

Your child's current reading level is:

Lilac Level

Lilac level books are wordless books that tell a story just through pictures. Lilac level books will support your child's speaking and listening skills through creating their own stories and talking about the pictures.

Phonics:

Your child will be practising their oral blending/segmenting sounds (i.e. d-o-g = dog/dog = d-o-g). They will have started to learn the Set 1 sounds. Please see your RWI packs for more activities and support.

How to support your child reading lilac books:

- Look at the front cover – it tells us what the book is about.
- Look at the pages, turning one at a time, in order. Look at each page starting on the left page then the right page.
- Talk about what is happening on each page as a whole (i.e. “The family are all having dinner together”), rather than just what they can see in each picture (i.e. “people” “food” etc.)
- Discuss what the book is about.
- Ask questions such as:
 - What do you think will happen next? (predicting)
 - Who are the characters in the story?
 - What has made them feel happy/sad/angry?
 - Where is the story setting?
 - What happened at the beginning/middle/end of the story?
 - What do you think will happen next?
 - How do you think the story is going to end?

Please note that the above support runs through all book levels and helps develop comprehension and reading skills throughout.

Your child's current reading level is:

Pink Level

Pink level books are the first books that contain words.

Phonics:

Your child is learning the Set 1 sounds (single letter sounds and 2 letter sounds known as digraphs/special friends) and beginning to read them in words.

m a s d t i n p g o c k u b f e l h sh r j v y w th z ch qu x ng nk ck

How to support your child reading pink books:

- Help your child to read the words carefully. Ask them to sound out and blend the words (i.e. c-a-t =cat, sh-o-p = shop). It is important they say the sounds of each letter or special friend/digraph and not the letter name. Once they have read the book a couple of times, your child will begin to recognise these words by sight and will not need to sound out each letter.
- After they have read the book a couple of times, encourage them to read with more pace and less focus on sounding out the letters in each word.
- Help them to understand the whole story in the book (i.e. the beginning, middle, end) rather than what is happening on each page.
- Ask your child to tell you about something that happened in the book or about something they found out in the book.
- Help them to understand new words/vocabulary and what they mean.

Please note that the above support runs through all book levels and helps develop comprehension and reading skills throughout.

Your child's current reading level is:

Red Level

Red level books have a slight increase in the number of words and the number of pages, slightly more complex story lines and exposes the children to more sounds they have learnt in phonics.

Phonics:

Your child is learning the Set 1 sounds (single consonant sounds and two consonant sounds know as digraphs/special friends) and beginning to read them in words.

m a s d t i n p g o c k u b f e l h s h r j v y w t h z ch qu x ng nk ck

Your child will also be learning the double consonant sounds such as:

ll ss zz ff dd gg mm nn pp rr tt

How to support your child reading red books:

- Your child will be able to read some words speedily without sounding them out. Encourage them to read through the story, sounding out the words that they cannot read yet and reading the words they know speedily.
- Read the story a few times to help the words become part of your child's 'sight memory'.
- There may be longer words within the book (i.e. kitten, jumping). Encourage your child to 'chunk' the word. They will cover half the word and sound it out then sound out the other half (i.e. kitt-en = kitten, jump-ing = jumping).
- Encourage your child to predict what will happen in the story by looking at the front cover and reading the blurb on the back.

Please note that the above support runs through all book levels and helps develop comprehension and reading skills throughout.

Your child's current reading level is:

Yellow Level

Yellow level books contain a slightly increased number of words and pages. The children may begin to see unfamiliar things and new information, particularly in non-fiction books. The children will be using their inference skills more by focusing on clues in the text.

Phonics:

Your child will have learnt all the Set 1 sounds and continuing to practise these:

m a s d t i n p g o c k u b f e l h s h r j v y w t h z c h q u x n g n k c k

They will **currently** be learning Set 2 sounds:

ay ee igh ow oo oo ar or air ir ou oy kn

Your child will be continuing to practise the double consonants as they see them in a variety of words:

ll ss zz ff dd gg mm nn pp rr tt

How to support your child reading yellow books:

- Give your child time to sound out words they do not know. If they still struggle, encourage them to try sounding out the whole word first, rather than guessing from the pictures or from the first letter.
- Give the children time to recognise and correct their own mistakes. If a word does not make sense, encourage them to read the rest of the sentence to think about what word it could be.
- Encourage your child to predict what will happen based on what they have just read. Encourage them to make links to events on previous pages (i.e. What just happened? What happened before this? What do you think will happen next?)

Please note that the above support runs through all book levels and helps develop comprehension and reading skills throughout.

Your child's current reading level is:

Blue Level

Blue level books have a slight increase in the number of words and pages and the children will be exposed to new vocabulary and punctuation.

Phonics:

Your child will have learnt all the Set 1 sounds and Set 2 sounds and continue to practise these:

ay ee igh ow oo oo ar or air ir ou oy kn

Your child will be continuing to practise the double consonants as they see them in a variety of words:

ll ss zz ff dd gg mm nn pp rr tt

They will also learn the word endings: ve ck

How to support your child reading blue books:

- The children will now be able to read words in their head or 'Fred in head'. Encourage your child to sound out quickly – and silently – in their heads. Encourage them to sound out trickier words out loud.
- Look at the punctuation marks. It may be useful for you to model reading a page, paying attention to and emphasising punctuation. The children will be focusing on full stops, capital letters (at the beginning of the sentence) and questions marks.
- Non-fiction books will have contents pages. Model to your child how you use this to find particular things that interest them.
- Encourage your child to tell you about the character in the story. Ask questions such as:
 - What are they doing?
 - Why have they done that?
 - How are they feeling? How do you know?
 - What are they going to do next?

Please note that the above support runs through all book levels and helps develop comprehension and reading skills throughout.

Your child's current reading level is:

Green level

Green level books have a slight increase in the number of words and pages compared to previous books they have read to encourage and challenge reading stamina. Your child is becoming an even more confident reader. Encourage them to select a range of books from the library or a book shop as well as those from school. This helps them to make links between stories and begin

to identify what type of books they enjoy.

Phonics:

Your child will have learnt all the Set 1, Set 2 and double consonant sounds and continuing to practise these in words.

Your child will be learning alternative sounds in Set 3 sounds, including the split digraphs (a_e, i_e etc):

ea oi a_e i_e o_e u_e aw are ur er ow ai oa ew ire ear ure au wh ph

They will also begin learning root word endings:

-ing -ed -s (for example jumping, started, jumps)

How to support your child reading green books:

- Sound out quickly – and silently – in their head or ‘Fred in head’. Encourage your child to sound out quickly – and silently – in their heads. Encourage them to sound out trickier words out loud.
- Look at the punctuation marks. It may be useful for you to model reading a page, paying attention to and emphasising punctuation. The children will be focusing on full stops, capital letters (at the beginning of the sentence and proper nouns such as names of people and places) and questions marks.
- Tell you about what the characters are doing.
- Show you how they can find particular things that interest them in non-fiction books.

Please note that the above support runs through all book levels and helps develop comprehension and reading skills throughout.

Your child’s current reading level is:

Orange Level

Orange level books have a slight increase in the number of words and pages compared to previous books they have read to encourage and challenge reading stamina. They will be exposed to more dialogue to encourage them to read with expression. There will be more complex sentences including conjunctions such as if, so, because, but.

Phonics:

Your child will have learnt all the Set 1, Set 2 and double consonant sounds and continuing to

practise these in words.

Your child will continue to practise alternative sounds in Set 3 sounds, including the split digraphs (a_e, i_e etc):

ea oi a_e i_e o_e u_e aw are ur er ow ai oa ew ire ear ure au

They will also be learning root word endings:

-ing -ed -s (for example jumping, started, jumps)

Word endings for plurals:

-s -es (i.e. jumps, sweets, foxes, bushes)

How to support your child reading orange books:

- Listen to your child read regularly. They will be reading more confidently and rarely sounding out words. If they make a mistake in but keep the sense of the text, do not interrupt them. You can revisit that word at the end of the sentence/paragraph and encourage them to correct it.
- Remind them of useful strategies if they cannot read a word, for example:
 - Sound the word out silently under their breath or Fred in their head
 - Chunk longer words into syllables (i.e. base-ball – baseball)
 - Chunk the word by looking at word endings (jump-ing = jumping)
 - Read the rest of the sentence to help identify what the word could be
- Encourage some use of expression, especially for character-speech in fiction books. You may wish to model reading some pages aloud for your child to copy.
- Talking about how characters are feeling.

Please note that the above support runs through all book levels and helps develop comprehension and reading skills throughout.

Your child's current reading level is:

Turquoise Level

Turquoise level books include an increasing range of adjectives and more descriptive verbs to replace said (such as shouted, growled, whispered). The children can read fluently by now, without little sounding out so they will be exposed to more challenging words/vocabulary that are not easily decoded into sounds.

Phonics:

Your child will have learnt all the Set 1, Set 2 and double consonant sounds and continuing to practise these in words.

Your child will be learning alternative sounds in Set 3 sounds, including the split digraphs (a_e, i_e etc):

ea oi a_e i_e o_e u_e aw are ur er ow ai oa ew ire ear ure

They will continue to practise root word endings:

-ing –ed –s (for example jumping, started, jumps)

They will continue to practise word endings for plurals:

-s –es (i.e. jumps, sweets, foxes, bushes)

They will be learning word endings:

-ly –er –est –y (i.e. quietly, louder, fastest, happy)

How to support your child reading turquoise books:

- Listen to your child read regularly, encouraging the use of expression and paying attention to punctuation marks.
- Encourage them to read a page silently in their head and then discuss what they have read after.
- Talk about how events in the book relate to each other and helping your child to understand how the story builds up in a longer book.
- Ask them to tell you about interesting things they found out and showing you where the information is in the book.

Please note that the above support runs through all book levels and helps develop comprehension and reading skills throughout.

Your child's current reading level is:

Purple Level

Purple level books will continue to build on the previous band as well as introduce longer sentences and more unusual vocabulary. Some of the purple band books have short chapters to encourage reading stamina. Story features such as plot, character and setting are developed in more detail. Text in non-fiction (information) books is presented in a variety of ways.

Phonics:

Your child will have learnt all the Set 1, Set 2 and double consonant sounds and continuing to practise these in words.

Your child will be learning alternative sounds in Set 3 sounds, including the split digraphs (a_e, i_e etc):

ea oi a_e i_e o_e u_e aw are ur er ow ai oa ew ire ear ure

They will also be learning new sounds:
-ire -ture -ure -our -tion -tious -cious -able -ible

They will continue to practise root word endings:
-ing -ed -s (for example jumping, started, jumps)

They will continue to learn word endings:
-ly -er -est -y (i.e. quietly, louder, fastest, happy)

How to support your child reading purple books:

- Listen to your child read regularly. Encourage them to add in expression and to talk about what they have read.
- Encourage them to read a page silently in their head and then discuss what they have read after.
- Help to identify punctuation marks and what they represent/mean.
- Talk about how events in the book relate to each other and helping your child to understand how the story builds up in a longer book.
- Ask them to tell you about interesting things they found out and showing you where the information is in the book.
- Encourage them to make inferences based on what they have read.

Please note that the above support runs through all book levels and helps develop comprehension and reading skills throughout.

Your child's current reading level is:

Gold Level

Gold level books further encourage children to read with more pace and fluency. Children who are on this level and beyond are expected to read ninety words per minute. This continues throughout the banded books increasing in complexity as the work through the levels.

Phonics:

Your child will be able to read most words quickly and speedily without sounding out too many words.

They will continue practising the following sounds in words:

-ire -ture -ure -our -tion -tious -cious -able -ible

They will continue to practise the word endings:

-ly -er -est -y (i.e. quietly, louder, fastest, happy)

How to support your child reading gold books:

- Listen to your child read regularly, encouraging them to read the book aloud to you so you can enjoy hearing them reading with expression and pace.
- Ask them to find parts of the text which describe a character or place and talking about the words used in the description.
- Ask your child for regular updates as to what is happening in the book, so that you know how the different chapters or sections link.
- Talk about how much they enjoy a book, or a type of book. Encourage them to look for more books of the type they enjoy.
- Talk about how events in the book relate to each other and helping your child to understand how the story builds up in a longer book.
- Ask them to tell you about interesting things they found out and showing you where the information is in the book.

Please note that the above support runs through all book levels and helps develop comprehension and reading skills throughout.

Your child's current reading level is:

White Level

White level books will continue to expose the children to more challenging and sophisticated vocabulary. Some books have longer chapters for more sustained reading. The books give children the opportunity to empathise with the characters and consider why they behave as they do. Non-fiction (information) books will require more sustained reading and there is increased challenge in the layout of information. At this level children are reading words speedily and fluently (90 words per minute) with less use of phonics to sound out the word.

How to support your child reading white books:

- Listen to your child read regularly, encouraging them to read the book aloud to you so you can enjoy hearing them reading with expression and pace.
- Ask them to find parts of the text which describe a character or place and talking about the words used in the description.

- Ask your child for regular updates as to what is happening in the book, so that you know how the different chapters or sections link.
- Talk about how much they enjoy a book, or a type of book. Encourage them to look for more books of the type they enjoy.
- Encourage your child to read a wide range of books so that they can make comparisons between their reading. You can support them by modelling these discussions.

Please note that the above support runs through all book levels and helps develop comprehension and reading skills throughout.

Your child's current reading level is:

Lime Level

Lime level books expose children to a wider variety of genres (i.e. story, poetry, comics, non-chronological report) and children working at this level are encouraged to make links between a wide range of books, making comparisons between characters' behaviour and actions.

Lime level books are equivalent to brown band level 9. However, books in brown band level 9 (which is the expected band for Year 3), are written for the older children as the context of the book is more mature. For children to be able to access brown band books they use their knowledge and experiences to understand them.

How to support your child reading lime books:

- Ask your child to read aloud parts of the text which they particularly enjoy. This may include action or description. Talk about how the writer made those parts so enjoyable.
- Talk about how characters develop or how they react to different people, places or events.
- Modelling to your child smaller details of the story that they might not yet identify.
- Encourage your child to read a wide range of books so that your child can make comparisons between their reading.
- Encourage your child to re-read to check the text makes sense.

Please note that the above support runs through all book levels and helps develop comprehension and reading skills throughout.

Your child's current reading level is:

Brown Band – Level 9

Brown level books encourage children to understand a story that is told through dialogue and action to 'show' instead of 'tell' the plot. Your child may not want to read aloud to you anymore because they may enjoy reading silently. This is a good skill to develop, as long as your child continues to read actively and understand the text. Reading books aloud to your child is very powerful in developing their vocabulary, confidence and understanding.

How to support your child reading brown books:

- Make time for regular quiet reading sessions.
- Ask your child about what they are reading. Ask questions that encourage them to go back and find answers. Support your child as they develop skills in skimming and scanning to find the information to answer your question.
- Continue to read aloud to your child at bedtime. This shows them the importance you place on reading as well as developing their language and love of a story.
- Discuss the link between what your child has read to what they have experienced.
- Encourage your child to re-read to check the text makes sense.

Please note that the above support runs through all book levels and helps develop comprehension and reading skills throughout.

Your child's current reading level is:

Brown Band – Level 10

Brown level books encourage children to understand a story that is told through dialogue and action to 'show' instead of 'tell' the plot. Your child may not want to read aloud to you anymore because they may enjoy reading silently. This is a good skill to develop, as long as your child continues to read actively and understand the text. Reading books aloud to your child is very powerful in developing their vocabulary, confidence and understanding.

How to support your child reading brown books:

- Make time for regular quiet reading sessions.
- Ask your child about what they are reading. Ask questions that encourage them to go back and find answers (question prompts are available on the school website i.e. Vocabulary Victor, Predicting Pip). Support your child as they develop skills in skimming and scanning to find the information to answer your question.
- Continue to read aloud to your child at bedtime. This shows them the importance you place on reading as well as developing their language and love of a story.
- Encourage your child to re-read to check the text makes sense.

Please note that the above support runs through all book levels and helps develop comprehension and reading skills throughout.

Your child's current reading level is:

Brown Band – Level 11

Brown level books encourage children to understand a story that is told through dialogue and action to 'show' instead of 'tell' the plot. Your child may not want to read aloud to you anymore because they may enjoy reading silently more. This is a good skill to develop, as long as your child continues to read actively and understand the text. Reading books aloud to your child is very powerful in developing their vocabulary, confidence and understanding.

How to support your child reading brown books:

- Make time for regular quiet reading sessions
- Ask your child about what they are reading. Ask questions that encourage them to go back and find answers. Support your child as they develop skills in skimming and scanning to find the information to answer your question.
- Ask your child to make predictions about what they are reading and find evidence in the text to support this prediction.
- Continue to read aloud to your child at bedtime. This shows them the importance you place on reading as well as developing their language and love of a story.

- Encourage your child to re-read to check the text makes sense.
- Encourage your child to read a range of fiction (stories) and non-fiction (information books, poetry, newspaper articles, non-chronological reports).
- Discuss interesting words, phrases and facts.

Please note that the above support runs through all book levels and helps develop comprehension and reading skills throughout.

Your child's current reading level is:

Grey Band – Level 12

Grey level books provide opportunities for children to discuss character's motivations, discuss the points of view of the character and the narrator and better understand a range of narration styles.

How to support your child reading grey books:

- Make time for regular quiet reading sessions.
- Ask your child to summarise the paragraph they have just read. Encourage them to be concise with their response.
- Encourage your child to make inferences from the text. Ask questions that start with who, what, where, when, why and how. For example:
 - What clues are there in the story that tell you...?
 - How does the character feel about the situations?
 - Why is...important?
 - Find two clues that tell you...
- Establish an expectation of a conversation at the end of each reading session. Can they tell you what is happening in the book? What their favourite part was and why? Did something surprise them?
- Ask questions that encourage them to go back and find answers. Support your child as they develop skills in skimming and scanning to find the information to answer your question.

- Continue to read aloud to your child at bedtime. This shows them the importance you place on reading as well as developing their language and love of a story.
- Encourage your child to re-read to check the text makes sense.

Please note that the above support runs through all book levels and helps develop comprehension and reading skills throughout.

Your child's current reading level is:

Grey Band – Level 13

Grey level books provide opportunities for children to discuss character's motivations, discuss the points of view of the character and the narrator and better understand a range of narration styles.

How to support your child reading grey books:

- Make time for regular quiet reading sessions.
- Establish an expectation of a conversation at the end of each reading session. Can they tell you what's happening in the book? What their favourite part was and why? Did something surprise them?
- Encourage your child to read a range of genres (i.e. stories, letters, articles, poetry). Discuss the structure of these, for example:
 - Discuss the layout
 - Discuss why the author has used specific language (i.e. emotive, humorous language)
 - Can you compare the different genres?
- Ask questions that encourage them to go back and find answers. Support your child as they develop skills in skimming and scanning to find the information to answer your question.
- Continue to read aloud to your child at bedtime. This shows them the importance you place on reading as well as developing their language and love of a story.
- Encourage your child to re-read to check the text makes sense.

Please note that the above support runs through all book levels and helps develop comprehension and

Your child's current reading level is:

Grey Band – Level 14

Grey level books provide opportunities for children to discuss character's motivations, discuss the points of view of the character and the narrator and better understand a range of narration styles.

How to support your child reading grey books:

- Make time for regular quiet reading sessions.
- Establish an expectation of a conversation at the end of each reading session. Can they tell you what's happening in the book? What their favourite part was and why? Did something surprise them?
- Identify how language structure and presentation contribute to meaning (paragraphs, headings, sub-headings, inverted commas, fronted adverbials).
- Ask questions that encourage them to go back and find answers. Support your child as they develop skills in skimming and scanning to find the information to answer your question.
- Continue to read aloud to your child at bedtime. This shows them the importance you place on reading as well as developing their language and love of a story.
- Encourage your child to re-read to check the text makes sense.

Please note that the above support runs through all book levels and helps develop comprehension and reading skills throughout.

Your child's current reading level is:

Dark Blue Band – Level 15

Blue level books give the children opportunities to gather information from more than one place in the text and use inference based on what is shown rather than being told. This allows for greater complexity in building character and setting. Your child will be learning and recapping lots of grammatical terms. Please refer to the 'grammar glossary' available on the website.

How to support your child reading blue books:

- Continue to make time available for regular quiet reading sessions. This will help them to develop the fluency to read complex texts.
- It is important to continue to re-read the same text but reading more words in the same amount of time. How many words can your child read in 60 seconds?
- Encourage your child to read a range of genres (i.e. stories, letters, articles, poetry). Discuss the structure of these, for example:
 - Discuss the layout
 - Discuss why the author has used specific language (i.e. emotive, humorous language)
 - Can you compare the different genres?
- Read a range of texts from different cultures and traditions identifying language and settings and making comparisons between these.
- Identify key details within a paragraph to support the main idea. This can be in both fiction and non-fiction books.

- Identify how language structure and presentation contribute to meaning (paragraphs, headings, sub-headings, inverted commas, fronted adverbials).
- Use key ideas to debate the topic using evidence and own experiences – justifying viewpoints.
- Understand what he or she is reading by checking that the book makes sense, discussing their understanding and exploring the meaning of words in context.

Please note that the above support runs through all book levels and helps develop comprehension and reading skills throughout.

Your child's current reading level is:

Dark Blue Band – Level 16

Blue level books give the children opportunities to gather information from more than one place in the text and use inference based on what is shown rather than being told. This allows for greater complexity in building character and setting. Your child will be learning and recapping lots of grammatical terms. Please refer to the 'grammar glossary' available on the website.

How to support your child reading blue books:

- Continue to make time available for regular quiet reading sessions. This will help them to develop the fluency to read complex texts.
- It is important to continue to re-read the same text but reading more words in the same amount of time. How many words can your child read in 60 seconds?
- Encourage your child to read a range of genres (i.e. stories, letters, articles, poetry). Discuss the structure of these, for example:
 - Discuss the layout
 - Discuss why the author has used specific language (i.e. emotive, humorous language)
 - Can you compare the different genres?
- Read a range of texts from different cultures and traditions identifying language and settings and making comparisons between these.
- Identify key details within a paragraph to support the main idea. This can be in both fiction and non-fiction books.

Please note that the above support runs through all book levels and helps develop comprehension and reading skills throughout.

Your child's current reading level is:

Dark Red Band – Level 17

Red level books give children the opportunities to synthesise information from different places in a text. They are beginning to recognise how layers of meaning allow for the build-up of humour or tension and are able to discuss how the author has achieved the effects. Your child will be learning and recapping lots of grammatical terms. Please refer to the 'vocabulary, punctuation and grammar terminology' document available on the website.

How to support your child reading red books:

- Continue to make time available for regular quiet reading sessions. This will help them to develop the fluency to read complex texts.
- It is important to continue to re-read the same text but reading more words in the same amount of time. How many words can your child read in 60 seconds?
- Encourage your child to read a range of genres (i.e. stories, letters, articles, poetry). Discuss the structure of these, for example:
 - Discuss the layout
 - Discuss why the author has used specific language (i.e. emotive, humorous language)
 - Can you compare the different genres?
- Read a range of texts from different cultures and traditions identifying language and settings and making comparisons between these.
- Identify key details within a paragraph to support the main idea. This can be in both fiction and non-fiction books.
- Identify how language structure and presentation contribute to meaning (paragraphs, headings, sub-headings, inverted commas, fronted adverbials, pronouns for cohesion).
- Evaluate how the author uses figurative language (i.e. alliteration, metaphors, similes, personification).
- Use key ideas to debate the topic using evidence and own experiences – justifying viewpoints.

Please note that the above support runs through all book levels and helps develop comprehension and reading skills throughout.

Your child's current reading level is:

Dark Red Band – Level 18

Red level books gives children the opportunities to synthesise information from different places in a text. They are beginning to recognise how layers of meaning allow for the build-up of humour or tension and are able to discuss how the author has achieved the effects. Your child will be learning and recapping lots of grammatical terms. Please refer to the 'grammar glossary' available on the website.

How to support your child reading red books:

- Continue to make time available for regular quiet reading sessions. This will help them to develop the fluency to read complex texts.
- It is important to continue to re-read the same text but reading more words in the same amount of time. How many words can your child read in 60 seconds?
- Encourage your child to read a range of genres (i.e. stories, letters, articles, poetry). Discuss the structure of these, for example:
 - Discuss the layout
 - Discuss why the author has used specific language (i.e. emotive, humorous language)
 - Can you compare the different genres?
- Read a range of texts from different cultures and traditions identifying language and settings and making comparisons between these.
- Identify key details within a paragraph to support the main idea. This can be in both fiction and non-fiction books.
- Identify how language structure and presentation contribute to meaning (paragraphs, headings, sub-headings, inverted commas, fronted adverbials, pronouns for cohesion).
- Evaluate how the author uses figurative language (i.e. alliteration, metaphors, similes, personification).
- Use key ideas to debate the topic using evidence and own experiences – justifying viewpoints.

Please note that the above support runs through all book levels and helps develop comprehension and reading skills throughout.

Your child's current reading level is:

Dark Red+ Band – Level 19

Red level books give children the opportunities to synthesise information from different places in a text. They are beginning to recognise how layers of meaning allow for the build-up of humour or tension and are able to discuss how the author has achieved the effects. Your child will be learning and recapping lots of grammatical terms. Please refer to the 'grammar glossary' available on the website.

How to support your child reading red books:

- Continue to make time available for regular quiet reading sessions. This will help them to develop the fluency to read complex texts.
- It is important to continue to re-read the same text but reading more words in the same amount of time. How many words can your child read in 60 seconds?
- Encourage your child to read a range of genres (i.e. stories, letters, articles, poetry). Discuss the structure of these, for example:
 - Discuss the layout
 - Discuss why the author has used specific language (i.e. emotive, humorous language)
 - Can you compare the different genres?
- Read a range of texts from different cultures and traditions identifying language and settings and making comparisons between these.
- Identify key details within a paragraph to support the main idea. This can be in both fiction and non-fiction books.
- Identify how language structure and presentation contribute to meaning (paragraphs, headings, sub-headings, inverted commas, fronted adverbials, pronouns for cohesion).
- Evaluate how the author uses figurative language (i.e. alliteration, metaphors, similes, personification).
- Use key ideas to debate the topic using evidence and own experiences – justifying viewpoints.

Please note that the above support runs through all book levels and helps develop comprehension and reading skills throughout.

Your child's current reading level is:

Dark Red+ Band – Level 20

Red level books give children the opportunities to synthesise information from different places in a text. They are beginning to recognise how layers of meaning allow for the build-up of humour or tension and are able to discuss how the author has achieved the effects. Your child will be learning and recapping lots of grammatical terms. Please refer to the 'grammar glossary' available on the website.

How to support your child reading red books:

- Continue to make time available for regular quiet reading sessions. This will help them to develop the fluency to read complex texts.
- It is important to continue to re-read the same text but reading more words in the same amount of time. How many words can your child read in 60 seconds?
- Encourage your child to read a range of genres (i.e. stories, letters, articles, poetry). Discuss the structure of these, for example:
 - Discuss the layout
 - Discuss why the author has used specific language (i.e. emotive, humorous language)
 - Can you compare the different genres?
- Read a range of texts from different cultures and traditions identifying language and settings and making comparisons between these.
- Identify key details within a paragraph to support the main idea. This can be in both fiction and non-fiction books.
- Identify how language structure and presentation contribute to meaning (paragraphs, headings, sub-headings, inverted commas, fronted adverbials, pronouns for cohesion).
- Evaluate how the author uses figurative language (i.e. alliteration, metaphors, similes, personification).
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Please note that the above support runs through all book levels and helps develop comprehension and reading skills throughout.