

## 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.

#### 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 (e.g. '-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 sight 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 at the end 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.

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

It is also valuable for children to see adults enjoying reading. Showing your child that you 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.

## Sight Words

the	to	I	no	go
into	he	she	me	be
we	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