



## Mount Hawke Academy

### How to support your child with Green and Orange books

Children reading Green and Orange books are learning to:

#### **Phonic skills**

- Read simple phonically decodable two and three syllable words.
- To recognise common graphemes and common alternative pronunciations e.g. 'ow' can be pronounced differently as in 'cow' or 'low'.

#### **Mechanical reading skills**

- Use knowledge of letters, sounds and words to establish meaning when reading aloud.
- Begin to read with phrasing and fluency to support meaning.
- Understand what a pronoun refers to across sentences e.g. The dog barked. He was hungry.

#### **Showing understanding (comprehension)**

- Answer simple literal retrieval questions about a text – the answer is on the page.
- Use knowledge of repeated patterns, characters and settings to predict and aid reading.

#### **Knowing how texts work**

- Understand some differences between fiction and non-fiction and make predictions based on title, cover and blurb.
- Choose and talk about a favourite book from a selection.
- Recognise and respond to language patterns in 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 during reading time at home will help them develop their reading skills.**

#### **Phonic Skills**

If your child doesn't confidently know alternative sounds for different graphemes (the way the sounds are written) they will always sound out using the one they know e.g. may read 'now' as 'no' because they remember 'ow' sounding like 'oh' not the other way of pronouncing it. Practice of phonic sounds (including reading them and using them in spelling) will support this.

#### **Mechanical Reading**

Children reading green and orange books are generally able to show some level of fluency. If your child reads a particular book haltingly, it may be worth getting them to re-read some or all of it again, to give them a chance to speed up a little.

If a teacher thinks a child reads accurately, showing good understanding, but not **fluently** they may ask them to bring home books of two different levels for a while. The higher level book will offer challenge to other aspects of a child's reading skills, while the lower one will give them the chance to develop their speed and fluency. Where time allows, aim to read from both books each night.

## **Showing Understanding**

At this level we are looking to develop understanding on a simple level. Children should be able to answer simple questions which involve finding and retrieving information from the text (or often remembering the information after reading.) Asking them questions about what they have read, talking about details in the story, will help them to improve this skill.

## **How texts work**

If there is a blurb on 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. This helps a child get their mind into the story before they read, and it reflects what we tend to do as adult readers (we rarely pick up a book at the book shop or library without looking at the cover in any way).