## What does the reading miscue analysis tell you?

### Non-response
- The learner has limited word attack skills – little idea of the graphophonic system.
- This is a reader who relies on a visual approach – sight words.
- The learner is unwilling to hazard a guess so is probably not using context to help.
- This is an anxious reader unwilling to ‘fail’ in public.
- It is important here to ask the learner what is happening when they see a word that is totally unfamiliar.
- Do they try:
  - letter/sound analysis?
  - syllables and letter clusters?
  - little words within bigger words?
  - visual analysis by analogy (I know the word card so I can suppose that this word says hard)?
  - content – semantic and syntactic e.g. prediction?

### Substitution
- If the words are acceptable (i.e. close to the graphophonic system) and semantically acceptable it may be that the learner is rather impulsive and needs to slow down a bit.
- If the miscues are far from the original then the learner may have poor graphophonic skills and is not using the context to predict.
- If miscues are of small common/familiar words, this could show weak sight word vocabulary.

### Insertion
- The learner is drawn by the word to come and is already trying to make it semantically acceptable to him/herself.
- This is not a word for word reader and s/he is maybe reading a little too fast. However, if the inserted words do not affect the meaning, do not overstress the miscues.
- If the insertions are additional endings e.g. full(y) (syntactic errors), it can sometimes alter the meaning – these need to be pointed out.

### Omission
- If the omission is of small regular words it may be ignored if the meaning is not compromised.
- Nonetheless certain words being left out could alter the meaning.
- Reading a little too quickly may again be the cause, or weak sight word vocabulary.
- If lines are omitted it may show poor eye tracking skills. It is worth noting where words are left out e.g. at the ends of lines, around the middle parts of the text or before a difficult word.

### Repetition
- Frequent repetitions show the learner is searching for and consolidating meaning – this is what a good reader does.
- If repetition is too frequent it may mean that the text is too hard and the flow is interrupted at the expense of comprehension.
- It is worth looking to see if the repetitions come before a tricky word. If they do, the learner may be ‘buying some time’ to prepare to decode the word.

### Correction
- Good corrections show the learner is aware of the meaning. If the corrections are quite frequent then the learner may be reading a little too fast and is drawn visually to the shape of the words before applying meaning.
- Too much overcorrecting, even on words that do not alter the meaning, may ultimately affect the learner’s understanding of the text.
- A learner who does not see himself as a good reader may miscorrect accurate reading.

### Reversal
- Reversal of words/phrases in a sentence may have little detrimental effect on the overall meaning of the text and need not cause too much concern.
- Reversals, however, may have an effect on the grammar and lead the learner to compensate for the altered order of thoughts e.g. forcing different verb endings.
- Reversal within a word itself e.g. was for saw may have little effect on the meaning, but sometimes it can (e.g. on for no). This kind of reversal often happens with small high frequency words.

### Hesitation
- A learner who does not think of himself as a good reader may be hesitant.
- Weak visual and/or graphophonic skills may force the hesitations.
- Observe where the hesitations occur – if it is always before a tricky/unknown word, the learner is aware of what is to come and is already preparing for it.
- If the hesitation is at the end/start of a new line it may indicate that the learner is not tracking the text as smoothly as they might.

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