



How to Support your Child with Orange and Turquoise Books

Children reading Orange and Turquoise books are learning :

Phonic Skills

- Read automatically and without thinking, the 100 High Frequency Words.
- Identify when their reading of the text does not make sense and attempt to self -correct.
- Show some awareness of punctuation (e.g. pausing at full stops), use of exclamation marks, question marks, speech marks

Showing understanding (comprehension)

- Sustain independent reading to complete and gain meaning from texts.
- Begin to use awareness of character and dialogue to read with expression.
- Comment or give opinion on events, characters or ideas in stories making links to own experiences supported by questioning.

Knowing how texts work

- Locate pages/sections of interest (e.g. favourite characters, events or pictures).
- Recognise ways text is organised (e.g. labels, captions and on screen).
- Understand that simple diagrams and charts present information in a more clear and easy to follow format that a section of text.

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. Understanding that some non-fiction books do not need to be read from the start and can be started from specific chapters or areas of specific interest.

Mechanical Reading

Children reading Orange and Turquoise books are generally able to show a good level of fluency. They think about what they are reading as they go along and pause if it does not make sense. You could encourage them to think about why it didn't make sense. Did they miss a word or section? Have they mis-read something? Which part was it?

Showing Understanding

You may find that your child will sometimes refer back through the text to answer a question. You may often find they are not 'taking in' what they have read. If this is the case you could tell them that they are going to ask **you** some questions at the end of the page instead of vice versa. Alternatively you could ask them a question before they read, which they will need to find the answer to as they read. You could use this as an opportunity to extend your child's vocabulary, by asking them to find alternative words for a particular word in the text. Some stories may have links to the child's own experiences or characters are like people they know. When talking about the story, you could encourage them to make links, eg., this character reminds me of someone we know, can you guess who I'm thinking of? Why or how are they similar?

How texts work

After we read a book or text we sometimes want to go back and find a particular piece of information, or event. You can help your child to develop this skill by asking them to find the section where things happen. They can begin by thinking whether it was at the beginning, middle or end of the story so that they don't search through the whole book.

In non-fiction books you could talk about why there is a contents pages, headings, titles, an index or glossary (or in fact in other places e.g. on websites or in the newspaper).



the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an



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