

Helping your child become a better reader

Top tips for parents

- ☒ Try to visit your local library as often as possible.
- ☒ Encourage your child to participate in the activities organised by the library.
- ☒ Encourage your child to borrow books from the library regularly.
- ☒ Set a good example by letting your child see you read (such as newspapers, magazines, novels, information books). Allow your child to see you choose and borrow books from the library
- ☒ Encourage all family members to read to your child, such as older brothers and sisters, or grandparents.
- ☒ Demonstrate to your child how people use reading all the time. Read aloud street and shop signs, advertisements on the sides of buses and buildings, maps, menus, and labels on packages.
- ☒ Make sure that you have a variety of reading materials at home.
- ☒ If possible, subscribe to a children's magazine or comic and read it with your child regularly.
- ☒ Carry books that you can read to your child, and/or audio books that your child can listen to during long journeys.

TIPS for reading aloud to your child

- ☒ Try to make sure that somebody reads to your child every day.
- ☒ Try to find a regular time and a quiet, comfortable place for reading together.
- ☒ Try to make sure that there are no distractions, such as the television.
- ☒ Try to read slowly, so that your child has time to take in the story and look at the pictures.
- ☒ Try to include lots of expression, and try to create different voices for different characters.
- ☒ Allow your child to hold the book and/or turn the pages. Encourage your child to point to words on the page or help you read the words.

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- ☒ Explain the meaning of unfamiliar words.
- ☒ Encourage your children to ask lots of questions about the book. These might be about the story, the characters, the pictures or the words.
- ☒ Talk about the story with your child. Did he or she like it? Why?
- ☒ Children often like to read the same story over and over again. After several retellings, ask your child to tell you the story.
- ☒ Encourage more fluent readers to share the reading with you, and take turns at reading different parts.

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Handy hints for reading **Pink** books with your child:

- ☒ Find the front cover and title with your child.
- ☒ Encourage your child to move his/her finger along the text from left to right whilst reading.
- ☒ Encourage your child point to the words that he/she is reading.
- ☒ Remember to remind your child that the pictures can be used to help him/her understand the text .
- ☒ Find any high frequency words that might be in the text, and practise reading them.
- ☒ Encourage your child to count the number of words that are on a line, and ask them to find the space in between each word.

Books at this level that you can easily find in your local library or book shop:

Do you want to be my friend?

Spot books

Rosie's Walk

Baby Sleeps

Ketchup on your Cornflakes

Food

Eric Carle

Eric Hill

Pat Hutchins

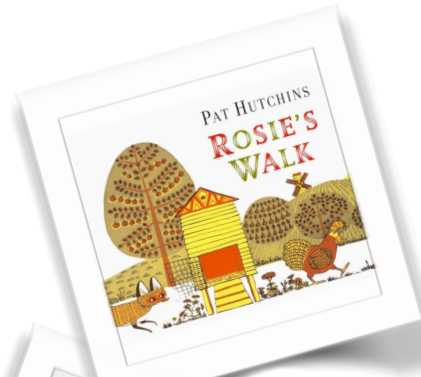
Janet & Allan

Ahlberg

Nick Sharratt

Jan

Pienkowski



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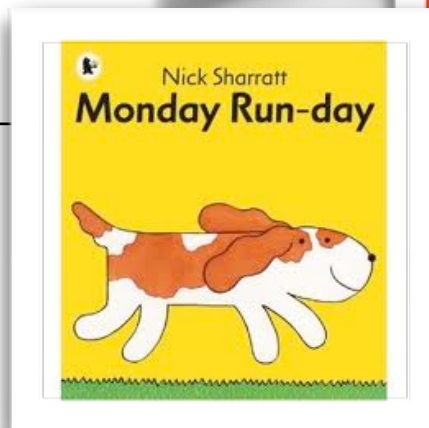
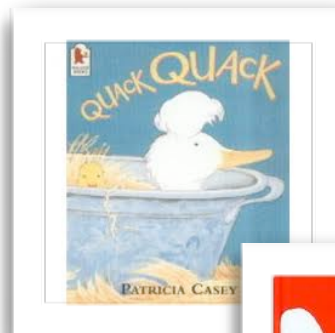
Handy hints for reading **Red** books with your child:

- ✓ Introduce the book to your child. Highlight and discuss language patterns, illustrations, familiar words and letters to give your child confidence to tackle the text.
- ✓ Share and read simple non fiction texts with your child.
- ✓ When you have read the book together ask your child to point out high frequency words that they recognise in the book.
- ✓ Talk about tricky words with your child. Ask some specific questions such as 'What is the first letter in the word?', 'Can you find any other letters or sounds in the word?'.
- ✓ If your child finds a word tricky ask them to find the sounds in the words that they know and help them practice sounds that they are not confident with.

**Books at this level that you can easily find in
library or book shop:**

Quack Quack	Patricia Casey
Mog and Me	Judith Kerr
The Ball Bounced	Nancy Tafuri
Do Pigs have Stripes?	Melanie Walsh
Monday, Run Day	Nick Sharratt
Undersea Adventure	Paul Harrison
Jumping Josie	Paul
Harrison	
Toms Tortoise	Jillian
Powell	

your local



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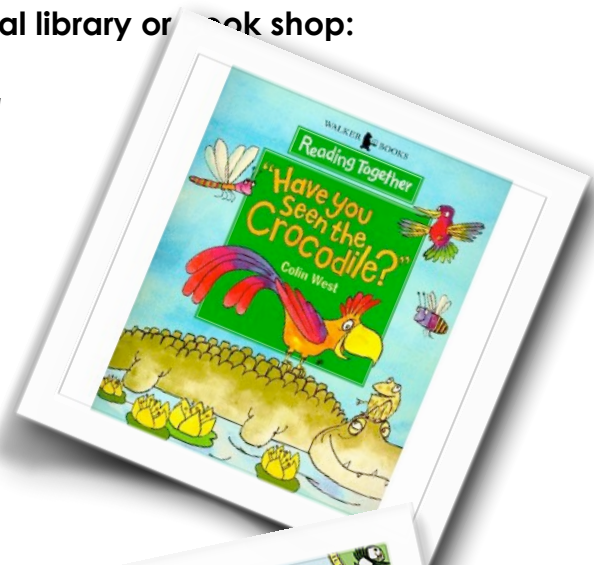
Handy hints for reading **Yellow** books with your child:

- ✓ If your child makes a mistake, ask your child to re-read the sentence, to check it makes sense. They may self-correct at this point. If not, ask your child if the sentence makes sense.
- ✓ Encourage your child to use pictures combined with context and initial sound clues for prediction of unfamiliar words.
- ✓ Start to point out full stops and commas.

Books at this level that you can easily find in your local library or book shop:

Each Peach Pear Plum
The Great Food Robbery
Bear at home
The School
Oh Dear
What's the Time, Mr Wolf?
Have you seen the Crocodile?
The Green Queen

Janet & Allan Ahlberg
Jill Atkins
Stella Blackstone
John Burningham
Rod Campbell
Colin Hawkins
Colin West
Nick Sharratt



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Handy hints for reading **Blue** books with your child:

- ☑ Encourage your child to read the text by scanning along each line, not pointing at each word
- ☑ Read a couple of pages to your child, modelling how to add expression.
- ☑ Encourage your child to work out unfamiliar words independently, praising their efforts even when not quite right. Ask them to think about whether the word they worked out makes sense in the story.
- ☑ Visit the library and encourage your child to choose a range of books from to develop confidence with a variety of text types.
- ☑ Ask your child to tell you what happened in the story and talk about the characters in it.

Books at this level that you can easily find in your local library or book shop:

Dear Zoo
Kipper's Rainy Day
Kipper's Sunny Day
It's My Birthday
Home Sweet Home
Ten in the Bed
Is it because?
T'wit T'woo

Rod Campbell
Mick Inkpen
Mick Inkpen
Helen Oxenbury
Maureen Roffey
Penny Dale
Tony Ross
Maddy McLellan



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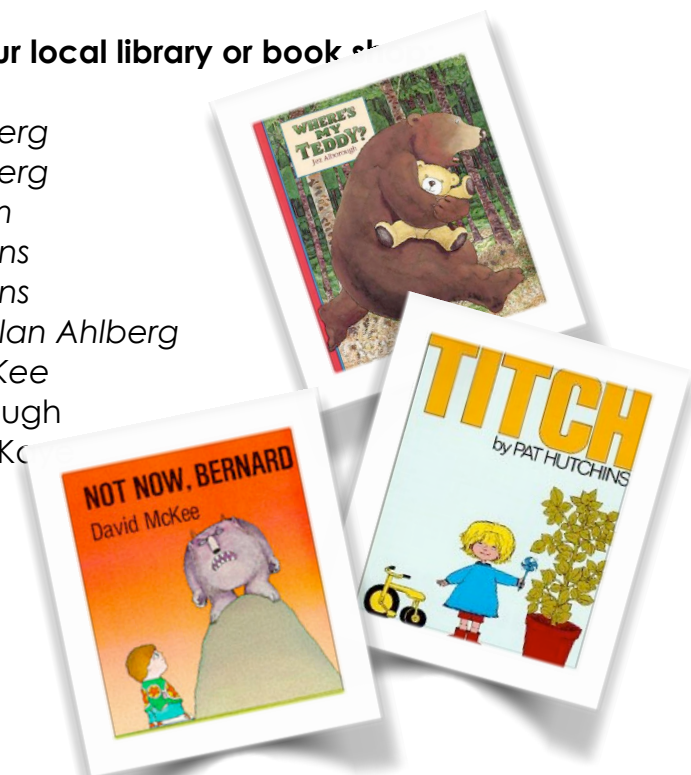
Handy hints for reading **Green** books with your child:

- ☒ Encourage your child to use the letter sounds to sound unfamiliar words out.
- ☒ Encourage your child to predict what a book might be about, or what might happen next in a text.
- ☒ Ask your child to find the punctuation marks in a text, and talk about the job that they do.
- ☒ Help your child to begin to read expressively by paying attention to the punctuation.
- ☒ Encourage your child to talk about the characters in a story.
- ☒ Encourage your child to talk about where the story is set.

Books at this level that you can easily find in your local library or book shop

Fast Dog Goes Crazy Slow
Slow Dog's Nose
The Baby
Titch
We're Going On A Picnic
Baby Sleeps
Not Now Bernard
Where's My Teddy
Pass the Jam, Jim

Allan Ahlberg
Allan Ahlberg
John Burningham
Pat Hutchins
Pat Hutchins
Janet & Allan Ahlberg
David McKee
Jez Alborough
Urmansky K



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Handy hints for reading **Orange** books with your child:

- ✓ Encourage your child to make a prediction about what the book is going to be about. Ask them to use the titles and information on the cover pages to do this.
- ✓ Ask your child to identify the characters in the book. Ask them to say how they think the characters are going to behave in the book.
- ✓ Ask your child to identify words that they know before reading the text.
- ✓ Identify tricky words with your child and look carefully at them identifying sounds and letter strings that they already know that might help them to read the word.
- ✓ Share simple non fiction texts with your child.

Books at this level that you can easily find in your local library or book shop:

The Very Hungry Caterpillar
This is the Bear
Goodnight Owl
Little Kipper Books
We're Going on a Bear Hunt
Oscar Got the Blame
Ten Little Crocodiles
Autumn
Changing Seasons
Pear Under
Moorcroft

Eric Carle
Sarah Hayes
Pat Hutchins
Mick Inkpen
Michael Rosen
Tony Ross
Colin West
Monica Hughes
Sian Smith

the Stairs



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Handy hints for reading **Turquoise** books with your child:

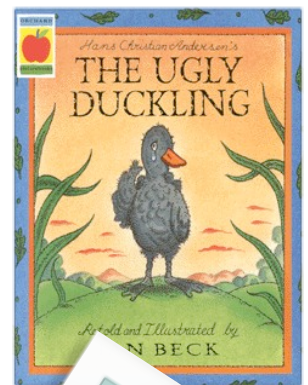
How can I help my child at this level?

- ☒ Take time to explain unfamiliar vocabulary.
- ☒ Model expressive reading of longer sentence structures and paragraphs.
- ☒ Examine and discuss how punctuation is used.
- ☒ Encourage independent decoding of unfamiliar words using phonic knowledge and context.
- ☒ Read non-fiction books and discuss features like headings, labels, maps, instructions, index, glossary etc.

Books at this level that you can easily find in your local library or book shop:

Funnybones
Mrs Jump the Jockey
Cuddly Dudley
Chicken Licken
The Ugly Duckling
Would You Rather?
Big Red Balloon
Pirate Patch and the Great Sea Chase
When Sheep Cannot Sheep
Little Bear

Allan Ahlberg
Allan Ahlberg
Jez Alborough
Jonathan Allen
Ian Beck
John Burningham
Anne Fine
Rose Impey
Satoshi Kitamura
Martin Waddell



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Handy hints for reading **Purple** books with your child:

- ✓ Use the correct terms when talking about the books e.g. ask about the "setting" of the story and the "motives" of the characters.
- ✓ After reading a book ask your child if they know any other stories with similar story lines, motives or characters.
- ✓ Begin to get your child to read one or two pages silently to themselves and then tell you about what happened.
- ✓ Your child will now be developing favourite authors/styles of books/subject matter. Visit the local library and discuss the different types of books and the different authors.

Books at this level that you can easily find in your local library or book shop:

Mr Gumpy's Motor Car
Hairy Maclary
Don't Forget the Bacon
Elmer

Where the Wild Things Are
Peace at Last
Owl Babies

Poppy & Max & The Sore Paw
A Tiger for breakfast
Animal Crackers
Birds Go Facts

John Burningham

Lynley Dodd

Pat Hutchins

David McKee

Maurice Sendak

Jill Murphy

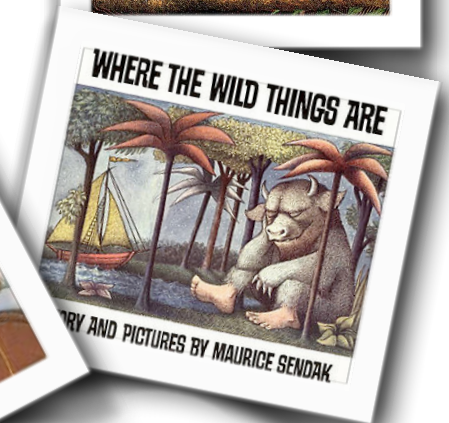
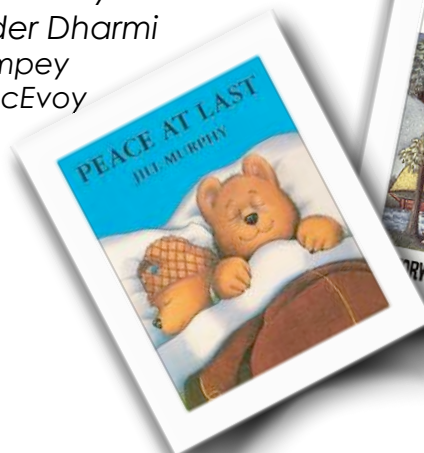
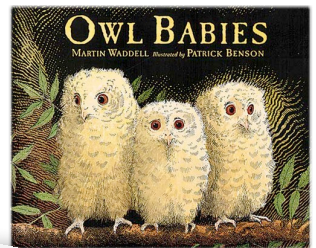
Martin Waddell

Sally Grindley

Narinder Dharmi

Rose Impey

Paul McEvoy



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Handy hints for reading **Gold** books with your child:

- ✓ Encourage your child to think and tell you about their favourite authors.
- ✓ As well as getting your child to read aloud to you, encourage your child to read silently for a sustained period e.g. 3-4 minutes.
- ✓ Encourage your child to tell you if they don't understand a word and discuss the meaning of any unfamiliar words.
- ✓ Help your child to use a simple dictionary to find out meanings of new words.
- ✓ Introduce your child to current popular titles and authors for young, fluent readers.

Books at this level that you can easily find in your local library or book shop:

The Gaskitt stories (series)
Princess Smartypants
Digging for Dinosaurs
Willy the Wizard
Rosie's Babies
A piece of cake
The Giant Jam Sandwich
The Best Pet

Allan Ahlberg
Babette Cole
Judy Waite
Anthony Browne
Martin Waddell
Jill Murphy
John Vernon
Penny Matthews



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Handy hints for reading **White** books with your child:

- ✓ Provide your child with access to as wide range of fiction, non fiction and poetry books as possible.
- ✓ Encourage your child to discuss inferred meaning in the text as well as meaning that is directly stated.
- ✓ Introduce your child to current popular titles and authors for young fluent readers.
- ✓ Try to continue to read a range of picture books and extended texts with your child at this level. Younger children may still prefer this.

Books at this level that you can easily find in your local library or book shop

Dogger

The Last Train

Captain Underpants

Horrid Henry

Football Books

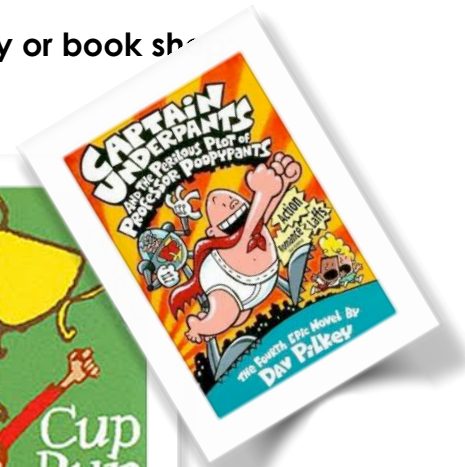
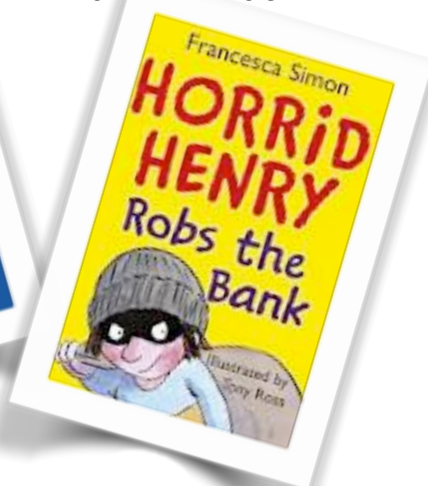
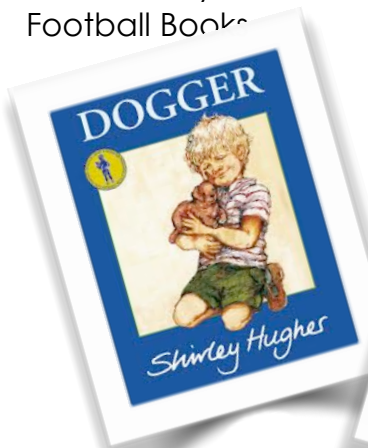
Shirley Hughes

Kim Lewis

David Pilkey

Francesca Simon

Martin Waddell



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Handy hints for reading **Lime** books with your child:

- ✓ Encourage your child to use the blurb when selecting a book to read.
- ✓ Encourage your child to read silently.
- ✓ Encourage your child to read longer fiction texts with chapters.
- ✓ Introduce your child to more complex information texts.
- ✓ Encourage your child to locate relevant information quickly by using indexes, contents and glossaries.
- ✓ Encourage your child to identify the style of text that they are reading (i.e story, poetry, play, information)

Books at this level that you can easily find in your local library or book shop:

Titus Rules OK

The Owl Who Was Afraid Of The Dark

The Otter Who Wanted To Know

Winnie Shapes Up

Monster Story Teller

I Wonder Why? (Series)

Astronaut Living in Space (DK Level 2 books)

Dick King Smith

Jill Tomlinson

Jill Tomlinson

Laura Owen

Jacqueline Wilson

Kingfisher Publishing

Deborah Lock



Additional information:

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Reading time with your child

Before reading the book	When reading..... Don't ask too many questions - only if appropriate!	After reading the book
<ul style="list-style-type: none"><input checked="" type="checkbox"/> What is the title? Tell your child the title and discuss it.<input checked="" type="checkbox"/> What can we tell about the book from the front cover?<input checked="" type="checkbox"/> What do you think the book will be about?<input checked="" type="checkbox"/> What characters are in the story? What do you think they will be like?<input checked="" type="checkbox"/> Why do you think that?	<ul style="list-style-type: none"><input checked="" type="checkbox"/> What is happening?<input checked="" type="checkbox"/> What do you think this means?<input checked="" type="checkbox"/> What do you think will happen next?	<ul style="list-style-type: none"><input checked="" type="checkbox"/> What was your favourite part of the book?<input checked="" type="checkbox"/> Did you like the setting?<input checked="" type="checkbox"/> Is it similar to another story that you have read?<input checked="" type="checkbox"/> What would you have done in their shoes?<input checked="" type="checkbox"/> How did you know what the characters were like?<input checked="" type="checkbox"/> Was your prediction right?



Helping your child become a better reader

Recognising Letters

Your child needs to learn that all letters have a sound and a name. Once your child recognises these letters, this skill can be used to decode new words. When you use these games with your child please use the letter sounds. e.g. 'c' (not cee) 'a' (not ay)..... Letter sounds are also known as phonemes. These games can also be used where two letters are joined to make a sound like 'th', 'ch' or 'ee'

Magnetic letters are best for these games, but other variations can be used.

Games to help

Fast letter sorting

You will need:

A large piece of paper with three circles drawn on
12 magnetic letter tiles (4 sets of 3 letters)

Choose 3 letters, 2 which are familiar to your child, and one which is new. Remind your child of the new letter sound as you spread letter tiles on the table, the correct way round. Ask your child to sort the letters into the circles, putting the same letters together saying the sound of each letter as they do so.

Letter discrimination

You will need:

A piece of paper divided into 12 squares
counters

Write the phoneme your child is learning onto half of the squares 'm'. fill the other squares with random letters/ phonemes. Ask your child to cover all of the 'm's' with a counter. To add further challenge you could time your child and do a 'beat the clock' activity..

Ladder letters

You will need:

A ladder template
Cards: each with one letter on
Counter/coin

Place the cards in a pile face down. Put the counter on the bottom rung. Ask your child turn over the top card and read it. If the card is read correctly move the counter up a rung. If it is not correct tell your child the sound and place the card at the bottom of the pile. Continue until you reach the top of the ladder.

Animal Game

You will need:

Animal picture
Strips of paper

 Pull the strip in the direction of the arrow

Write the letters your child is learning on a strip of paper. Cut 2 slits in the picture and thread the strip of paper through. Make sure you can only see one letter at a time in the space. Pull the strip through encouraging your child to read each letter sound as fast as possible. *The game can be played with words. The space to display the word will need to be wider and the strip must be pulled towards the left, as above, so that the child sees the letters of the word appear in the right order.*

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Games which Support Learning of High Frequency Words

Why do children need to read words on sight?

It will make their reading fluent, so they do not 'build' every word.

It will improve reading confidence

It will keep their interest

It will ensure they read for meaning.

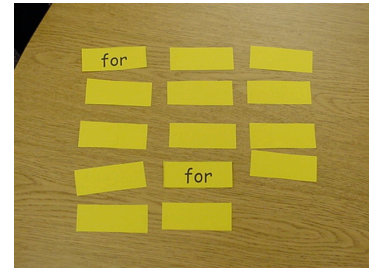
Games to help

Matching Pairs

You will need:

Word Cards (small pieces of card with each word on. You need 2 cards for each word)

All of the cards should be placed face down on the table. Each player turns over two cards. If these match the player reads the cards and keeps them. if they do not match they are turned over again. The winner is the person with most pairs.



Post Box

You will need:

A post box (any box with a slit cut in)

Word cards

Ask your child to read the words on a postcard. If it is correct post it into the box. If it is incorrect, tell the word to your child and let them 'air write' it, put it to the bottom of the pile for later.



Beat the Clock

You will need:

A target word

Paper

Pencil

A watch/timer



Ensure that your child can write the target word accurately. Once they are able to write it correctly ask them to write the word as many times as possible in one minute. Count the number of words. Then try again to beat this total.

Rocket game

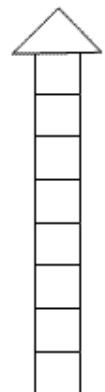
You will need:

Rocket picture

A pile of 8-10 word cards

A counter/coin

Make a rocket like the one illustrated. Place the counter at the bottom of the rocket. Place a pile of cards next to the rocket. Ask your child to turn over a card. If they read it accurately they move the counter up one place. If it is incorrect tell your child the word and place it at the bottom of the pile.



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Roll, Say, Keep

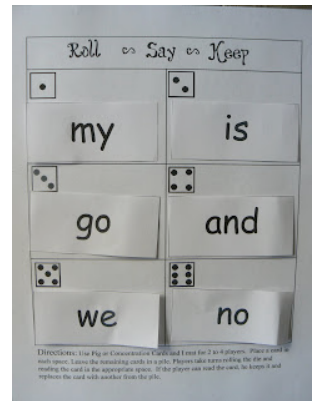
You will need

Board

Word cards

Dice

Make a board with 6 words and matching individual cards. Roll the dice. Ask your child to read the word on the card by that number then find the matching card to place on top. If your child gets the word wrong, roll again.



Helping your child become a better reader

Learning a new word

When you are helping your child to learn a new word, whether it is one you have chosen from their reading book or a word identified by the teacher your child needs to notice the detail of that word. It is important that you and they understand that they need to know the word so well that they remember it the next time they meet it.

The following procedure may be helpful, particularly if they are struggling to remember a word. It encourages children to learn words through visual (looking) auditory (hearing) and kinaesthetic (movement and touch) experiences. By using this procedure you are giving them a way of learning words. This will help their spelling.

- ☒ Write the word fairly big and point out any distinguishing features – the length of the word, the shape of the word, any known spelling patterns e.g. sh, th, ee.
- ☒ Allow your child to trace the letters of the word with their finger whilst saying the word slowly.
- ☒ Let your child look at the word for 10 seconds to help them remember it.
- ☒ Ask your child to close their eyes and picture the word in their head. Ask them to finger trace it for you in the air and on the table. Ask them to say the word.
- ☒ Look again closely at the word, cover it and ask your child to write it on a whiteboard or piece of paper whilst saying it.

If the word is not correct, praise the letters that are right and talk about the tricky bit (the letters that were wrong).

- ☒ Once your child can read and write the word correctly, ask them to write it several times from memory (cover words already written with your hand/ wipe each word off the board as it is written).
- ☒ When you think your child knows the word, find a sentence, with that word in their reading book and ask them to read the whole sentence. This helps the child to make links between reading and writing and gives another opportunity to read the word in context.
- ☒ Say to your child, "You need to know '.....' tomorrow and the next day."