



Mount Hawke Academy

How to support your child with Purple and Gold books

Children reading Purple and Gold books are learning to:

Mechanical reading skills

- Read, on sight, a wider range of high frequency words.
- Read with **phrasing and fluency**, taking note of punctuation and using it to keep track of longer sentences.
- Read phonically decodable polysyllabic words within sentences and texts.
- Apply knowledge of graphemes with alternative pronunciations when reading texts.
- Self correct when reading does not make sense.

Showing understanding (comprehension)

- Show an understanding of a text by commenting on key features e.g. plot, setting and characters.
- Re-tell a story referring to most of the main events and characters.
- Locate key vocabulary and specific information in the text to find answers to simple questions.
- Make simple predictions using experience of reading similar books.
- Use own experience to add detail to the understanding of a range of texts.
- Use a range of clues from a text to express simple opinions.
- Identify words and phrases chosen for effect on the reader.
- Begin to understand the purpose of different non-fiction texts e.g. 'to tell you about...or to show you how...'
- Identify an event or idea in a text and express how it makes the reader feel.
- Show some awareness of texts being set in different times and places

Knowing how texts work

- Use contents and index to help retrieve information.
- Use organisational features to orientate around a text e.g. contents page, alphabetical order, websites.
- Identify and discuss the format and text layout of fiction and poetry.

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

Many children reading purple and gold level books are confident 'mechanical' readers. They may read their book confidently and fluently. They are beginning to reach a level where it is the **understanding of texts** that needs to be further developed. You may sometimes want to get them to read some, or all, of the book without you sitting right with them. This will help them on the way to becoming an independent reader. To develop this skill, it is still important to talk about what they have read once they have finished reading. A good way to start is to read some of the book then ask your child to read the next page without you. You can get them to fill you in on what has happened in the part they read alone. As they become more confident in this skill, they can read more alone.

Showing Understanding

When predicting what might happen in a book, ask about why they think that will be the case. Is it because they have read others in the series?

Can they explain what type of book it is? Is it funny? An adventure story? A fairy story? Etc.

Are there any words or phrases in the book that have been chosen for special effect (e.g. a silly name to make you laugh; a creepy sounding phrase?)

How does the book or events in the book make the reader feel?

When and where is the book set?

When talking about the book, does your child tend to give their opinion? Are they also able to find evidence for their answers in the writing?

How texts work

Has the book been laid out in a special way? How does the layout make the book better?