

## How to support at home

### Reading

- **Reading aloud to your child** – Talk about the words and pictures. Say what you think about the book or story as well as the characters in the book. Children who see adults reading enjoy it more.
- **Listen to your child read (10 minutes EVERYDAY)** – Find some time in the day to hear your child read. This could be at bedtime or on the bus to/from school.
- **Surround your child with books** – you don't need hundreds of books at home, but go to the library or bookshop to borrow books. You can use the link below to find your local library:

<https://www.gov.uk/local-library-services>



## Reading at Home



All pupils at Brentfield Primary School will be given books for them to practise their reading at home.

Year Group	Books they will bring home
Nursery	A book from the book corner which should be read to the children
Reception	<ul style="list-style-type: none"> <li>• A book from the library – you should read this story with the children.</li> <li>• A phonics (RWI) book - they should be encouraged to read this themselves using their phonics.</li> <li>• A levelled book – <b>This will be given to children when they are ready</b> - they should be encouraged to read this themselves but may need help with some harder words.</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• A book from the library – you should read this story with the children.</li> <li>• A phonics (RWI) book - they should be encouraged to read this themselves using their phonics.</li> <li>• A levelled book - they should be encouraged to read this themselves but may need help with some harder words.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• A book from the library – you should read this story with the children.</li> <li>• A phonics (RWI) book - <b>This is only for children who failed their phonics test in year 1</b> - they should be encouraged to read this themselves using their phonics.</li> <li>• A levelled book – they should be encouraged to read this themselves but may need help with some harder words.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• A book from the library – you should read this story with the children.</li> <li>• A levelled book – they should be encouraged to read this themselves but may need help with some harder words.</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• A book from the library – you should read this story with the children.</li> <li>• A levelled book – they should be encouraged to read this themselves but may need help with some harder words.</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• A book from the library – you should read this story with the children.</li> <li>• A levelled book – they should be encouraged to read this themselves but may need help with some harder words.</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• A book from the library – you should read this story with the children.</li> <li>• A levelled book – they should be encouraged to read this themselves but may need help with some harder words.</li> </ul>

What these books look like...

Read Write Inc Books



With these books there are speed sounds for you to practise with the children as well as red and green words.

At the back of the book are questions for you to ask your child to check they have understood the story.



Read Write Inc Stages



What these books look like...

Levelled books...



These books will either have a sticker or the information somewhere on the front of the book.

These books also have questions for you to ask about the book, especially for the lower levels.

Book Band Stages

Year Group	Book Band
Pre School/Reception	White
Reception	Red
	Yellow
Year 1	Light Blue
	Green
Year 2	Orange
	Purple
	Gold
Year 3	White
	Light
	Green
Year 4	Brown
	Grey
Year 5	Dark Blue
	Dark Red
Year 6	Dark Red
	Dark Red

## Brentfield Primary School Home Reading



Please make sure all books including the reading record are brought in daily.



Reading records – Reception – Year 6



Book Band/Levelled books Reception – Year 6

Library Books All pupils



Read Write Inc books – Reception – Year 2

The reading record book is a way for you to record the reading that happens at home. You should listen to your children reading for between 10 -20 minutes everyday. Below is an example of how you should fill in the reading records. If you can't fill it in, you can ask your child to do it and then sign it to show you have seen it.

DATE	BOOK	REMARKS
13/10/14	The Elves and the Shoemakers	Finn spotted the 's,' 'a,' and 't' sounds in the text.
14/10/14	"	Finn really tried to use his phonics to sound out words, although he struggled a little with the 'p' sound in particular.
15/10/14	"	Finn was able to read 'the' and 'to' on sight. He recognised these as the 'tricky words' he has been learning.
"	Hop, Hop, Hop!	Finn spotted the 'ch' and 'sh' diagraphs within words!
16/10/14	"	Finn found some of the words tricky at the beginning but he picked up on the repetition and grew in confidence.
19/10/14	Bug Hunt	Finn was able to re-tell the story in his own words.
20/10/14	"	Finn misread 'said' as 'sad' but recognised that this did not make sense in the context.
22/10/14	Getting Up	Finn asked what the word 'grandly' meant in order to make sense of what he had read.

## Example Comments

<u>Comprehension skills</u>	<u>Word skills</u>	<u>Attitude and interest</u>
<ul style="list-style-type: none"> <li>• Understood the story well.</li> <li>• Good discussion about events in the story.</li> <li>• Retold the story in detail.</li> <li>• Could talk about the story confidently.</li> <li>• Answered questions about the content.</li> <li>• Needs to read again to improve understanding.</li> <li>• Used the pictures to assist understanding.</li> <li>• Needs lots of help to understand the main events.</li> </ul>	<ul style="list-style-type: none"> <li>• Read all the words correctly</li> <li>• Found some words difficult</li> <li>• Tried hard to work out new words.</li> <li>• Good word building</li> <li>• Needs to practice again to reinforce the words.</li> <li>• Read accurately and confidently.</li> <li>• Was able to work out new words using picture clues.</li> </ul>	<ul style="list-style-type: none"> <li>• Read eagerly</li> <li>• Enjoyed the story because .....</li> <li>• Fantastic expression.</li> <li>• Would benefit from reading again to improve fluency.</li> <li>• Has learnt all about ..... and could explain in own words.</li> </ul>

Please note that just because your child can read fluently does not mean the book they have is too easy. When the teachers decide the level they look at 3 key areas.

1. Can the children re-tell the story?
2. Can they read fluently?
3. Can they answer questions about the story?

The child needs to be confident in all three areas before they are moved onto the next level.

BOOKS I HAVE READ		
1	Top Dinosaurs.	
2	Toad and the trumpet	
3	Colours	
4	The Lonely Penguin.	
5	BIG CAT BABIES.	
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		

  

KS1/2 (2 weeks) parent/carer		
Date	Book and Page Number	Remarks
15-10-17	Top Dinosaurs	Please listen to your child read.
16-10-17	Top Dinosaurs.	Read the whole book. Found very easy. <i>Sp</i>
17-10-17	Top Dinosaurs.	We talked about dinosaurs and she answered questions. <i>Am</i>
25-10-17	Toad and the trumpet	She enjoyed reading this story. well done! (teacher).
28-10-17	Toad and the trumpet.	We read it again and practised reading fluently. <i>Am</i> . (Dad)
29-10-17	↓	<i>Am</i> . (mum) <i>Am</i> . Please can we try a harder book? <i>Yes of course - we have listened to your child and agree.</i>

## How to use the different book banded books

### LILAC BOOKS

These books help children to develop speaking and listening skills through telling visual stories. They are wordless books that tell the story through pictures alone.

- Look at the pages, in order, and talk about what is happening on the left hand side of the page before looking at the right hand side.
- Can your child talk about what is happening on each page?
- Who can they see?
- What is the book about?

### PINK BOOKS

These books are for children just starting to read. Your child will now be getting used to reading from left to right. There are usually no more than 10 pages with up to 5 words on each page. The text will be short and highly predictable. There will be repetitive sentence structures, including high frequency words. Illustrations will fully support the text. The text will be fully punctuated and in the same position on each page.

- Can your child locate the title on the front cover?
- Help your child to open the book and turn the pages.
- They now needs to understand that we read from left to right.
- Can your child read the simple consonant-vowel-consonant (CVC) words by sounding them out and blending? For example: c-a-t = cat
- Parents can support the reading of tricky words (words that are not decodable).

### RED BOOKS

Your child will move up to red level when they have gained more confidence and know some high frequency words by sight. There are usually no more than 12 pages in these books, with one sentence per page. They are slightly longer than pink books, but still have highly predictable text. They have repetitive sentence structures, including many high frequency words. There is a simple story development. Non-fiction texts may have more than one type of print format. The print is reasonably large and there is a full range of punctuation.

- Can your child locate and recall the title?
- Can your child read the simple CVC words by sounding them out and blending?
- Is your child starting to read more rhythmically and keep track of the text whilst reading? They should be using their finger to move from word to word.
- Can your child self-correct if they make a mistake?

Book Band Colour
Lilac (These are wordless books)
Pink
Red
Yellow
Blue
Green
Orange
Turquoise
Purple
Gold
White
Lime
Brown
Grey
Dark Blue
Dark Red (Maroon)
Black

## **YELLOW BOOKS**

Your child is now beginning to read more varied sentence structures and is taking note of some punctuation. There are usually no more than 15 pages in yellow books, with one or two sentences per page. The books use some repetition of phrase patterns, ideas and vocabulary. There is more variation in sentence structure, including sentences with more than one clause. Illustrations continue to support the text. Story lines are more detailed.

- Your child should now be following the print with her eyes, finger pointing only at points of difficulty.
- They should now be taking note of punctuation. Do they know the name and purpose of the punctuation marks that they are coming across?
- Can your child sound out unknown words and blend to decode? These words may contain digraphs.
- Can your child search for information in print to confirm or predict unknown words?
- Your child should now be able to predict what may happen in greater detail.
- Can your child discuss what is happening?

## **BLUE BOOKS**

Your child is becoming more confident at reading longer and more varied sentences. There are usually no more than 15 pages in these books, with two to three sentences per page. They have greater variation in sentence pattern and content. Any repeated language patterns are now longer, or act as refrains. These stories contain more events. The pictures now support the storyline rather than conveying the precise meaning. Non-fiction books build on children's interests and encourage discussion around high quality photographs.

- Your child should be recognising key words by sight to support their reading fluency.
- Can your child sound out words independently using their phonic knowledge?
- They will come across a number of digraphs and trigraphs in these books.
- They should self-correct more rapidly.
- It might be helpful to re-read sentences after decoding to help enhance phrasing and meaning.
- Can your child tell you about the characters in the story, what they are doing and why they are acting in a particular way?
- Can your child recognise parts of longer words to help them when decoding?
- Model to your child how they can find particular information that interests them in non-fiction books.

## **GREEN BOOKS**

Your child is now starting to read with increasing fluency and take note of punctuation. These books usually contain about 20 pages. There are three or four sentences per page. They have varied and longer sentences. There is little or no repetition of phrases. There are a larger number of characters involved. Events may be sustained over several pages. There will now be a larger number of words on each page. Some less familiar vocabulary will be used. Illustrations now provide only moderate support for the reader.

- Can your child read the sentences fluently?
- Can your child respond to punctuation marks and read with expression?
- These books will contain more split digraphs or alternative pronunciations.
- Can they discuss the characters or plot in greater detail?
- Can your child use the contents page and glossary of a non-fiction book and locate information?

## **ORANGE BOOKS**

Your child is starting to read longer and more complex sentences and can understand a range of punctuation. There are usually about 20 pages in these books, with four or five sentences per page. These stories are now longer. An increased proportion of space will be allocated to print, rather than pictures. Sentence structures become more complex. Non-fiction texts contain more formal sentences and a widening range of unfamiliar terms.

- Can your child use their phonic knowledge and word recognition to read with fluency?
- Encourage your child not to rely on illustrations.
- There is an increased amount of dialogue to practise reading with expression. Model reading aloud to your child and get her to copy, or record your child on an iPad, so that they can listen and improve.
- Can they discuss the meaning of a wider range of punctuation and respond to it when reading? For example, stopping at a full stop or pausing at a comma.
- Can they infer meaning from the text and check for information?
- Can they discuss their feelings about the text? Did they enjoy the book and why?

## **TURQUOISE BOOKS**

Your child can now read complex sentences fairly fluently, taking note of punctuation. They uses expression and does not rely on illustrations to help her. There are usually about 20 pages with four or five sentences per page. These books contain episodes that are more elaborate and events. There are extended descriptions, using a wide range of adjectives. Some books may have pages full of print. There will be more unusual and challenging vocabulary. Words will now be chosen for impact, rather than how easy they are to decode. Non-fiction texts contain sentences that are more formal and a widening range of unfamiliar terms.

- Can your child approach different genres with confidence?
- Can they use punctuation to read with a greater range of expression and control?
- Can they sustain reading through longer sentences and small paragraphs?
- They should be tackling a higher ratio of complex words using known vocabulary, phonic knowledge and syllables.
- Can they use an index or glossary in a non-fiction book?



## **PURPLE BOOKS**

Your child can now read silently or quietly at a rapid pace, taking note of punctuation. There are usually about 25 pages in a book, with five to ten sentences per page. The sentence structures are becoming longer and more complex. The story plot may involve the feelings of the writer. There is a wider range of text, but some illustrations still exist. There is widening vocabulary and range of terminology. Nonfiction texts cover an increasing curriculum range and different text formats. Some texts are longer to encourage reading stamina.

- Can your child predict the content of the story?
- Can your child use a dictionary to help discover the meaning of unknown words that they encounters within the text?
- After reading silently, can your child answer comprehension questions about the text to ensure reading for meaning?
- Can they comment upon fiction, non-fiction and poetry, discussing meaning and personal preferences?
- Can your child begin to use words that they comes across in reading in her spoken and written language?

## **GOLD BOOKS**

Your child can read silently, taking note of punctuation. There are usually about 25 pages with five to ten sentences per page. The sentences in these books are longer, varied and more complex. There are sometimes fewer illustrations at this level, so children continue to need help to ensure full meaning and enjoyment. The story plot will involve the feelings and views of the writer. Characters are more fully developed. There is a wider range and amount of text, but it is still illustrated. These books are more challenging. Children will be introduced to more unfamiliar vocabulary that will need to be discussed. Non-fiction texts cover an increasing range of subjects and different text formats.

- Can your child predict the content of the story?
- Can your child use a dictionary to help discover the meaning of unknown words that they encounter within the text?
- After reading silently, can your child answer comprehension questions about the text to ensure reading for meaning?
- Can they comment upon fiction, non-fiction and poetry, discussing meaning and preference?
- Can your child begin to use words that they come across in their speech & writing?
- Can your child read aloud with expression and intonation taking account of punctuation?
- Encourage your child to look for more books of the type they enjoy at the library or in books shops or at school.

## **WHITE BOOKS**

These books may have chapters. Your child will be interested in longer texts, which they can return to after a break. There are usually no more than 30 pages and about 10 sentences per page. These books contain a widening range of stylistic features. The storyline may be sustained over a longer period, with chapters or sub-sections of text. More than one viewpoint may be expressed within the text. Information or action may be implied, rather than spelt out. Your child will need to use some inference to establish meaning. Texts may contain more language that is metaphorical. Non-fiction texts include information that is more detailed.

- Can your child read silently most of the time and summarise chapters at the end?
- Are they sustaining interest in texts and returning to them?
- Can they search for and find information in non-fiction books independently?
- They should now be able to use a simple dictionary independently.
- Do they show an increased awareness of vocabulary?
- They should now be able to express reasoned opinions and compare texts that they have read.
- Can they discuss interpretations of a text and different viewpoints?
- Are they able to discuss alternatives or extensions to events and actions?
- The retelling of a story should now be balanced and clear.
- Ask your child to read some pages aloud so that they can read with expression and pace.

### **LIME BOOKS**

These books may have chapters. Your child will be interested in longer texts, which they can return to after a break. Books are usually no more than 30 pages, with about ten sentences per page. These books include a widening range of writing styles. The story is often told through dialogue. Inference and deduction will be required to establish meaning.

- Can your child read reflectively and perceive meaning beyond the literal?
- Can they refer to the text to support ideas and viewpoints?
- They should begin to read in different ways for different purposes, e.g. skimming for relevance and scanning for specific details.
- Does your child show some awareness of the point of view of the author?

### **FREE READERS (Brown, Grey, Dark Blue, Dark Red and Black)**

These books will have chapters. Children can read silently, with confidence and perseverance. Books will be longer, with more demanding texts.

- Can your child sustain confidence and perseverance when reading longer, more demanding texts?
- Can they use some deduction and inference with more sophisticated fiction and poetry?
- Can they select key points from the text and summarise?
- Can your child refer to the text to explain their views?
- Can they identify any themes? Can they identify the impact of word choices?

Your child may well not want to read aloud regularly but it is important to ensure that they read actively and not pass their eyes over the words. You can help them by:

- Continuing to make time available for regular reading
- Establish an expectation for a conversation at the end of the reading slot (refer to comprehension questions in this journal)
- Ask questions that make your child go back to the book and find answers.

It is important to note that some books on each colour level may not fit the colour band criteria exactly. This is particularly true when looking at non-fiction books.



## Questions you can ask your child about the book?

Fiction	
Before reading the book <i>(looking at the cover)</i>	What is the title of the book? Who is the author? Is this book fiction or non-fiction? What do you think this book will be about? How do you know? What other stories or books do you know that might be similar to this? What is an illustrator? What do they do?
Story Plot	What are the key events in the story? Did the story have a message for us to learn? Was there a moral? What happened at the beginning? What happened in the middle? What happened at the end? Did you like the ending of the story? Can you think of another way the book could have ended?
Character	Who are the main characters? How do you think the character feels? Why do you think they feel like this? Who is your favourite character and why? Who is your least favourite character and why? What other books have similar characters?
Setting	Where is the story set? Where does the story start? How many settings are in the story? When is the story set? Can you describe the setting? Have you been to any settings similar to the ones in the book?
Predictions <i>(you should make predictions throughout the book and not just at the end)</i>	What do you think will happen next? Can you predict (guess) how the book will end?
Vocabulary	What does that word mean? How can you read an unfamiliar word? Can you find a word that means... ? Can you find a word that means the same as... ? Can you find an adjective in the story? What words has the author used to describe the character? What words has the author used to describe the setting?
Once the book is finished	Can you re-tell the story in your own words? Tell me three facts you have learnt from the book

## Non-Fiction

<p>Before reading the book <i>(looking at the cover)</i></p>	<p>What is the title of the book?          Who is the author?          Is this book fiction or non-fiction?          What is on the cover of the book? What does this tell us about what might be inside the book?          What do you think this book will be about? How do you know?          What kind of things would you expect to see in this book?</p>
<p>Contents Page</p>	<p>What is a contents page?          How does it help us?          Why is it useful?          Can you use the contents page to find... ?          When would you use the contents page in the book?</p>
<p>While reading the book</p>	<p>Find something that interests you from the text. Why did you choose this?          Name 3 things you have learnt from this page/book.          What can you remember from the page we have read?          Do you have any experience of... ?          Have you ever been to/seen... ?</p> <p>Point to and discuss any pictures with the child.</p>
<p>Vocabulary</p>	<p>What does this word mean?          How can you read an unfamiliar word?          Can you find a word that means... ?          Can you find a word that means the same as... ?          What words don't you understand?</p>
<p>After reading the book</p>	<p>Did you like this book?          What have you learnt from this book?          What was your favourite page? Why?          Who else might enjoy this book?          Can you think of another book that is similar to this one?</p>