



How to Support your Child with Red Books

Children reading Red books are learning :

Phonic Skills

- Blend sounds to read CVC words
- Use some simple two-letter graphemes to read (e.g. th, sh, ch, ng)
- Recognise the first and last letter sounds of a word

The Mechanics of Reading

- Read common High Frequency words
- Recognise a word or phrase that is repeated in a book
- Use picture cues to help reading

Showing understanding (comprehension)

- Read simple sentences and understand their meaning
- Recall the main points of a text
- Add more understanding by looking at the pictures

How texts work

- Distinguish between a word, letter and a space
- Know that there are different kinds of books e.g. story, information, dictionary, poetry etc

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 takes a long time to think of what each **sound** says, it will slow down their reading. You can help your child to improve their Phonic skills by going over what sounds the letters make and linking this sound to words that start with that sound. You can also practice blending simple CVC words by practising word strings e.g.- cat, rat, mat, bat or man, can, ran pan

Mechanical Reading

There is a lot of repetition in red books and this is to help children begin to recognise words and phrases that are repeated. If a phrase is repeated, point it out and encourage your child to recognize that the same words come up again and again.

High Frequency words such as 'mum', 'dad', 'was', 'said', 'have' can be practised in the book, but also made into flashcards, or put on post-its to practise recognition on sight. You can talk about the fact that not all words in English can be sounded out and some of these words we need to learn to recognize on sight.

If there is an especially tricky word that appears more than once, you could ask your child to see how many times they can find it in the book, meaning they will have to scan through and recognize the word at different points.

Children reading at this level should point to each word as they read to help them focus.

Showing Understanding

Encourage your child to remember what they have read by asking them simple questions or to re-tell what has happened. They could use the pictures as prompts. Looking at each picture before reading helps them to start thinking about what the writing might say.

How texts work

Allow your child to open the book and get to the first page by themselves. They could also look at the front cover to see if they can work out what it will be about. You may read the title to them, especially if there is a challenging word or name in it.



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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