

# Reading Guidance for Parents



## Leaflet 3 – Orange, Turquoise, Purple and Gold Book Bands

Your child is now beginning to read more confidently, and can manage books with longer text and more complex sentence structures. The following guidance is designed to help you support your child with reading at home. The suggestions are not designed to be used every time you read with your child, but to give you an idea of what skills your child needs to develop within these book bands.

Please note that although your child will have been given a suggested book band by their teacher, this is just a guide. They may sometimes choose a harder book for a challenge, or to read with an adult. Occasionally taking a simpler book can help them develop their fluency and expression - or they may simply want to enjoy reading an old favourite!

### Phonic and other Reading Strategies

Your child should still be encouraged to use their phonic skills (sounding out and blending the sounds) as the main approach for reading, where appropriate. However, when tackling unfamiliar words, they should be starting to use other strategies to help them. They will probably need prompting to help them use an appropriate strategy. They may

- Use their knowledge of familiar letters patterns (for example '-ing', '-ed').

- Notice words within a word (for example, read became by reading 'be' and 'came').
- Read ahead to be able to make a sensible guess within the context of the sentence.
- Re-read a sentence to self-correct if it doesn't make sense

Your child should also be able to read a range of frequently occurring tricky words. These are keywords which are not easy to sound out, and therefore need to be learnt as sight vocabulary. Your child should also practise spelling these words. You will find a list of these words on the back of this leaflet.

### **Book Skills and Response to Books**

You can also help your child by encouraging them to

- Use punctuation to help them read more fluently.
- Re-read a section, to improve fluency.
- Use expression when they can (for example, changing their voice for speech).
- Read quietly on their own sometimes, before reading aloud.
- Retell the events in a story in sequence, after they have read it aloud.
- Predict what they think will happen next in a story, giving their reasons.
- Offer opinions about why characters behave in a certain way.
- Read a variety of book types, including non-fiction and poetry.
- Answer questions about what they have read, looking back to find the answers if necessary.

### **Reading Aloud to Your Child**

Research has shown that reading aloud to children of all ages helps them to develop their writing skills.

This is because it helps pupils to develop their knowledge of language and story structure. It also provides them with a greater range of ideas which they can use in their own writing, and gives them access to texts that may be too complex for them to read alone.

At school, we regularly read books aloud to pupils from YR to Y6, and we would encourage parents to continue enjoying the pleasure of sharing bedtime stories (or at any other time!), even after their child has become an independent reader.

### **Fostering a love of Reading**

It is also valuable for children to see adults enjoying reading themselves. Showing your child that you yourself enjoy reading a book or newspaper can help them to see the purpose for reading, and encourage them to become a reader.

Other ways to engage children as readers include listening to CD stories, visiting the library or a book shop to choose their own books and sharing books with their siblings.

Reading should never be a chore. Helping your child to develop a love of books now will help them to develop as independent readers as they get older.

Tricky Words for Leaflet 3:					
the	to	I	no	go	into
he	she	me	we	be	was
you	they	all	are	my	her
said	have	like	so	do	some
come	were	there	little	one	when
out	what	why	their	people	Mr
Mrs	called	asked	could	would	looked
oh	where	who	water	again	thought
through	work	mouse	house	laughed	because
different	any	eyes	friends	once	please