



How to Support your Child with White and Lime Books

Children reading White and Lime books are learning to :

Mechanical reading skills

- Make use of intonation, expression and punctuation to enhance reading.
- Self correct when reading of text does not make sense.
- Appropriately apply a range of strategies to enable accurate silent reading (e.g. phonic, graphic, syntactic and contextual).

Showing understanding (comprehension)

- Identify and describe the main characters/setting/events using direct reference to the text.
- Re-tell stories with appropriate detail with increased confidence in sequencing.
- Extract information from texts and summarise key points in response to questions.
- Respond, when questioned about extensions or alternatives to events and actions.
- Identify main themes and ideas in a text.
- Identify the effects of different words and phrases (e.g. to create humour, images and atmosphere).
- Express reasoned preferences between texts.

Knowing how texts work

- Discuss similarities and differences in the structure and organisation of 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 at reading time at home will help them develop their reading skills.

Mechanical Reading

Children reading White and Lime books are developing the fluency to read silently to themselves. This doesn't mean that they can't, or shouldn't read aloud to you. They are different skills, but you can support your child's learning by giving them the chance to do both.

Many children reading at this level are already reading simpler books at home to themselves, or want to read a 'chapter book' once they have had it read to them as a bedtime story. This is an excellent way for them to develop their independent reading skills. Books in a series are another excellent way for children to read something familiar (e.g. all the 'Rainbow Magic', 'Horrid Henry', 'Secret Seven' or 'Beast Quest' books follow a similar structure and theme giving children a 'scaffold' for their reading). Once your child has found a type of book, or author they like they may be keen to read more books from the same series or author. However, try to encourage your child to read from a variety of different authors in order to broaden their choice of texts.

Many people stop reading to their children at this stage, as they are able to read for themselves. At St Clement's School, teachers read aloud to the children up to and including Year 6. Children enjoy hearing books read aloud, and they often find new authors this way, as well as being able to enjoy books that are above their current reading level. Children who are read to at home are more likely to develop a love of books and stories, as well as showing a better understanding of them. We would encourage you to continue reading **to** your child for as long as possible – sharing a book is a very special experience!

Showing Understanding



St Clement's Catholic Primary School



New aspects of comprehension that are beginning to develop are **inference** (reading between the lines) and an understanding of **themes**. You could talk with your child about themes that run through the book. Do they know other books or stories that have the same or similar themes?

When thinking about inference, you could look at phrases and sayings that might not be familiar to your child. Can they work out what it might mean? (Often, in English, the meaning has little to do with the actual words, and we need to understand the context to get what it means e.g. 'it's raining cats and dogs', 'his face fell', 'the news spread like wildfire'. Although your child might be reading independently it is vital to spend time discussing the themes in the text, the storyline, the characters and new or challenging vocabulary. A way of checking their understanding of vocabulary is to ask them, either to explain what the word means, use it in a sentence or to give you another word with the same meaning, eg., awkward – clumsy, envious – jealous.

How texts work

Think about how the text is laid out, and why that might be. Are there any similarities with other texts that you know?