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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 accurate 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

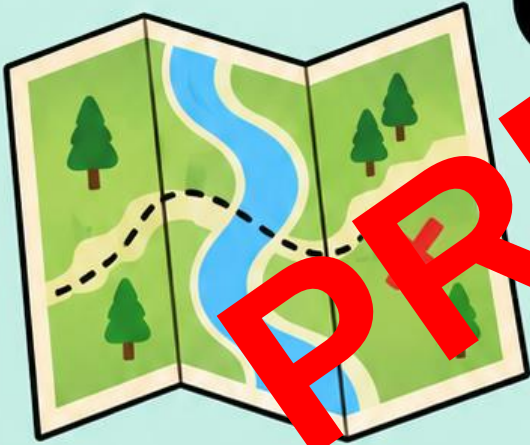
CARD B1

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: _____



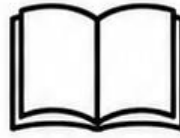
STOP

•



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**

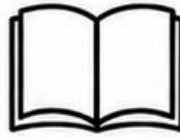
Date: _____



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:** I need 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: I need 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 spot.

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

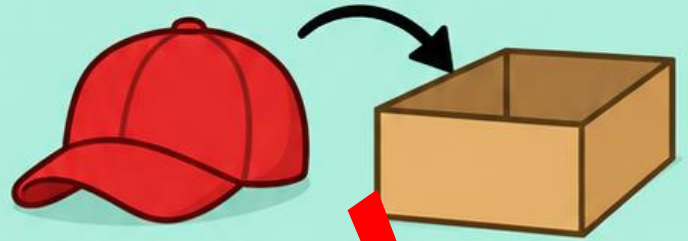
A1

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.

PREVIEW

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 word.

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?

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.

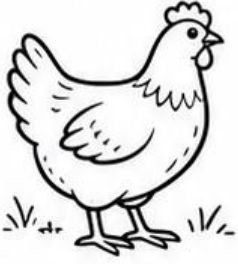
Check every grapheme. Blend the whole word. Ask for help if the spelling is new. Reread for meaning.

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:

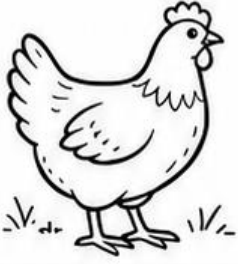
MEANING

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, 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 task while keeping the target skill.
REASON / EVIDENCE	Gives a guess or unsupported opinion.	Gives a relevant detail but 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 Repair Workshop





Reading goal

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





Words for reading repair

- Grapheme: a letter or letter group for 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 spelling has not been taught.





Ben's cap

- Print: 'Ben has a red cap.'
- Teacher read: 'Ben has a red cat.'
- Think aloud: Cat could make sense, but it does not match the final grapheme.
- Check c-a-p. Read cap. Reread 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 next.' The reader says map.
- The final grapheme to control 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 m...'
- 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 cat sat on the mat.'
- The print gives 2 answers. The print does not choose the word.





A fresh repair

- Print: 'Pack the red cap.'
- Reader says: 'Pack the red cat.'
- Check the whole word. The initial grapheme is
- 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, repeats and reads or asks for help.
- Coach: confirms the exact grapheme or explains why the reading matches.





Partner challenge

- Print: 'Tap the red lid.'
- Reader says: 'Tap the red lin.'
- Explain the repair to your partner.
- Use a specific scheme 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 all the graphemes. Blend the word. Ask for help if the spelling is new. Read for meaning.
- A sensible guess will still be the wrong printed word.





Transfer read

- 'Kit has a cup and a snack. Kit puts the cup on the mat. The cat taps the cup. It tips.'
- Read left to right and follow line return.
- If you pause, check the print before moving meaning to confirm.
- Tell what happened to the cup.





Three learning routes

- Support: The teacher introduces vocabulary and offers a shorter complete passage.
 - Core: Read an unseen match passage and repair independently when needed.
 - Extension: Read for a new purpose and explain why the chosen repair worked.
- Very subtle keep 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 sound right.
- 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, and 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 a 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 cap.
- Read cap and reread the sentence.





Question 2

- Print and reader both say, 'The cat sits on the tree.'
- Should the reader change a 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 the word and rereads the phrase.
- What evidence shows reading strategy?





Answer 3

- The child noticed a need to check, used the phonics grapheme u, and reread the phrase.
- Credit a clear explanation on what self-initiated check.





Question 4

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





Answer 4

- Lid matches the print.
- The final grapheme d, not n, controls the word.



PREVIEW



Question 5

- Print: 'Tap the red lid.' This time the reader says...
- 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.



PREVIEW



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.



PREVIEW



Question 7

- Challenge card: 'Please sit with Sam'
- The child has not learned the spelling in purpose.
- What should the child do?





Answer 7

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



PREVIEW



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 graph.
- Cap ends in p and mat ends in t, so the exact problem 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 listen.
- Then reread the phrase 'in a pen.'



PREVIEW



Question 10

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



PREVIEW



Answer 10

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





Question II

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





Answer II

- No. A guessed word can make sense but still not 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 next?





Answer l2

- Record the accurate read and that no repair is 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.

