

## Supporting Students with Homework

	<b>DO</b>	<b>DON'T</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Give / model cues so that student will use these independently</li> <li>• Ask student to look for context clues (other words in the sentence)</li> <li>• Think of a word that might fit</li> <li>• look at the beginning sound</li> <li>• Give non-verbal cues</li> <li>• Remind students of strategies to use if you don't know a word (bookmark)</li> <li>• encourage self-correction</li> </ul>	<ul style="list-style-type: none"> <li>• Just tell student the word</li> <li>• Tell student to sound it out; Ask "What word would fit?"</li> <li>• Stop flow of students reading; wait until the end of the sentence then ask "Did that make sense?"</li> </ul>
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>• Activate prior knowledge</li> <li>• Get student to predict what book, article might be about, anticipate what might happen.....</li> <li>• Refer to Self Monitoring Strategies Reading Checklist</li> </ul>	
<b>Spelling</b>	<ul style="list-style-type: none"> <li>• Always ask student to have a go and write the whole word first</li> <li>• Student to say the word out loud in syllables as he writes it down</li> <li>• Read out what he has written</li> <li>• Use the CHIMP strategy</li>   <li>• Break new words down into syllables</li> <li>• Print word and underline the syllables / don't use strokes between syllables ( too confusing)</li> <li>• Weekly spelling list - break down into syllables. Point out difficult/ tricky parts</li> <li>• Student to try word first then use dictionary second</li> </ul>	<ul style="list-style-type: none"> <li>• Tell student how to spell a word letter by letter</li> <li>• Help until student has tried it first by writing it down</li> </ul>

<p><b>Writing</b></p> <p><b>Editing</b></p>	<ul style="list-style-type: none"> <li>• Model planning strategies – brainstorming, mind mapping</li> <li>• Use scaffolding / outlines as per genre</li> <li>• Empower students by getting them to self-edit by finding and correcting their own mistakes</li> <li>• Ask student to read own work and look for one specific type of error at a time eg. capital letters, full stops</li> <li>• Then you do it, “Are you ready for me to be your editor?”</li> <li>• Look for same type of error. Put a light pencil mark in the left margin of the line where the error is located</li> <li>• Student discovers error and corrects it.</li> <li>• Assist with cues to self-correct</li> </ul>	<ul style="list-style-type: none"> <li>• Write for students / unless as a motivational tool</li>   <li>• Rush in too soon to help</li> <li>• Cover their work with red crosses</li>   <li>• Make editing sessions too long</li> </ul>
<p><b>Proof-reading</b></p>	<ul style="list-style-type: none"> <li>• Get student to reread out loud the final copy</li> </ul>	
<p><b>Praise / Encouragement</b></p>	<ul style="list-style-type: none"> <li>• Use encouragement rather than praise</li> <li>• Acknowledge student effort by responding to the content he has written – something specific that is written</li> <li>• Create an environment that is conducive to the development of relationships based on mutual trust and respect</li> </ul>	<ul style="list-style-type: none"> <li>• Praise e.g. “Great job!” – not specific to students strength / behaviour</li> </ul>
<p><b>Getting Organised / assignments</b></p>	<ul style="list-style-type: none"> <li>• Use task analysis strategy <ul style="list-style-type: none"> <li>- break down task into particular jobs</li> <li>- write down in order</li> <li>- estimate time to do each one</li> <li>- schedule when to do each</li> <li>- work backwards from due date</li> </ul> </li> </ul>	