



How to Support your Child with Purple and Gold Books

Children reading Purple and Gold books are learning :

Mechanical reading skills

- Read on sight, a wider range of common words.
- Read with **phrasing and fluency**, taking notice of punctuation and using it to keep track of longer sentences.
- Read phonically decodable polysyllabic words, eg., extraordinary, within sentences and texts.
- Apply knowledge of graphemes with alternative pronunciations when reading texts. eg. tear (when you cry) and tear (when you rip paper)
- Self correct when reading of text does not make sense.

Showing understanding (comprehension)

- Show and understanding of a text by commenting on key features e.g. plot, setting and characters.
- Re-tell a story referring to most of the main events and characters.
- Locate key vocabulary and specific information in the text to find answers to simple questions.
- Make simple predictions using experience of reading similar books.
- Use own experience to add detail to the understanding of a range of texts.
- Use a range of clues from a text to express simple opinions.
- Identify words and phrases chosen for effect by the author.
- Begin to understand the purpose of different non-fiction texts e.g. to tell you about...or to show you how...
- Identify an event or idea in a text and express how it makes the reader feel.
- Show more awareness of texts being set in different times and places.

Knowing how texts work

- Use contents, index and glossary to help retrieve information.
- Use organisational features to efficiently explore a text e.g. contents page, alphabetical order, websites.
- Identify and discuss the format and text layout of fiction and poetry.

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 at reading time at home will help them develop their reading skills.

Mechanical Reading

Many children reading purple and gold level books are confident 'mechanical' readers. They may read their book confidently and fluently. They are beginning to reach a level where it is the **understanding of texts** that needs to be further developed. You may sometimes want to get them to read some or all of the book without you sitting right next to them. This will help them on the way to becoming an independent reader. To develop this skill, it is vital to talk about what they have read once they have finished reading to ensure accurate understanding of vocabulary and the text as a whole. A good way to start is to read some of the book then ask your child to read the next page without you. You can get them to fill you in on what has happened in the part they read alone. As they become more confident in this skill, they can read increasing amounts of the text independently.

Showing Understanding

When predicting what might happen in a book, ask about why they think that will be the case. Is it because they have read other books in the series?

Can they explain what type of book it is? Is it funny? An adventure story? A fairy story? Can they justify how they know this?



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Are there any words or phrases in the book that have been chosen for special effect (e.g. a silly name to make you laugh; a creepy sounding phrase?).

How does the book or events in the book make the reader feel?

When and where is the book set?

When talking about the book, does your child tend to give their opinion? Did they enjoy the book? Can they explain what they liked or disliked about the story? Could they suggest an alternative ending? Are they also able to find evidence to support their answers in the text?

How texts work

Has the book been laid out in a special way? How does the layout of the book add to (or perhaps detract from) the enjoyment of or access to the story or content.