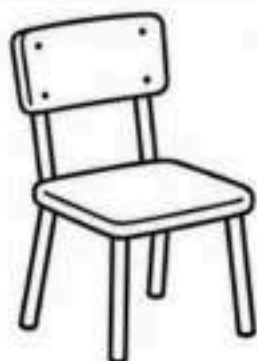
Follows one matching action.

Print detail and purpose

Names actual print and explains the message purpose.

Name: _____

New-message rehearsal 2



BIN

Mia says, "SIT, because I see a chair."

1. What did Mia use to guess?

2. Point to every grapheme and read the word.

3. Write or tell the correct message and meaning.



Imagine the circle is green.

What controls the meaning: the colour, the picture or the complete printed word? Explain.

Name: **ANSWERS**

New-message rehearsal 2



BIN

Mia says, "SIT, because I see a chair."

1. What did Mia use to guess?

Mia guessed from the picture.

2. Point to every grapheme and read the word.

b i n -> BIN

3. Write or tell the correct message and meaning.

BIN names the place.



Imagine the circle is green.

What controls the meaning: the colour, the picture or the complete printed word? Explain.

**The complete printed word controls the meaning.
s-t-o-p spells STOP, even when the circle is green.**

Name: _____

Date: _____

Messages We Can Read assessment



1. Read all three messages aloud to your teacher.
2. Follow one message.
3. Point to or copy a print detail that helped.
4. Explain how the print, not a picture guess, resolved any confusion.

Teacher observation

Accurate reading and navigation

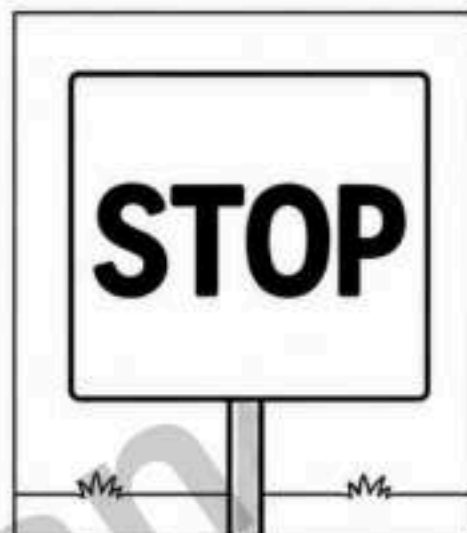
Matching action or meaning

Specific print evidence

Name: **ANSWERS**

Date: _____

Messages We Can Read assessment



1. Read all three messages aloud to your teacher.
2. Follow one message.
3. Point to or copy a print detail that helped.
4. Explain how the print, not a picture guess, resolved any confusion.

Teacher observation

Accurate reading and navigation

Reads SIT, PUT IT IN and STOP accurately; tracks each message.

Matching action or meaning

Follows one matching action or explains its purpose.

Specific print evidence

Names an actual detail, such as s-i-t, the three word spaces in PUT IT IN, or s-t-o-p. The print, not the picture, resolves confusion.

Messages We Can Read learning evidence rubric

Student: _____

Date: _____

Criterion	Needs teaching	Developing with support	Target met independently
Concept and accuracy	Uses a picture guess or reads the print inaccurately.	Reads familiar messages with a prompt; the contrast is insecure.	Reads the fresh message accurately by checking the print.
Application and procedure	Cannot yet follow the message meaningfully.	Follows it with a model or step prompts.	Follows the message independently and keeps the reading target.
Reason and evidence	Gives a guess, opinion or picture only.	Names a relevant print detail; needs help to connect it.	Explains the response with a specific grapheme, word or spacing detail.
Transfer and communication	Response is not yet interpretable in the fresh context.	Communicates with support; fresh context remains insecure.	Communicates clearly and applies the same reading routine in a fresh context.

Evidence observed:

Next teaching step:

Accept an accessible response mode and a justified alternative interpretation.

Messages We Can Read





Purpose and success

Read everyday messages, act on one, and explain the point of view that conveys the meaning.

Think: What does SIT tell you? Is a story part of a message?





Ready words

Grapheme · blend · word · sentence · reread · meaning

You will use taught sound-letter correspondences, oral vocabulary and one-to-one tracking.





The message routine

1. Read all the print.
2. Blend the word.
3. Check the meaning.

Pictures confirm meaning after reading





SIT worked examples

Point to s-i-t.

Say each sound.

Blend: sit.

Follow the message by sitting.





Decoration contrast

A bright star can attract attention, but it carries no readable message.

Print tells us what to know or do.





Guided decision

Read BIN.

Point to each grapheme.

Blend the sounds.

Choose the matching place.





Guided answer

BIN names the place.

b at the start and n at the end confirm the word.





Room labels

Compare TAP and BIN.

Check every grapheme before choosing a place or position.





Complete game turn

Read STOP.

Act on the message.

Explain the print evidence.

Check the key.





Independent challenge

Read PUT IT IN.

Follow it with a classroom object.

Explain one print detail that helped.





Misconception report

A chair picture beside BIN does not change the word.

Read b-i-n, then use the picture only to confirm meaning.





Fresh transfer

Read a familiar message in a new location.

Explain what the message is for and which part does it confirm.





Access routes

Support: teacher-introduced vocabulary and shorter, coherent messages.

Core: unseen matched messages.

Extension: explain purpose in a new context.

Everyone keeps the same reading task.





Independent assessment

Read three fresh-context messages aloud.

Follow one message.

Explain how a print detail resolved confusion.





Reflection

Which message did you read accurately?

Which print detail helped?

What will you check next time?





Unit synthesis

Everyday signs, labels and short instructions carry meaning through pictures.

Read the whole word before using the pictures to confirm.





Well Done!
Read the print, then check the
meaning.



PREVIEW

Messages We Can Read

Quiz





Question 1

Which item is a real message?

- A. the word SIT
- B. a row of stars
- C. a colourful border





Answer 1

A. SIT.

The printed word carries meaning. Stars and borders decorate the page but do not tell us what to know or do.





Question 2

A card says BIN beside a box. Explain how you know it comes from a box.





Answer 2

Point to b-i-n and blend bin.

The first grapheme b and final grapheme n confirm the word.





Question 3

Read PUT IT IN. What action shows its meaning?





Answer 3

Put the named classroom object inside the container.

Credit accurate reading, the matching activity and a print-based explanation.





Question 4

Read TAP. Which place or action matches it?





Answer 4

Tap.

The graphemes t-a-p blend to tap. The complete word, not a picture alone, identifies the answer.





Question 5

Compare TAP and MAP. What one changed condition changes the words?





Answer 5

The first grapheme changes from t to m, so tap becomes map.

The final graphemes a-p stay the same.





Question 6

A child sees a chair beside BIN and says SIT. What is the error, and how can the child repair it?





Answer 6

The child guessed from the picture.

Point to every grapheme, blend b-i-n reread PIN, then use context to confirm.





Question 7

Game challenge: Read STOP, perform the matching action, and give one more detail that helped.





Answer 7

Stop moving.

Credit the s-t cluster at the start or the complete sequence s-o-p as evidence.





Question 8

Compare SIT and STOP. Name one similarity and one difference supported by the print.





Answer 8

Both start with s.

STOP continues with t-o-p and tells us to stop. SIT continues with i-t and tells us to sit.





Question 9

A green sign says STOP. What should you do?





Answer 9

Stop.

The printed word controls the meaning even though green on suggests go.





Question 10

Which exact print evidence supports your previous answer?





Answer 10

The sign contains the four graphemes s-t-o-p.

Reading the whole word gives STOP; colour alone is not enough.





Question II

Claim: If a picture shows a bin, any nearby word means BIN. Is the claim true?





Answer II

No. The print must spell BIN.

A picture can confirm meaning only after the word has been read.





Question 12

A new classroom card says SIT. Apply the final success criterion





Answer 12

Read SIT aloud, sit to show meaning, and explain in your own words what each letter stands for. Start at the beginning and end at the end.

Accept an accurate alternative explanation.

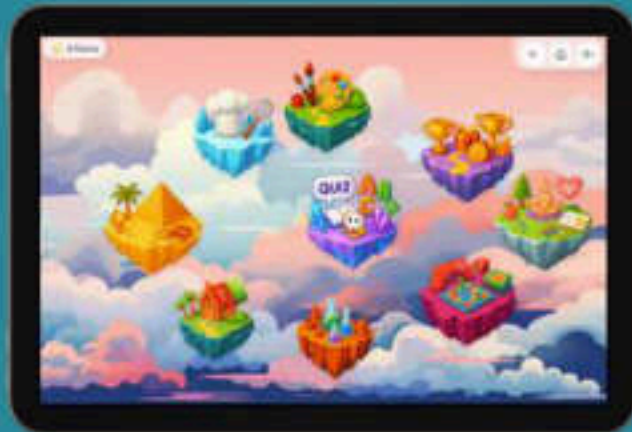




Well Done!
Read every graph when use the picture to confirm.



PREVIEW



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Reading Repair Workshop - Foundation

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TEACHER GUIDE

Reading Repair Workshop



UNIT OVERVIEW

PURPOSE

Children check the whole printed word, reread for meaning and ask for help when a spelling is new.

SUCCESS EVIDENCE

- Tracks print from left to right and at a line return.
- Checks independently when needed, or reads accurately without support.
- Repairs from the print or asks for help.
- Explains what the text says.

PRIOR KNOWLEDGE

Taught sound-letter correspondence; oral vocabulary; one-to-one tracking.

DIAGNOSTIC TASKS

1. Read: Ben had a red cap.
2. What can you say if a sentence does not make sense?

VOCABULARY

grapheme	—	a letter or letter group for a sound
blend	—	join sounds to read a word
word	—	letters that carry meaning
sentence	—	words that make a complete message
reread	—	read it again
meaning	—	what the text tells us

TEACHER-SUPPORTED SPELLINGS

the, put, puts, says, check, please, with, picnic

TEACHER GUIDE

LESSONS 1–3



LESSON 1 — NOTICE

30–40 minutes



- Model a sentence that does not make sense.
- Use the display and Ben text. Compare cap read as cat.
- Partners explain the mismatch using the final grapheme.
- Check: each child names a mismatch or gives a concrete explanation.

LESSON 2 — CHECK AND REPAIR

30–40 minutes



- Model checking the complete word, then rereading the phrase.
- Complete Practice 1. Change one condition so children explain, not copy.
- Check: the learner points to the grapheme that controls the repair.

LESSON 3 — ASK FOR HELP

30–40 minutes



- Model one complete Repair Team turn, including a constructive correction.
- Use Practice 2 and Challenge Cards Set A.
- Check: the learner asks for help with an untaught spelling, then rereads.

DIFFERENTIATION



Support:
shorter complete text
and introduced vocabulary.



Core:
unseen matched text
and independent repair.



Extension:
a new text purpose and
an explanation, never a speed race.

TEACHER GUIDE

LESSONS 4–5 AND ASSESSMENT

LESSON 4 — PARTNER TRANSFER

 30–40 minutes

- Partner-read a new short text with one-to-one tracking.
- Use Practice 3, Challenge Cards Set B and the Kit rehearsal text.
- Give one specific correction, then ask for a fresh application.



LESSON 5 — FRESH READ

 30–40 minutes

- Retrieve the success criteria without showing an answer.
- Use the Meg assessment independently and apply the rubric.
- Do not create a mistake. Record a mistake reading when no repair is needed.



OBSERVABLE EVIDENCE



- Accurate left-to-right reading and line return.
- An independent check when needed, or an accurate first read.
- A print-based repair or justified request for help.
- A meaning response about the text.

ACCESS



Allow oral, signed, pointed or scribed responses. Keep the reading target unchanged.

EQUIPMENT



Teacher observation time; pencils; paper text set; optional classroom display.

CHECK, REREAD, ASK

1.

STOP when the print or meaning does not fit.



2.

CHECK every grapheme in the printed word.



3.

BLEND the word and
REREAD the phrase.



4.

ASK for help when a spelling is new.



EXAMPLE 1

Print: Ben has a red cap.
Read: Ben has a red cat.
Evidence: final grapheme **p**



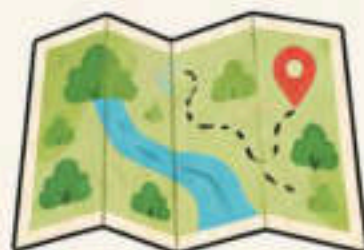
EXAMPLE 2

Print: Stop at the mat.
Read: Stop at the map.
Evidence: final grapheme **t**



CONTRAST

Print and read: Sam has a map.
It matches. Keep reading.



TEXT SET 1 — BEN AND THE CAP

Read from left to right. Follow the line return.

Ben has a red cap. Ben puts the cap on the mat.
The cat sits on the cap. Ben says, "Cat, get off!"
The cat hops off. Ben puts on his cap.



TEACHER MISCUE 1

Print: cap

Read: cat

Check the final grapheme.

TEACHER MISCUE 2

Print: mat

Read: map

Check the final grapheme.

ACCURATE-READ CONTRAST

Print and read: Sam has a map.

Keep reading.

What did you notice?

Which grapheme is the evidence?

Reread the phrase.

OBSERVATION NOTES

TEXT SET 2 – SAM AND THE PICNIC MAP

Read from left to right. Follow the line return.

Sam has a picnic bag. Sam puts a map in the bag.
At the park, Sam looks at the map. The map says,
“Picnic spot.”

Sam stops, checks the map and walks to the spot.



TEACHER MISCUE 1

Print: map
Read: mat
Check the final grapheme.

TEACHER MISCUE 2

Print: spot
Read: stop
Check the order of every
grapheme.

JUSTIFIED HELP

Print: picnic
The spelling is new. Ask for
help, then reread.
What did you notice?
Which grapheme is the evidence?
Reread the phrase.

OBSERVATION NOTES

AUTHENTIC MESSAGE CARDS — SET A

CARD A1

Put it in the bin.

-  Does it match the print?
-  Does it make sense?
-  Reread or ask for help.

CARD A2

Stop at the mat.

-  Does it match the print?
-  Does it make sense?
-  Reread or ask for help.

CARD A3

Tap the red lid.

-  Does it match the print?
-  Does it make sense?
-  Reread or ask for help.

AUTHENTIC MESSAGE CARDS — SET B

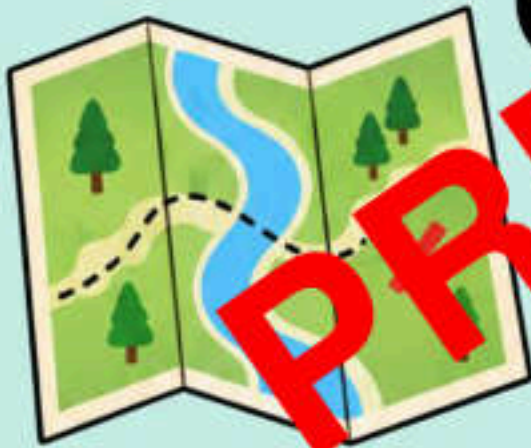
CARD B1

Pack the red cap.



Does it match the print?
Does it make sense?
Reread or ask for help.

CARD B2

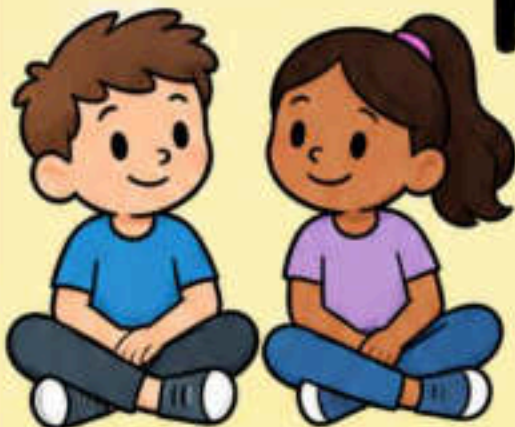


Check the map.

Does it match the print?
Does it make sense?
Reread or ask for help.

CARD B3

Please sit with Sam.



Does it match the print?
Does it make sense?
Reread or ask for help.

PRACTICE 1 – STOP AND CHECK

Name: _____

Date: _____



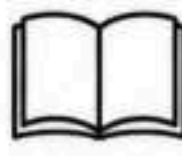
STOP

•



CHECK

•



REREAD

•



ASK

- 1.** Print: Ben has a red cap.
Read: Ben has a red cat.

Circle the word that does not match.
Underline the grapheme that fixes it.
Say the whole sentence again.

☐

- 2.** Print: The cat sits on the mat.
Read: The cat sits on the map.

Circle the word that does not match.
Underline the grapheme that fixes it.
Say the whole sentence again.

☐

- 3.** Print and read: Sam has a map.

Does it match? YES ☐ NO ☐

What should the reader do next?

☐

- 4.** Print: Put it in the bin.
I do not know put.

What could the reader say?

After help, reread the whole message.

☐

PRACTICE 1 – STOP AND CHECK

Name: **ANSWERS**

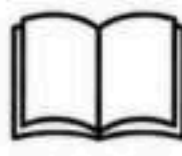
Date: _____



STOP



CHECK



REREAD



ASK

- 1.** Print: Ben has a red cap.
Read: Ben has a red cat.

Circle the word that does not match.
Underline the grapheme that fixes it.
Say the whole sentence again.

cap — final grapheme p.

Ben has a red cap.



- 2.** Print: The cat sits on the mat.
Read: The cat sits on the map.

Circle the word that does not match.
Underline the grapheme that fixes it.
Say the whole sentence again.

mat — final grapheme t.

The cat sits on the mat.



- 3.** Print and read: Sam has a map.

Does it match? YES ☒ NO ☐

What should the reader do next?

MATCH — keep reading.



- 4.** Print: Put it in the bin.
I do not know put.

What could the reader say?

Please help me read put.

Put it in the bin.

After help, reread the whole message.



PRACTICE 2 – REPAIR THE READ

Name: _____ Date: _____

Choose MATCH, FIX or ASK. Write the corrected word or your reason.

1. Print: Tap the red lid. MATCH FIX ASK
Read: Tap the red lip. _____

2. Print: Pack the red cap. MATCH FIX ASK
Read: Pack the red cat. _____

3. Print: Stop at the mat. MATCH FIX ASK
Read: Stop at the map. _____

4. Print: Check the map. MATCH FIX ASK
Learner: I do not know check. _____

5. Print: Please sit with Sam. MATCH FIX ASK
Learner: I do not know please. _____

6. Print and read: Ben puts on his cap. MATCH FIX ASK

PRACTICE 2 – REPAIR THE READ

Name: **ANSWERS** Date: _____

Choose MATCH, FIX or ASK. Write the corrected word or your reason.

1. Print: Tap the red lid. MATCH FIX ASK
Read: Tap the red lip. lid; final d

2. Print: Pack the red cap. MATCH FIX ASK
Read: Pack the red cat. cap; final p

3. Print: Stop at the mat. MATCH FIX ASK
Read: Stop at the map. mat; final t

4. Print: Check the map. MATCH FIX ASK
Learner: I do not know check. help with check, then reread

5. Print: Please sit with Sam. MATCH FIX ASK
Learner: I do not know please. help with please, then reread

6. Print and read: Ben puts on his cap. MATCH FIX ASK
keep reading



PRACTICE 3 — EXPLAIN THE EVIDENCE



Name: _____ Date: _____

Repair the read. Name the exact print evidence. Then reread or ask for help.

1. **Print:** Kit has a red cup.

Read: Kit has a red cap.

My repair:

Print evidence:

My next action:

2. **Print:** Sam sits at the picnic spot.

Read: Sam sits at the picnic spot.

My repair:

Print evidence:

My next action:

3. **Print:** Please pack the map.

Learner: I do not know please.

My repair or help request:

Print evidence:

My next action:



PRACTICE 3 — EXPLAIN THE EVIDENCE



Name: _____ **ANSWERS** _____ Date: _____

Repair the read. Name the exact print evidence. Then reread or ask for help.

1. **Print:** Kit has a red cup.

Read: Kit has a red cap.

My repair:

cup

Print evidence:

middle grapheme u

My next action:

Reread the sentence.

2. **Print:** Sam sits at the picnic spot.

Read: Sam sits at the picnic stop.

My repair:

spot

Print evidence:

letter order s-p-o-t

My next action:

Reread the phrase.

3. **Print:** Please pack the map.

Learner: I do not know please.

My repair or help request:

Please help me read
please.

Print evidence:

The spelling is new.

My next action:

Reread the full
message.

REPAIR TEAM CHALLENGE

Reading Repair Workshop

YOU NEED

Challenge Cards Set A and Set B;
six book tokens; three role badges.



SETUP

Cut the cards. Mix them face down.
Choose Reader, Checker and Coach.



READER



Read the
complete card
aloud.

CHECKER



Ask: Does it
match the print?
Does it make
sense?

COACH



Confirm the exact
grapheme or
explain why the
reading matches.

HOW TO PLAY

- 1 Reader reads a card.
- 2 Checker asks both check questions.
- 3 Reader repairs and rereads, keeps reading or asks for help.
- 4 Coach gives the proof evidence.
- 5 Earn one token for a complete explanation, then rotate roles.

WORKED TURN

Card A2: Print cap. Read cat.

Checker: The final grapheme does not match.

Reader: cap. Pack the red cap.

Coach: Final grapheme **p** is the evidence.

FINISH

Finish after six cards and six explanations. Every turn includes reading. No skipped or luck-only turns.



TEACHER KEY

- A1 mat — final t
- A2 cap — final p
- A3 ask for put; reread
- A4 match; keep reading
- A5 mat — final t
- A6 ask for please or with; reread

- B1 cap — final p
- B2 ask for check; reread
- B3 bag — middle a
- B4 match; keep reading
- B5 cup — middle u
- B6 reject picture guess; check print or ask

CHALLENGE CARDS – SET A

A1

Print: The cat sits on the mat.
Read: The cat sits on the map.
Check, act and explain.



A2

Print: Pack the red cap.
Read: Pack the red cat.
Check, act and explain.



A3

Print: Put it in the bin.
I do not know put.
Check, act and explain.



A4

Print and read: Tap the red lid.
Check, act and explain.



A5

Print: Stop at the mat.
Read: Stop at the map.
Check, act and explain.



A6

Print: Please sit with Sam.
I do not know please or with.
Check, act and explain.



CHALLENGE CARDS – SET B

B1

Print: Ben has a red cap.

Read: Ben has a red cat.

Check, act and explain.

B2

Print: Check the map.

I do not know check.

Check, act and explain.

B3

Print: Sam has a picnic bag.

Read: Sam has a picnic bag.

Check, act and explain.

B4

Print and read:

The cat hops off.

Check, act and explain.

B5

Print: Kit tips the cup.

Read: Kit tips the cap.

Check, act and explain.

B6

Print: Please pack the map.

Learner: I will use the picture and skip please.

Check, act and explain.

TRANSFER READ — KIT AND THE CUP

Name: _____

Date: _____

Teacher: Listen to the child read. Do not plant an error.

Kit has a cup and a snack. Kit puts the cup on the mat.

The cat taps the cup. It tips. Kit stops, checks cup and rereads.

Kit picks up the cup and smiles.



TEACHER RECORD

Print tracking: ☐ INDEPENDENT ☐ WITH PROMPT

Actual words or attempt

Self-check, or accurate first read:

Repair or help action:

MEANING

What happened to the cup?

LEARNER REFLECTION

What helped you read?

TRANSFER READ — KIT AND THE CUP

Name: ANSWERS

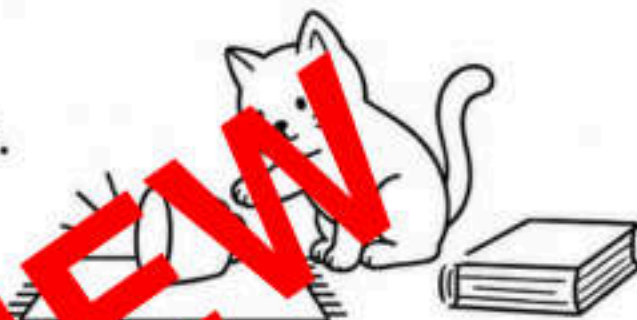
Date: _____

Teacher: Listen to the child read. Do not plant an error.

Kit has a cup and a snack. Kit puts the cup on the mat.

The cat taps the cup. It tips. Kit stops, checks cup and rereads.

Kit picks up the cup and smiles.



TEACHER RECORD

Print tracking: ☒ INDEPENDENT ☐ WITH PROMPT

Actual words or attempt:

Accept an accurate first read, or record the
child's actual words.

Self-check, or accurate first read:

Valid example: checked the u in cup after
It tips. An accurate first read is also valid.

Repair or help action:

Read cup and reread the phrase, or ask for
help with a new spelling.

MEANING

What happened to the cup?

The cat tapped the cup and
it tipped. Kit picked it up.

LEARNER REFLECTION

What helped you read?

I checked the middle grapheme
u and reread.

TRANSFER REFLECTION — SAFE READING REPAIR

Name: _____ Date: _____



WRONG CLAIM

"I can look at the picture and skip the hard word."



1. Why is this unsafe?

2. Write a repaired reading plan.

3. Which print detail helped you? When should you ask for help?

PREVIEW

TRANSFER REFLECTION — SAFE READING REPAIR

Name: _____ **ANSWERS** _____ Date: _____



WRONG CLAIM

"I can look at the picture and skip the hard word."



1. Why is this unsafe?

A picture can confirm meaning, but it does not identify the printed word. A sensible guess can still be wrong.

2. Write a repaired reading plan.

Check every grapheme. Blend the whole word. Ask for help if the spelling is new. Reread for meaning.

3. Which print detail helped you? When should you ask for help?

Name the exact grapheme that changed the reading.
Ask for help when a spelling has not been taught.

ASSESSMENT – FRESH MIXED-TEXT READ

Name: _____

Date: _____



Read the new text aloud. Check the print when needed.
Ask for help when a spelling is new.

Teacher: Do not create a mistake. Record accurate reading
when no repair is needed.



Meg has a pet hen. The hen sits in a pen.

Meg puts a dish in the pen. The hen pecks at the dish.

Meg shuts the gate, checks it and walks back home.

TEACHER RECORD

Tracking and line return:

Actual reading or attempt:

Independent check, accurate first read:

Repair or justified help request:

MEANING

What did Meg do for the hen?

ASSESSMENT – FRESH MIXED-TEXT READ

Name: **ANSWERS**

Date: _____



Read the new text aloud. Check the print when needed.
Ask for help when a spelling is new.

Teacher: Do not create a mistake. Record accurate reading
when no repair is needed.



Meg has a pet hen. The hen sits in a pen.

Meg puts a dish in the pen. The hen pecks at the dish.

Meg shuts the gate, checks it and walks back home.

TEACHER RECORD

Tracking and line return:

Independent left-to-right tracking and line return.

Actual reading or attempt:

Record the child's actual reading. Accurate reading is valid evidence.

Independent check, or accurate first read:

Either a self-initiated check when needed, or an accurate first read.

Repair or justified help request:

Uses the print to repair, or asks for help with a new spelling. Do not require an error.

MEANING

What did Meg do for the hen?

Meg put a dish in the pen and shut the gate. Accept an equivalent supported meaning.



LEARNING EVIDENCE RUBRIC

Reading Repair Workshop

	NEEDS TEACHING	DEVELOPING WITH SUPPORT	TARGET MET INDEPENDENTLY
CONCEPT / ACCURACY	Uses an inaccurate reading or the recorded misconception.	Correct on familiar models with a prompt; insecure on the contrast.	Applies the check-and-reread relation to a fresh text.
APPLICATION / PROCEDURE	Cannot complete the meaningful reading task yet.	Completes with a model or step-by-step prompts.	Completes the fresh reading while keeping the target skill.
REASON / EVIDENCE	Gives a guess or unsupported opinion.	Gives a relevant detail that needs help to connect.	Explains with a specific print detail or appropriate reason.
TRANSFER / COMMUNICATION	Response is not yet interpretable; the method does not transfer.	Communicates clearly with support; fresh context remains insecure.	Gives a coherent response in a fresh matched context.

EVIDENCE OBSERVED

NEXT STEP

Reading Report Workshop





Reading goal

- We read the whole printed word.
- We stop when the print or meaning does not fit.
- We check, reread or ask for help when a spelling is new.
- Diagnostic 1: Read 'Ben' as a reader.
- Diagnostic 2: What would you do if a sentence did not make sense?





Words for reading reports

- Grapheme: a letter or letter group or a sound
- Blend: join sounds to read a word
- Word: letters that work together and carry meaning
- Sentence: words that make a complete message
- Reread: read it again
- Meaning: what the words tell us





Check, reread, ask

- 1. Stop when the print or meaning does not fit.
- 2. Check every grapheme in the printed word.
- 3. Blend the word and reread the phrase.
- 4. Ask for help when a skill has not been taught.





Ben's cap

- Print: 'Ben has a red cap.'
- Teacher read: 'Ben has a red cat.'
- Think aloud: Cat c can make sense, but it does not match the final grapheme.
- Check c-a-p. Read cap and read the whole sentence.





A match and a mismatch

- Match: Print and read both say, 'Sam is a man.' Keep reading.
- Mismatch: Print says, 'Stop at the boat.' The reader says map.
- The final grapheme controls the repair: mo
- Meaning confirms the repaired sentence after we check the print.





Guided check

- Print: 'The cat sits on the mat.'
- Reader says: 'The cat sits on the mat.'
- Pause. Which word does not match?
- Which grapheme gives the best evidence?
- What should the reader do next?





Guided check answer

- Mat does not match the reader's word map.
- The final grapheme t shows mat.
- Blend m-a-t, then read: 'The mat sits on the mat.'
- The print gives the answer. The player does not choose the word.





A fresh repair

- Print: 'Pack the red cap.'
- Reader says: 'Pack the red cap.'
- Check the whole word for the first word theme
- Read cap, then read the complete message.





A complete partner turn

- Reader: reads the card aloud.
- Checker: asks, 'Does it match the point and make sense?'
- Reader: checks, re-reads and re-reads or asks for help.
- Coach: confirms the exophoric or explains why the reading matches.





Partner challenge

- Print: 'Tap the red lid.'
- Reader says: 'Tap the red lid.'
- Explain the repair to your partner.
- Use a specific grapheme as evidence.





Pictures do not choose the word

- Unsafe plan: 'I will look at the picture, say a word with the same first letter and skip the hard word.'
- Repair plan: Check the grapheme. Blend the word. Ask for help if the spelling is new. Read for meaning.
- A safe guess could still be the wrong printed word.





Transfer read

- 'Kit has a cup and a snack. Kit put the cup on the mat. The cat taps the cup. It tips.'
- Read left to right and follow the line return.
- If you pause, click the point before giving meaning to confirm.
- Tell me when you open to the cup.





Three learning routes

- Support: The teacher introduces vocabulary and offers a shorter complete passage.
 - Core: Read an unselected passage and repair independently when needed.
 - Extension: Read for a new purpose and explain why the chosen repair worked.
- Every route keeps the same reading target.





Fresh-read assessment

- Read the new text aloud without seeing an answer.
- Track the print and move to the next line.
- Check independently if something does not
- Ask for help when a spelling is new.
- Explain what the text says. You do not need to make a mistake to succeed.





Reading reflection

- Which printed detail helped you most?
- Where did you reread?
- When did you ask for help, or why was help not needed?
- My next reading step is





What repair readers do

- Read the complete printed word.
- Notice when print or meaning does not fit.
- Check the graphemes and re-read.
- Ask for help with new spelling.
- Explain the text after reading it.

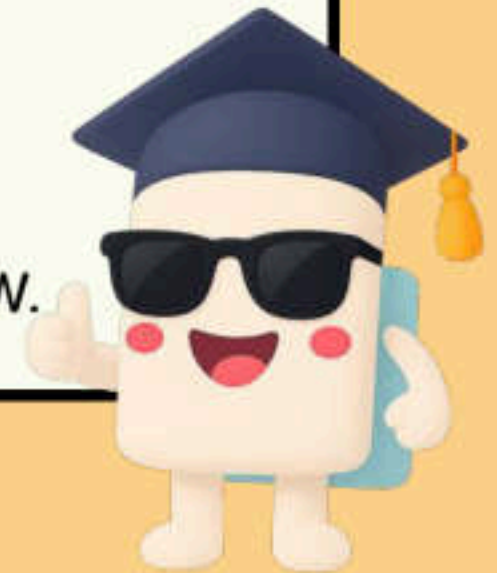




PREVIEW

Well done!

Check the print. Read for meaning. Ask when a spelling is new.



Reading Preparation Workshop Quiz





Question 1

- Print: 'Ben has a red cap.' A reader says 'Ben has a red cat.'
- What should the reader do?





Answer 1

- Stop and check the whole printed word.
- The final grapheme p shows a cap.
- Read cap and reread the sentence.





Question 2

- Print and reader both say, 'The co sits on the t.'
- Should the reader change word explain





Answer 2

- No. The reading matches every printed word but the sentence makes sense.
- Keep reading.





Question 3

- A child reads, 'Kit puts the cup on the n...'
- The child pauses, checks the middle grapheme in... and rereads the phrase.
- What evidence shows reading strategy?





Answer 3

- The child noticed a need to check the second grapheme u, and reread the phrase.
- Credit a clear explanation of a self-initiated check.





Question 4

- Print: 'Tap the red lid.' The reader says
- Which word matches the print, and what is the evidence?





Answer 4

- Lid matches the print.
- The final grapheme d, not contr the rd.





Question 5

- Print: 'Tap the red lid.' This time the teacher says it.
- What changes in the repair routine?





Answer 5

- No repair is needed.
- The word matches the complete print and meaning so the reader keeps going.





Question 6

- A child says, 'I can look at the picture, say a word with the same first letter and skip the hard word.'
- Repair this plan.





Answer 6

- Check every grapheme and blend the complete word.
- Ask for help if the spelling is new.
- Then reread for meaning.





Question 7

- Challenge card: 'Please sit with Se...'
- The child has not learned the spelling in p...se.
- What should the ch... do?





Answer 7

- Ask for help with please, then reread the complete message.
- A justified help request is successful reading behavior.





Question 8

- Compare these repairs: cap was read as cat; map was read as map.
- What is similar, and what is different?





Answer 8

- Both need a check of the final group
- Cap ends in p and mat ends in t, so the exact pair letter gives a different repair.





Question 9

- Print: 'The hen sits in a pen.' A reader says 'pin'.
- What should happen next?





Answer 9

- Check the middle grapheme e and len. pen.
- Then reread the phrase 'in pen.'



PREVIEW



Question 10

- What print and meaning evidence supports the pair in Question 9?





Answer 10

- The printed word has e, not i.
- Pen also fits the sentence because the pen fits in the pen.
- Print controls the pen and the pen confirms it.





Question II

- A learner claims, 'If my sentence makes sense, I do not need to check every letter.'
- Is the claim safe? Explain.





Answer II

- No. A guessed word can make sense but still fail to match the print.
- Check the complete word before using meaning to confirm.





Question 12

- A child reads a fresh text accurately without a mistake
- What should the teacher record now?





Answer 12

- Record the accurate read and the no air needed
- Ask the child what the text says.
- Never make the child produce an error.





PREVIEW

Well done!

Check the print. Read for meaning. Ask when a spelling is new.

