



## Mount Hawke Academy

### How to support your child with White and Lime Green books

Children reading White and Lime Green books are learning to:

#### Mechanical reading skills

- Make use of intonation, expression and punctuation to enhance reading.
- Self correct when reading 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.
- Make simple inferences about thoughts, feelings and reasons for actions.
- 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 during reading time at home will help them develop their reading skills.**

#### Mechanical Reading

Children reading White and Lime Green 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 from 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 will enjoy going through as many as they can get their hands on!

Many people stop reading to their children at this stage, as they are able to read for themselves. At Mount Hawke Academy, adults read aloud to children up to and including Year 6. Children love to hear 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 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

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 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.')

### 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?