



How to Support your Child with Green and Orange Books

Children reading Green and Orange books are learning to:

Phonic Skills

- Read simple phonically decodable, two and three syllable words. e.g.
- To recognise common graphemes and common alternative pronunciations e.g. 'ow' can be pronounced differently as in 'cow' or 'low'.

The Mechanics of Reading

- Continue to read High Frequency Words (HFW).
- Use knowledge of letters, sounds and words to establish meaning when reading aloud.
- Begin to read with phrasing and fluency to support meaning.
- Understand what a pronoun refers to across sentences e.g. The dog barked. He was hungry.

Showing understanding (comprehension)

- Answer simple literal retrieval questions about a text – the answer is on the page (more likely to be in the text rather than in the pictures on the page).
- Use knowledge of repeated patterns, characters and settings to predict and aid reading.

How texts work

- Understand some differences between fiction and non-fiction and make predictions based on title, cover and blurb.
- Choose and talk about a favourite book from a selection.
- Recognise and respond to language patterns in texts.

Your child will be able to do some of these things more easily than others. If there is something that they find difficult, practising it during reading time at home will help them develop their reading skills.

Phonic Skills

If your child doesn't confidently know alternative sounds for different graphemes (the way the sounds are written) they will always sound out using the one they know e.g. may read 'now' as 'no' because they remember 'ow' sounding like 'oh' as in 'low' not the other way of pronouncing it. i.e. ow as in cow.

Mechanical Reading

Children reading green and orange books are generally able to show some level of fluency. If your child reads a particular book haltingly, it may be worth getting them to re-read some or all of it again, to give them a chance to speed up a little. Alternatively, you can read the sentence to them using the required expression and fluency so that the child can follow your example. Often children may be given reading books within these colour bands where the word level challenge is lower in order to help develop fluency as they are not stopping to decode words.

Showing Understanding

At this level we are looking to develop understanding on a simple level. Children should be able to answer simple questions which involve finding and retrieving information from the text they have read. Asking them questions about what they have read, talking about details in the story, will help them to improve this skill. It is important at this level to ensure that children are equally confident with mechanical reading skills (i.e. decoding words) and retrieving information.

How texts work

If there is a blurb on the back of the book, children can read this before starting, as well as looking closely at the front cover. You could talk about what the book might be about and predict what might happen both in the storyline and from the type of vocabulary they might encounter. Prior discussion about possible vocabulary choices enables children to recognise or read unfamiliar vocabulary. This helps a child get their



mind into the story before they read, and it reflects what we tend to do as adult readers (we rarely pick up a book at the book shop or library without looking at the cover or blurb to find out what the book is about).

List of Common Graphemes

ch (chip)	sh(shop)	th(thin)	ng(ring)	ai (rain)
ee(feet)	igh(sigh)	oa(boat)	oo(boot/look)	ar(farm)
or(for)	ur(hurt)	ow(cow/low)	oi(boil)	ear(dear)
air(hair)	ure(sure)	er(corner)	ay (day)	ou(out)
ie(tie)	ea(seat)	oy(boy)	ir(girl)	ue(blue)
aw(saw)	wh(when)	ph(photo)	ew(new)	oe(toe)
au(Paul)	a-e(make)	e-e(these)	i-e(like)	o-e(home)
u-e(tube)	zz(buzz)	qu(queen)		