

# 200 ways to say **Well Done**



## **200 ways to say Well Done**

is a short booklet of useful words to enable schools to support fathers, mothers and carers in finding the right words to use when reading with their children. This leaflet contains ideas on how to use the booklet.

We discovered this idea in a school in Sefton. **200 ways to say Well Done** was written by teachers from all round the local authority. They wanted to help fathers, mothers, carers and colleagues in schools to use a wider range of words to praise children's reading. Staff had become aware that adults didn't necessarily know how to praise children as they listened to them read. They told us that using the booklet reminds them about the different vocabulary they can use as well!

**200 ways to say Well Done** is a short booklet full of useful words to enable schools to support fathers, mothers and carers; it can help them to find the right words to use when reading with their children and develop their own vocabulary. Some schools have found that it can help new teaching assistants and students as well. It lists useful words to use when talking about children's attitudes to reading, their growing skill, and the effort they put into their learning. There is also a list of general praise words and some more unusual ones for extra special praise.



Teachers have suggested a variety of ways to use the booklet to raise the profile of reading across the school and to develop a culture of praise within a school. They have used the booklet to:

- **nurture, develop and praise a whole school reading community, by using the booklet during Book Week, for example, or other whole school reading celebrations such as Read a Million Words or World Book Day**
- **help fathers, mothers and carers develop knowledge and understanding about how children learn to read; it could form a workshop for parents, or be used as part of a family literacy course.**

The booklet can be used when a school wants to improve standards of reading – it complements the National Literacy Strategy reading objectives. Literacy coordinators can support teaching assistants and volunteers in using the content and the booklets can be used alongside other specific reading development work such as Better Reading Partnership, Early Literacy Support, Further Literacy Support or other intervention programmes.

## How you can use the booklet in your school

### During a reading evening you could:

- talk about the reading process and give free copies to all who come
- show parents/carers how to use the booklet alongside children's reading record books
- invite a school book fair provider to come along as well and provide extra copies for sale in case anyone wants to buy more.

### For new starters you could:

- include a copy in a new child's book bag
- introduce it to new parents/carers as part of the first meeting
- demonstrate how to use it with children.

### In family learning groups you could:

- use it as part of a family literacy course or workshop, or in a Keeping up with the children course – it fits well within the objectives of such courses, and gives staff and adult tutors a chance to model ways of praising children.

### With children in the classroom you could:

- monitor the use of some words by teaching them and highlighting their use
- ask them to remember certain words and teach their parents how to use them
- have copies in all classrooms and school libraries for continual use
- make the booklet high profile and model its use.

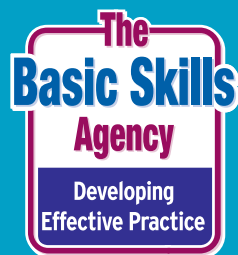
### Use the booklet and the processes outlined in it to monitor and evaluate progress in reading by:

- measuring the impact on each of the skills and children's attitude
- examining its use on increasing standards
- observing its effect on specific groups, e.g. boys, pupils with special educational needs, reluctant readers, learners of English as an additional language
- asking for the views of children and parents/carers.



This booklet is one of a number produced by the Basic Skills Agency as part of its Developing Effective Practice programme. Other books in the Developing Practice Programme, which will support the development of speaking and listening and basic skills in the primary range include:

- *Fun with...* series, which shows parents and carers ways to support their child's development in the Foundation Stage
- *Talking Numbers* – case studies of best practice in encouraging mathematical talk at Key Stage 1
- *Talking Numbers 2* – case studies describing the development of mathematical talk at Key Stage 2
- *Talking Numbers* resources for schools and families including *Digit's Dictionary*, *Detective Digit's Calendar*, *Talking Numbers with 7- and 8-year-olds: A guide for fathers, mothers and carers* and supporting material for schools.



For more information contact:  
The Basic Skills Agency, Commonwealth House  
1–19 New Oxford Street, London WC1A 1NU  
Tel: 020 7440 6519  
E-mail: [dep@basic-skills.co.uk](mailto:dep@basic-skills.co.uk)  
[www.basic-skills.co.uk/dep](http://www.basic-skills.co.uk/dep)

To order copies of the booklet (A1812) contact:  
The Basic Skills Agency  
Admail 524, London WC1A 1BR  
Tel: 0870 600 2400, Fax: 0870 600 2401