



This booklet has been designed in order to help you and your child enjoy reading at home. It aims to provide you with clear information about learning to read and how you can help your child make progress.

EYFS

As soon as the children have settled into FS1, they will begin to participate in daily speaking and listening activities in order to develop their auditory discrimination in preparation for later oral blending and segmenting.

The children will begin to learn the relationship between letters and sounds through daily tailored Read Write Inc (RWI) phonic sessions. The FS staff will use big books to read to the children and model how to hold and use books correctly. The children will participate in a wealth of rhyming and rhythmic activities. All books are carefully selected, quality texts that will enthuse children to read.

The learning environment (indoors and outdoors) will consistently support and inspire learning to read through,

- Inviting, cosy reading areas with a good selection of organised quality fiction and non-fiction books that children can choose to read for themselves.
- Books that are linked to the current topic of learning will be on display and placed throughout the environment to support learning e.g. in the role-play and small world areas.
- Puppets and puppet theatres for children to use to act out and re-tell their favourite stories.
- Author of the term display.
- Topic words and tricky words displayed throughout the learning environment.
- RWI letter mats and letters on display throughout the learning environment.
- Weekly reading morning (FS2) after October half term to promote the importance of reading and sharing books.

How does progression work in EYFS?

There will be some overlap between FS1 and FS2 as children develop at their own rates and in their own ways.

Children will learn the 26 letters that represent the 44 sounds in the English language.

They will learn how to put the sounds together to make simple words (blending/sounding out).

Children will also learn to read 'tricky words/'red words'. These are high frequency words that cannot be read by blending/sounding. These words have to be learned to read on sight. We teach this by playing flash card and bingo type games.

What is home reading like in EYFS?

FS1 – Your child will take home a picture book; to begin to learn how to handle books carefully, turn the pages and talk about what they think is happening and predict what might happen next.

Your child will then progress on to books that will have simple CVC words in (Consonant Vowel Consonant) e.g. cat, dog.

Your child will then begin to read books with more text in that is mainly decodable.

In FS1, your child will also take home a 'library book' of their choice to share with their grown-up for pleasure.

In FS2, your child will take home a RWI reading book, which directly links to their phonic ability plus a book they choose for themselves from the book band books.

Read Write Inc (RWI)

RWI is a successful reading programme that enables every child to become a confident fluent reader at the first attempt. We use this programme to teach our children phonics which in turn enables them to read. It aims to teach all children to read fluently and confidently.

What do the children learn?

- Learn 44 sounds and the corresponding letters/letter groups using simple picture prompts.
- Learn to read words using sound blending (Fred talk).
- Read lively stories featuring words they have learned to sound out.

How can I use RWI at home?

- Help your child to use the Speed sounds – indicating the special friends (pairs/trios of letters that make a new sound.(Please avoid using letter names with early readers.) The speed sound charts can be found in your child's reading diary.
- Help your child to read words by sound-blending (Fred talk).
- Help your child read short sentences using the above words.

What are Red words?

These words do not fit the sound rules and are called irregular. We call them red words and the children learn to read them on sight.

what	all	know	we	so
to	me	call	her	there
want	to	old	some	one

I	the	my	you	said
your	are	be	he	does

who	were	any	where	Two
love	many	here	once	talk
could	thought	great	son	water
there	their	come	watch	brought

Home Reading KS1

What reading book should my child be bringing home in Y1?

- Each child will bring a RWI reading book, which links with the phonic level they are presently at.
- They will also be able to choose their own book from the book band level they are on. The book band level is shown as a sticker on the front of their reading diary.
- They can change their book band book themselves at any time, including reading morning, every Wednesday morning from 8.30 to 8.50.

What reading book should my child be bringing home in Y2?

- All children will have a book they have chosen for themselves from the book band level they are on to share at home. This book can be changed at the beginning or end of any school day, or when your child reads to an adult in school.
- A text chosen by the teacher, to usually link with the writing genre being currently taught. This is to teach features of the genre and specific reading skills in differentiated groups in school.

OR – for those children continuing on the RWI phonic scheme, a RWI book linked to their phonic level to share 1-1 at home.

How can you help at home?

- Keep reading time relaxed, comfortable and fun.
- Find a quiet place, with the TV turned off.
- Make it a special time together.
- Establish a routine in the day and read for 10-20 minutes.
- Reward any reading with small treats eg stickers.
- Talk about books, covers, stories, authors, illustrators, any written words around the house.
- Encourage use of "Fred talk" to work out unfamiliar words.
- Join your local library and use it regularly.
- Use the questions in your reading diary to probe and check for understanding.

What is Racing reading?

Reading regularly at home makes a huge difference to a child's progress in reading. Your child's teacher will give them a stamp for each reading session at home, and we aim for reading at home three times every week.

At the end of the half term incentive certificates will be awarded for regular reading.

- At least three times every week = Gold certificate.
- At least twice a week = Silver certificate.
- At least once a week = Bronze certificate.

What comprehension will the children have?

In Year 2 in addition to reading books, your child will sometimes bring a comprehension for homework. For all children who have reached the end of RWI reading there will also be regular comprehension lessons every week, where skills are taught systematically. You will see these referred to in your child's reading diary, so you can also apply them to the banded book your child brings home.

Library visits

In Year 2 in the first term the children will also visit Wickersley Library every three weeks with their own library card. They will be able to select and take home a book they have chosen, find out how to take out and return books and how to use the library. During the rest of the year they will encouraged to bring in their current library book to share with the class once in each of the remaining two terms.

Reading KS2

What are the different books children have access to?

- Scheme Books = Colour banded books in the school library.
- Book Busters Books = Carefully selected sets of highly recommended books specific to Y4-6
- Library Books = Books that Y6 loan out from Wickersley Library.
- Free Choice Books = Carefully selected books within class reading corners.

What books do the children bring home?

All children will bring home a scheme book that is matched to their reading ability. Some children will be considered 'free readers'. This means they are working beyond the colour bands and therefore chose which book to read and bring home.

What should the children do at home?

Children are expected to read three times a week. This does not mean three books a week, just three times a week. This can be to an adult or independently. The number of pages read should be recorded in the Reading Journal. There are no written activities to accompany the home reading. Each child will have a colour banded bookmark that offers suggestions and support for home reading.

What is the reading track?

Each class within KS2 has a display that tracks how often children read at home. Each time a child reads at home and it is recorded into their Reading Journal, the child's token is moved forward one step on the reading track with a maximum of three moves per week. Prizes will be given for milestones within the reading track.

What reading happens within school?

Morning Reading = Most mornings, children are given about 15 minutes to quietly read their home reading book. The adults in the class will use this time to listen to children read.

Book Busters = This works similarly to a book club. A group of children read the same book and then talk about it afterwards. It's an opportunity to share a collective reading experience.

Whole Class Reading = Every term, each teacher chooses at least one book that is read through literacy lessons with the whole class. This book acts as a gateway to the majority of writing work done for that term.

Cracking Comprehension = Cracking Comprehension is a scheme of work that we use at St Albans to deliver our comprehension curriculum throughout KS2. It works on a two week cycle with one content domain (a content domain is one of the eight elements of reading comprehension from the National Curriculum) used as the main teaching focus.

Library Visits = In Y6, the children make a trip to the local library every three weeks to loan out a book. At the beginning of the year each child is made a member and permission is required to borrow from different sections of the library

Book Bands

What are book bands?

Book bands are a proven approach to developing successful readers. The book band system helps schools to carefully grade their books by difficulty level. Most reading scheme books are given a book band colour by their publisher, which will be based on the book's level of difficulty.

How do children move from one book band to another?

When the class teacher feels a child is ready to move onto a new book band, they are assessed using a system call Benchmarking. This not only takes the children's ability to read into account but it also assesses their comprehension and understanding of the text.

Moving through the book bands is not a race, it is a journey! Children learn at different rates just as they learn to walk, dress themselves etc. at different rates. If children are rushed through the books they will not achieve the enjoyment and understanding necessary. Books that they find too difficult will soon put them off reading!


What are the colours?

Lilac
Pink
Red
Yellow
Light Blue
Green
Orange
Turquoise
Purple
Gold
White
Lime
Brown
Grey
Dark Blue
Dark Red
Black / Free Reader

Book Band Breakdown


Lilac

Lilac band books are wordless books that tell a story through pictures alone. They help children to develop speaking and listening skills through creating and telling stories

<u>A Lilac reader can...</u>	<u>How parents / carers can help</u>	<u>Example Page</u>
<ul style="list-style-type: none"> • Hold a book correctly • Look at the pages in the correct order • Know the difference between words and pictures. • Say who or what the book is about. • Talk about the pictures and create their own stories. 	<ul style="list-style-type: none"> • Read the title and ask your child what they think the story is about. • Look at the pages in order and talk about what is happening on the left hand page before the right hand page. • Talk about what is happening on each page, rather than just talking about what they see in each picture. • Ask you child what they think might happen on the next page before turning the page. 	

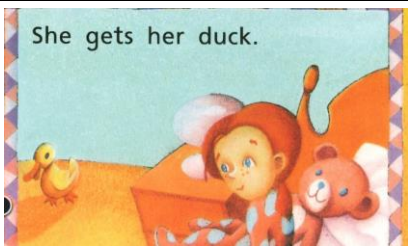
Pink

Pink band is the very first level of reading books which has words. The number of words increases slightly as your child progresses through the reading level.

<u>A pink reader can...</u>	<u>How parents / carers can help</u>	<u>Example Page</u>
<ul style="list-style-type: none"> • Locate the Title • Open the Front Cover • Turn a page appropriately • Understands left comes before right. • Listen carefully to stories. • Match spoken words to written words. • Read a simple CVC word. • Recognise high frequency words. 	<ul style="list-style-type: none"> • Read the words carefully. Ask your child to sound out and blend only the words they can't read yet, not every word. Eventually almost all words will become part of your child's 'sight memory', and they won't have to sound out at all. • On second and third readings of the book, encourage them to read with more pace and with less focus on sounding out the letters in each word. • Make a story out of a whole book, rather than focusing just on what is happening on each page. • Tell you about something that happened in the book, or about something they found out in the book. 	 <p>Rat hops off. Rat bobs up.</p>

Red


Red band books have a slightly increased number of words, an increase in the number of pages and slightly more complex story lines. The growing complexity in the story lines is reinforced through the development of inference and prediction using visual literacy.

<u>A red reader can...</u>	<u>How parents / carers can help</u>	<u>Example Page</u>
<ul style="list-style-type: none"> • Locate and recall the title • Use known words to check and confirm reading. • Read CVC words by blending phonemes, e.g. cat. • Start to read more rhythmically. • Know what a full stop is. • Use illustrations to make sense of text. 	<ul style="list-style-type: none"> • -Read the words carefully. Most of the words can be recognised or sounded out. Ask your child to sound out and blend only the words they can't read yet, not every word. Eventually almost all words will become part of your child's 'sight memory', and they won't have to sound out at all. • On second and third readings of the book, encourage them to read with more pace and with less focus on sounding out the letters in each word. • Make a story out of a whole book, rather than focusing just on what is happening on each page. • Tell you about something that happened in the book, or about something they found out in the book. 	 <p>She gets her duck.</p>

Yellow


New learning in Yellow band books includes a slightly increased number of words and a move away from familiar experiences. Yellow books require the reader to deploy some inference skills, e.g. for humour, and have more variation in sentence structure, including sentences with more than one clause.

<u>A yellow reader can...</u>	<u>How parents / carers can help</u>	<u>Example Page</u>
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<ul style="list-style-type: none"> • Retell a story from memory. • Reading a book without pointing at the words. • Blend phonemes together to understand a word. • Use punctuation such as "" and ! • Notice and correct some of their mistakes. 	<ul style="list-style-type: none"> • Giving them time to sound out words they don't know. If they still struggle, encourage them to try sounding out the whole word, rather than guessing from the pictures or from the first letter. • Giving them time to recognise and correct their own mistakes. • Asking them to talk about what's happening in the book, encouraging them to make links to events on previous pages and to say what they think will happen next 	 <p>This baby can hang on to its mother.</p>
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Light Blue (National Expectation = 5 years old)

Blue band books have a slightly increased number of words and some variation in sentence beginnings. They may use ellipses and other punctuation. The story lines are more complex, including more than one event, and the stories are less dependent on picture cues.

<u>A Light Blue Reader can...</u>	<u>How parents / carers can help</u>	<u>Example Page</u>
<ul style="list-style-type: none"> • Choose books that they are interested in from the library • Start to choose different books to read • Talk about a story in their own words • Don't always need pictures to help them understand a story • Notice and correct some of their mistakes • Answer questions about the story to show a level of understanding • Read words such as 'some', 'little', 'when', and 'out 	<ul style="list-style-type: none"> • Sound out quickly under their breath or inside their head, if they need to sound out words. • Recognise and correct their own mistakes. • Look at the punctuation marks. You may want to model how to read a page of writing, paying attention to punctuation, such as full-stops and question marks. • Tell you about what the characters in the story are doing and why they are acting in that way. 	 <p>Barney grabbed Sid's hair. "Cheeky!" said Nan. "Ow!" shrieked Sid. "He's a meany."</p>

Green


The number of words increases slightly in Green band books. Stories have a wider variety of characters and events which develop over a number of pages. Sentences may include lists of things or actions, and adverbs are used frequently to begin sentences. The books begin to use capital letters to support reading with expression. The growing complexity in the story lines is reinforced through the development of inference and prediction using visual literacy

<u>A Green Reader can...</u>	<u>How parents / carers can help</u>	<u>Example Page</u>
<ul style="list-style-type: none"> • Talk about each of the characters • Start to read fluently, and use full stops and commas • Notice rhyming words, even if they are not familiar with them • Read texts in unusual layouts, such as in speech bubbles and lists • Use a contents page and glossary in non-fiction books • Think about the overall plot of the book and talk about how they think it will end 	<ul style="list-style-type: none"> • Sound out quickly under their breath or inside their head, if they need to sound out words. • Look at the punctuation marks. You may want to model how to read a page of writing, paying attention to punctuation, such as full-stops and question marks. • Tell you about what the characters in the story are doing and why they are acting in that way. • Show you how they can find particular things that interest them in non-fiction books. 	<p>"Be quiet!" shouted Old MacDonald. "If I have to ask once more then I'm going!" The farm went quiet. Nobody dared to make a sound.</p> 

Orange


At Orange band, the page count increases to challenge and encourage reading stamina. There is an increased use of dialogue to encourage reading with expression. Orange band books introduce some complex sentences (use of 'if', 'so' and 'because') and include italics to show emphasis. Slightly more literary language is used. Children are increasingly encouraged to infer meaning from the text in order to gain full enjoyment from the story.

<u>An Orange Reader can...</u>	<u>How parents / carers can help</u>	<u>Example Page</u>
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<ul style="list-style-type: none"> • Read longer sentences that use 'because', 'if' and 'so' • Read three syllable words out loud • Use punctuation correctly when reading aloud • Split a story up into sections and talk about the beginning, middle and end • Don't rely on pictures to understand what is happening in a story • Know what fact, fiction and non-fiction means 	<ul style="list-style-type: none"> • Listen to them when they read aloud. If they make mistakes, but they keep the sense of the text, don't interrupt. You can revisit that page at the end of the session to check certain words. • Remind them of useful strategies if they can't read a word, for example sounding the word out under their breath, dividing a longer word into syllables, or looking at the word without an -ing or an -ed ending • Do not allow them to spend too long trying to work out a word because they may lose the meaning of what they are reading. • Encourage use of expression, You could model reading some pages aloud for your child to copy 	<p>He whirled out of the robbers' hands.</p> <p>Dudley whirled like a tornado. He whirled around the van.</p> <p>The robbers tried to grab him but he whirled away.</p> 
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Turquoise

Turquoise band books include an increasing range of adjectives and more descriptive verbs to replace 'said'. Turquoise books include words chosen for appropriateness and impact rather than decodability, with more extended descriptions. Paragraphs begin to develop and more unusual and challenging vocabulary is included.

A Turquoise Reader can...	How parents / carers can help	Example Page
<ul style="list-style-type: none"> • Read silently in their head • Read a sentence aloud with the correct expression • Know why certain types of punctuation are used and how it affects the sentence • Fluently read long sentences and paragraphs • Decode unusual words by using the sounds they already know • Read both fiction and non-fiction books 	<ul style="list-style-type: none"> • Encourage them to read some pages silently, inside their heads. • Listen to some pages read aloud, encouraging the use of expression and paying attention to punctuation marks. • Talk about how events in the book relate to each other and helping your child to understand how the story builds up in a longer book. • Ask them to tell you about interesting things they found out and to show you where the information is in the book. 	<p>Busy mothers</p> <p>In some bird families, only the female bird looks after the nest and chicks.</p> <p>The male bowerbird makes a bower to attract the female. He decorates the bower with feathers, berries, shells and flowers.</p> 

Purple


Purple band books include an increased proportion of longer sentences, with a more challenging vocabulary. Some Purple books have short chapters to challenge and encourage reading stamina. Purple books include longer and more complex sentences with the inclusion of complex (i.e. 'when') and simple (i.e. 'and') connectives. Story features such as plot, character and setting are developed in more detail, and the text in the non-fiction books is presented in a variety of ways.

A Purple Reader can...	How parents / carers can help	Example Page
<ul style="list-style-type: none"> • Read silently in their head for longer periods of time • Read longer books with short chapters • Read fiction, non-fiction and poetry • Sound out most unfamiliar words as they read • Use a dictionary to find the meaning of a word • Explain why they think a book is good or not 	<ul style="list-style-type: none"> • Encourage them to read some pages silently, inside their heads. • Listen to them read some pages aloud, encouraging the use of expression and paying attention to punctuation marks. • Talk about how events in the book relate to each other and helping your child to understand how the story builds up in a longer book. • Ask them to tell you about interesting things they found out and to show you where the information is in the book. 	<p>Elephants live for 60 to 70 years and the cows stay with their family group all their lives.</p> <p>Baby elephants are called calves and need their mothers to look after them, but all the elephants in the group help to bring up the young ones.</p> 

Gold (National Expectation = 7 years old)

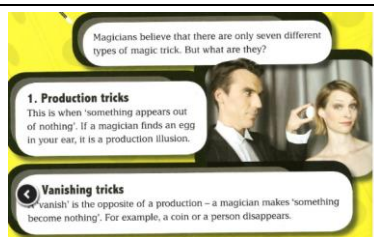
Gold band books include more sophisticated and challenging vocabulary, including word play and the introduction of figurative language. Some Gold books have longer chapters for more sustained reading. Children reading at this band are confident independent readers who can tackle increasingly complex language, story structures and text layout.

A Gold Reader can...	How parents / carers can help	Example Page
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<ul style="list-style-type: none"> • Read silently and read aloud with confidence • Know how to use a contents page, glossary and index • Use punctuation to help them to read clearly • Read books that have longer chapters • Learn new information from reading non-fiction books • Find information about authors which will help them to select certain books • Talk about the way a story has been written 	<ul style="list-style-type: none"> • Listen to them to read some pages of the book aloud to you so that you can enjoy hearing them read with expression and pace. • Ask them to find parts of the text which describe a character or place and talking about the words used in the description. • Ask for regular updates about what is happening in the book, so that they and you know how the different chapters or sections link. • Talk about how much they enjoy a book, or a type of book, and encouraging them to look for more books of the type they enjoy. 	<p>THE IN-BETWEEN DOG or <i>Amphicyonid</i> (say: am-fee-sy-on-id)</p> <p>Another name for the in-between dog is the bear-dog, because it's an ancestor of both bears and dogs. Bear-dogs lived across Asia and North America until about nine million years ago.</p> <p>Scientists have found footprint fossils which show that the bear-dog walked like bears do now. It moved its two left legs together first, then the two right legs.</p> 
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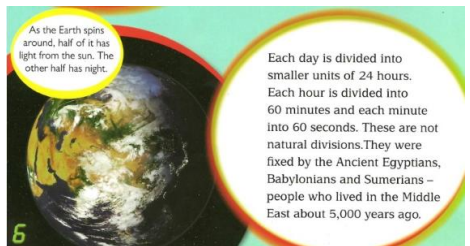
White

In White band books there is a more sophisticated use of narrative voice. Clauses in longer sentences are separated by commas to encourage developing intonation. Some books have longer chapters for more sustained reading. The stories at White band encourage children to empathise with the characters and consider why they behave as they do, and how they change during the course of the story. The non-fiction books are divided into sections that require more sustained reading and there is increased challenge in the layout of the information.

<u>A White Reader can...</u>	<u>How parents / carers can help</u>	<u>Example Page</u>
<ul style="list-style-type: none"> • Find it easy to read silently • Read for longer periods of time without stopping • Use a dictionary and thesaurus • Find certain pieces of information in texts • Express opinions and ideas about what they have read • Read a book without any pictures or illustrations • Understand page features, such as titles, headings and sub-headings 	<ul style="list-style-type: none"> • Listen to them to read some pages of the book aloud to you so that you can enjoy hearing them read with expression and pace. • Ask them to find parts of the text which describe a character or place and talking about the words used in the description. • Ask for regular updates about what is happening in the book, so that they and you know how the different chapters or sections link. • Talk about how much they enjoy a book, or a type of book, and encouraging them to look for more books of the type they enjoy. 	

Lime

Lime band books include a widening range of writing styles and an increased variation in sentence structure, including –ing clauses and longer sentences with more than two clauses. Children reading at Lime are able to interpret more sophisticated word plays and puns. The narrator's voice in a fiction story may be distinguished from the characters' voice through figurative, idiomatic and literary language. The story is often told through dialogue and action to 'show' instead of 'tell' as the plot develops.

<u>A Lime Reader can...</u>	<u>How parents / carers can help</u>	<u>Example Page</u>
<ul style="list-style-type: none"> • Notice the smaller details within the book • Read silently most of the time • Re-read texts, unfamiliar language and complex sentences • Use different voices for different characters in a story and performance pieces 	<ul style="list-style-type: none"> • Listen to them to read aloud some parts of the text which they particularly enjoy. This may include action or description. Talk about how the writer made those parts so enjoyable. • Talk about how characters develop or how they react to different people, places or events. 	

<ul style="list-style-type: none"> • Tell the difference between the narrator's voice and character dialogue • Understand hidden messages within a text and understand how a character might be feeling • Read for a longer period without losing concentration • Use glossary and indexes to locate information quickly • Read a variety of fiction, non-fiction, poetry and plays 	<ul style="list-style-type: none"> • Read the book yourself so that you can talk together about the smaller details of the book. 	
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Brown

Children reading at Brown band should be able to

- Interpret more sophisticated word-play and puns
- Distinguish the narrator's voice in a fiction story from the characters' voices through figurative, idiomatic and literary language
- Understand a story that is told through dialogue and action to 'show' instead of 'tell' the plot

<u>A Brown Reader can...</u>	<u>How parents / carers can help</u>	<u>Example Page</u>
<ul style="list-style-type: none"> • Read fluently and pause reading in a suitable place • Develop their own opinion about a book and discuss it with other people • Filter through text and highlight key sections of important information • Revisit a text and find answers by skimming and scanning each paragraph • Fully understand each text when reading a variety of fiction, poetry, plays and non-fiction • Actively enjoy reading for pleasure 	<ul style="list-style-type: none"> • Continuing to make a time available for regular quiet reading sessions, and reading your book while your child reads. <ul style="list-style-type: none"> - Asking them to choose a part of the text to read aloud, using expression and pausing in suitable places. • Having a conversation at the end of each reading session: can they tell you what's happening in their book? • Asking questions which make your child go back to the book to find answers - support them as they develop skills in skimming and scanning to find the information to answer your question. • Continuing to read aloud to your child at bedtime. This shows them the importance you place on reading as well as developing their language, vocabulary and love of story. 	<p>Then Matt Thorn showed everyone a white and blue china teacup. He'd taken it out of his gran's cupboard.</p> <p>Mr Hart looked at the teacup very carefully. 'This is <i>very</i> old, Matt,' he said. 'I think it's got a good chance of winning the competition.'</p> <p>Matt chuckled proudly.</p>

Grey

Children reading at Grey band will be able to interpret more sophisticated word-play and puns. At this stage, they should be able to,

- Explain a character's motivations
- Discuss the points of view of the character and the narrator
- Better understand a range of narration styles

<u>A Grey Reader can...</u>	<u>How parents / carers can help</u>	<u>Example Page</u>
<ul style="list-style-type: none"> • Develop own opinions of characters in a story • Explain a character's motivations • Understand the use of word-plays and puns • Understand the use of figurative and literal language • Make notes and highlight the key events in a story • Talk in different voices to represent each character and narration • Have a wider knowledge of narration styles 	<ul style="list-style-type: none"> • Continue to make a time available for regular quiet reading sessions, and reading your book while your child reads. • Ask them to choose a part of the text to read aloud, using different voices to show their understanding of different characters. • Have a conversation at the end of each reading session: can they tell you what's happening in their book? • Ask questions which make your child go back to the book to find answers - support them as they develop skills in skimming and scanning to find the information to answer your question. • Continue to read aloud to your child at bedtime. This shows them the importance you place on reading as well as developing their language, vocabulary and love of story. 	<p>'Please,' said Lion, 'let me down. I've been up here for three days and I think I've gone peculiar.'</p> <p>'How silly do you think we are?' said Mr Warthog. 'If we let you down, you'll eat us!'</p> <p>'I promise I won't!' pleaded Lion. 'I'm so weak from lack of food I'm as harmless as a kitten.'</p> <p>So the Warthogs undid the trap and set Lion free.</p>

Dark Blue (National Expectation = 9 years old)

Children reading at Dark Blue band will be able to gather information from more than one place in the text and use inference based on what is shown rather than being told. This allows for greater complexity in building character and setting.

<u>A Dark Blue Reader can...</u>	<u>How parents / carers can help</u>	<u>Example Page</u>
<ul style="list-style-type: none"> Understand how the use of chapters and paragraphs are used to build up ideas Compare and discuss the work of an author whilst discussing the positives and negatives of a book Read more elaborate descriptive vocabulary Challenge themselves when reading and learn new things from texts Observe and explain the purpose, audience and viewpoints of different texts 	<ul style="list-style-type: none"> Continue to make a time available for regular quiet reading sessions, and reading your book while your child reads. - Sometimes asking them to choose a part of the text to read aloud, showing their understanding by using expression, tone and pace. Before a reading session, asking your child to find and note down some particular information. It could relate to the plot or it could be something like: a really good descriptive passage; three words which are adventurous; two words you want to use in your next piece of writing; an example of something typical a character does or says; how one character's reaction to another shows their relationship ... These types of questions don't mean you have to read the book yourself, but they help to alert your child to its possibilities. Don't forget to discuss what they found! 	<p style="text-align: center;">All Aboard</p> <p>Cats don't like water. So you'd think they would have been first aboard. When the world was swallowed up by water, and there stood this huge wooden ship, gangplank down and Noah beckoning the animals aboard, you'd expect the cats to be already curled up in the warmest corner of the ark.</p> <p>But no. Because when the flood came, there were no cats. It happened in the Pre-Cat Age. Hard to imagine, but there you are.</p> <p>Noah did not pick or choose his passengers. He had been told to take two of everything.</p>

Dark Red

Children reading at Dark Red band will be able to synthesise information from different places in a text. They are beginning to recognise how layers of meaning allow for the build-up of humour or tension and are able to discuss how the author has achieved the effects.

<u>A Dark Red Reader can...</u>	<u>How parents / carers can help</u>	<u>Example Page</u>
<ul style="list-style-type: none"> Explain and discuss the key features of a text Describe how and why the author has written their book and discuss the impact it has on the reader Identify how the author conveys messages, moods and attitudes Challenge themselves when reading and learn new things whilst reading longer books Make own decisions about the types of books they are interested in and want to read 	<ul style="list-style-type: none"> Continue to make a time available for regular quiet reading sessions, and reading your book while your child reads. Before a reading session, asking your child to find and note down some particular information. It could relate to the plot or it could be something like: a really good descriptive passage; three words which are adventurous; two words you want to use in your next piece of writing; an example of something typical a character does or says; how one character's reaction to another shows their relationship ... There are lots of questions you can ask which don't mean you have to read the book yourself, but help to alert your child to its possibilities. Don't forget to discuss what they found! Suggest that your child invites friends to a 'Book Group'. If they are all reading the same book, you could skim-read the book first and prepare some questions for the book group to discuss. Or perhaps the Book Group could be an opportunity for them to recommend and share new books with each other. 	<p style="text-align: center;">Chapter 10 Team Players</p> <p>When she parked beside the playground, Miss Bartlett dashed off with barely a word of goodbye. Sophia and I missed the bell, but only by seconds; as I'd hoped, pupils were still filing into the hall (well, squeezing eagerly through a bottleneck at the swing doors while the teachers called out directions), and Sophia and I joined the back of the bustling queue. We exchanged a glance of relief, and Sophia tugged her collar away from her throat and whispered, 'Pheew!'</p>

Black / Free Reader (National Expectation = 11 Years Old)

<u>A Black Reader can...</u>	<u>How parents / carers can help</u>	<u>Example Page</u>
<ul style="list-style-type: none"> Demonstrate a good level of competence in both decoding and comprehension Regularly read long chapter books for pleasure Read a variety of texts and genres, including a wide 	<ul style="list-style-type: none"> Continue to make a time available for regular quiet reading sessions, and reading your book while your child reads. Before a reading session, asking your child to find and note down some particular information. It could relate to the plot or it could be something like: a really good descriptive passage; three words which are adventurous; two words you want to use in your 	N/A

<p>range of poetry, plays and textbooks.</p> <ul style="list-style-type: none"> • Select their own reading books by using skills, such as reading the blurb and reading a small section of text. • Recommend books to their peers • Read poems and plays aloud to show understanding through intonation, tone and volume • Distinguish between statements of fact and opinion 	<p>next piece of writing; an example of something typical a character does or says; how one character's reaction to another shows their relationship ... These types of questions don't mean you have to read the book yourself, but they help to alert your child to its possibilities. Don't forget to discuss what they found!</p> <ul style="list-style-type: none"> • Suggest that your child invites friends to a 'Book Group'. If they are all reading the same book, you could skim-read the book first and prepare some questions for the book group to discuss. Or perhaps the Book Group could be an opportunity for them to recommend and share new books with each other. 	
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