



How to Support your Child with Yellow and Blue Books

Children reading Yellow and Blue books are learning to:

Phonic Skills

- Blend sounds to read CVC words. e.g- cat, top, met, hop
- Blend and read simple words using adjacent consonants. e.g.- shop, back, stop

The Mechanics of Reading

- Read High Frequency Words (HFW).
- Begin to use knowledge of letters, sounds and words to establish meaning when reading aloud.
- Use picture clues to help reading.
- Understand that a full stop means the end of a sentence.

Showing understanding (comprehension)

- Read simple sentences and understand their meaning.
- Recall the main points of a text.
- Use the structure of the story when re-telling it.
- Listen to familiar texts and express likes and dislikes.

How texts work

- Use terms referring to the conventions of print correctly: book, cover, beginning, middle, end, page, word, letter, line
- Begin to understand some differences between fiction and non-fiction and make predictions based on title and cover.
- Choose and talk about a favourite book from a selection.
- Say whether they liked or disliked a book

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

Children reading Yellow and Blue books should be beginning to blend words more confidently. However, you may need to support your child in identifying which words can be blended and which words are HFW that need to be recognized by sight. Continue to practice blending word string where the final or middle sounds are the same e.g- back, pack, lack or seed, need, weed, feed.

Mechanical Reading

In order to read yellow and blue books fluently, children will need to recognize **on sight** the 100 High Frequency Words (HFW- see attached list). You can practice recognising these words both in context (in a book) or out of context e.g with flashcards. If there are particular words that they find tricky e.g. "was" and "saw", you could try putting them on post-its around the house. These words can only be really be learnt by repeated practice as they cannot be blended phonetically. Talking about the pictures before reading helps children get an idea about what words might come up on the page.

Showing Understanding

At this level we are looking to develop understanding on a simple level. Children should be able to answer simple questions that can be directly answered from the text. Asking them questions about what they have read, talking about details in the story, will help them to improve this skill. They are also developing the skill of re-telling the story in their own words and could practice this at home. They can also say whether they liked or disliked a book and give reasons for their answer.

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.



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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