



ROAMING TIPS & TRICKS

Quoted from the Reading Recovery Teachers Facebook Group

“My top tip would be to keep it simple, stick to the processes in the RR book, & then be guided by each child. What you do doesn't need to be all singing, dancing & flashing lights. It needs to give you the information that you need, an understanding of what each child can do & tentatively point a path forwards.”

“Read and write, read and write! By the end of roaming have a good collection of books in their boxes for familiar reading. Most importantly, use this time to build positive relationships with your students.”

“Use playground chalk to practice name, known letters, or just draw.”

“I focus too on developing a relationship that will hopefully ensure a great working partnership.”

“Stick with known letters and words and build on the child's automaticity through letter searches and sorts on the board or quick game of memory. I have the child read the word each time they turn over a card.”

“Sometimes we share the pen and my students will add a page or a speech bubble to a familiar book they make a comment about. That becomes their favorite part to read!”

“I like to fit in as much writing as possible. After we read some level 1 & 2 books, we add a page at the end with something the student thinks could be included in the book. I just cut paper to fit the book and attach it with the correction tape! That makes it easy to remove and put in their folders later! And they love to reread the book and read their page too!”

“I took photos of the child doing activities in the playground. We together then created a book about them. Some stories were basic “I can jump.” But others had more knowledge and would write with more detail. “I am jumping up the stairs.”

“The idea is that you are edging them towards instruction by bringing in all the areas of a RR lesson... sort and play with letters, make books, read and share books about anything they like, decorate their box, paint a picture for their space on the wall, play language games, write and paint any letters they know. Hopefully by RAK 10, they'll have every element of lesson in place.”

“Use what the student knows from the OS, lots of repetition with “known” info helps them feel successful and gives them a foundation. Magnetic letters to move around known letters or build known words...let their knowledge guide you. Chart paper, writing letters really big... finding a letter or word in a book.. I used to focus on “visual” bc that seemed to be what was needed...good luck and have fun with those 10 lessons.”

“Build a supportive relationship with the child. Think of roaming as modeled reading and writing to start. Explore what the child knows that you may not have seen on the OS.”