ENGLISH RESCUE MAP

(Reading, Vocab, Writing)

RESCUE GUIDE™

Find the bottleneck before you throw more worksheets at the problem

English Rescue Map

(Reading, Vocab, Writing)

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1. What This Map Does

> **Parents often say:**
>
> *"They're stuck in English, but I don't know why."*

Is it:

- weak reading?
- limited vocabulary?
- messy writing?
- or some mix of all three?

This 5-minute map helps you:

- Answer a few concrete questions about your child.
- See which box they fall into first:
    - **R** = Reading bottleneck
    - **V** = Vocabulary bottleneck
    - **W** = Writing bottleneck (ideas/structure/grammar)
- Decide what to fix first, instead of trying to fix everything at once.

2. Quick Parent Snapshot

(Circle "Mostly Yes / Mostly No")

Use your honest impressions from homework, school reports, and practice papers.

A. Reading: Accuracy & Understanding

☐ My child can read a page of age-appropriate text out loud smoothly (only occasional stumbles on words).

Mostly YES / Mostly NO

☐ When they read a short passage silently and I ask, "What happened in your own words?", they can explain it clearly.

Mostly YES / Mostly NO

☐ In comprehension tasks, they often misread key words in questions (e.g. "best reason", "main idea", "except").

Mostly YES / Mostly NO

☐ They often finish reading sections, but scores in multiple-choice questions are low or inconsistent.

 Mostly YES / Mostly NO

B. Vocabulary: Word Knowledge

☐ When they meet a new word in a passage (e.g. reluctant, efficient), they usually guess wrongly or skip it.

Mostly YES / Mostly NO

☐ They can recognise many words on flashcards, but struggle to explain them in their own words.

Mostly YES / Mostly NO

☐ In their writing, they mostly use very basic words (good, bad, very nice, really sad) even after being shown stronger options.

Mostly YES / Mostly NO

☐ In reading questions that hinge on tone or attitude, they miss the meaning of words like concerned, skeptical, reluctant, biased.

Mostly YES / Mostly NO

C. Writing: Output on Paper

☐ When asked to write for 20–30 minutes, they often freeze or spend a long time "thinking" before any words appear.

Mostly YES / Mostly NO

☐ Their scripts are hard to follow – ideas jump around, paragraphs are unclear or missing.

Mostly YES / Mostly NO

☐ Teacher comments often mention grammar, punctuation or spelling issues that distract from their ideas.

Mostly YES / Mostly NO

☐ Even when they have good ideas orally, the written version looks basic or messy compared to classmates with similar reading levels.

Mostly YES / Mostly NO

3. First Cut: Which Domain Is the Main Bottleneck?

Count how many "Mostly YES" you have in each section:

- Reading (Q1–4): ___ / 4
- Vocabulary (Q5–8): ___ / 4
- Writing (Q9–12): ___ / 4

Now use this:

Step 1 – Check for a Reading bottleneck first

If Reading YES ≥ 3 → Your first bottleneck is **R – Reading**

Even if vocabulary and writing are also weak, a child who cannot reliably decode and understand what they read will struggle everywhere. Fix reading first.

If Reading YES ≤ 2 → Reading is likely not the primary bottleneck. Go to Step 2.

Step 2 – Then check for a Vocabulary bottleneck

If Reading is not the core problem:

If Vocabulary YES ≥ 3 → Your first bottleneck is **V – Vocabulary**

They can basically read and follow text, but:

- miss key words in questions,
- misunderstand subtle attitude words,
- and their own word choices are limited.

If Vocabulary YES ≤ 2 → Go to Step 3.

Step 3 – Finally, check for a Writing bottleneck

If Reading and Vocabulary are not major bottlenecks:

If Writing YES ≥ 3 → Your first bottleneck is **W – Writing**

They can read and understand, and know enough words, but:

- can't plan or generate ideas under time pressure,
- structure is messy,
- and grammar/spelling drag the mark down.

> **If all three domains are around 1–2 "YES" each,** treat it as general mild weakness – but still pick one to focus on first (usually Writing, because it's where the mark shows).

4. The Flowchart (Text Version)

BOX A – READING RESCUE FIRST

Profile:

- Stumbles frequently on age-level text.
- Struggles to summarise passages in own words.
- Comprehension marks are low even on "simpler" questions.

Priority actions:

1. **Right-level books**

   Use your 5-Minute Book Difficulty Test to find Level 1–2 texts they can actually manage, then gradually move toward Level 2–3.

2. **Daily decoding + short comprehension**

   10–15 minutes a day reading aloud / quietly + 3 questions:

   - "What happened?"
   - "Why did it happen?"
   - "How did the character feel?"

3. **Bridge to writing only after basic reading feels solid.**

> **Flowchart:** Once reading is solid (Q1–4 improve), re-run the map. Next likely bottleneck will be Vocabulary or Writing.

BOX B – VOCABULARY BOTTLENECK

You got Reading mostly fine, but Vocab YES ≥ 3.

Profile:

- Reads accurately but misses the meaning of key words.
- Misunderstands tone/attitude questions.
- Writing uses safe/basic words, even after being shown better options.

Priority actions:

1. **Hit exam words first, not random lists**

Use your "Exam-Relevant Vocab Hitlist (OC & Selective)" as the main source.

2. **Meaning + sentence use (not just flashcards)**

   For each new word:

   - Student explains it in their own words.
   - Uses it in 2–3 original sentences (see "New Word → New Sentence Drills").

3. **Tie words to reading and writing**

   During reading: underline hitlist words in passages and ask "What does this show?"

   During writing: put 3–5 target words at the top of the page and require correct use.

> **Flowchart:** After 4–8 weeks, if they can explain most hitlist words and correctly use some in writing, re-run the map. If reading & vocab are OK, the remaining bottleneck will be Writing.

BOX C – WRITING BOTTLENECK

Reading and vocab are not the main problems. Writing YES ≥ 3.

Profile:

- Understands passages at roughly age level.
- Knows many words but doesn't use them well.
- Scripts are messy, underdeveloped or full of basic mistakes.

Now decide: What kind of writing problem is it?

"Ideas / planning" problem?

They say "I don't know what to write", stare at the page, or write very little.

→ Start with idea & planning tools:

- "No-Blank Page Starter Kit"
- "3-Minute Brainstorm Grid"
- "30 Story & Essay Idea Generators"

"Structure / development" problem?

They write plenty, but it's disorganised; paragraphs and main point unclear.

→ Start with structure tools:

- "5-Minute Writing Level Checker" (to diagnose band)
- "Messy-to-Crisp Writing Makeover Checklist"
- "12-Week Writing Upgrade Roadmap"

"Grammar / spelling" problem?

Ideas are reasonable, but markers keep mentioning grammar/spelling.

→ Start with mechanics tools:

- "Grammar Fix-in-14-Days Checklist"
- "20 Grammar Rules Selective Markers Actually Care About"
- "Selective Spelling Sprint (100 Must-Know Words)"

5. Summary Map for Parents

One-Line Guide:

- If they can't read and retell → Fix Reading first.
- If they read but don't understand words → Fix Vocabulary first.
- If they read and know words but can't get ideas onto paper → Fix Writing first.

Use this rescue map any time English feels "stuck":

1. Run the 12 questions
2. Identify one bottleneck
3. Follow that branch for 4–12 weeks
4. Then re-check

That way, you are always working on the right problem, not just working harder.

Stop Guessing. Start Targeting.

This rescue map takes the guesswork out of English improvement. In just 5 minutes, you'll know exactly where to focus your efforts.

No more throwing worksheets at every problem. Just targeted action that gets results.