Pentyrch Primary

Book Band 1 Pink A

- Locate the title.
- Open the front cover.
- Turn the pages appropriately.
- Understand that left page comes before right.
- Understand that we read print from left to right.
- Use meaning together with repeated language patterns (syntax) to predict the story line.
- Start to match spoken word to written word (one-to-one correspondence).
- Use a few known words to assist own reading.

Pink B

- Locate the title, open the front cover and turn the pages appropriately.
- Understand that left page comes before right.
- Use meaning together with repeated language patterns (syntax) and some letters to read simple text.
- Match spoken to written word (one-to-one correspondence).
- Use known words to check own reading.
- Read a simple CVC word in the text from left to right.

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Supporting Reading Skills:

Pink level

As a parent you play a crucial part in helping support your child's reading skills. By encouraging your child to develop a love of books, you're laying the foundation for him/her to become a successful reader in the future.

Frequently we have parents asking teachers how they can help and support their child's reading development at home. This handout contains a list of book band criteria that matches your child's current reading level in school. We hope that you will find this a useful tool in helping support your child's reading at home.

Tips and Advice for Parents:

Book Band Pink

Here are some activities to help your child prepare for reading:

Out and About:

In the street, on the bus and in the supermarket children are surrounded by written words everywhere. Point out words in the environment and play games with them. For example, words on signs, such as the word "stop" on a stop sign. What sound does the word "stop" start with? Longer word shapes and brand names are often easy for young children to identify, "Tesco" and "chocolate".

Reading Aloud:

Reading aloud to your child is one of the main ways you can help your child to become a reader. Reading aloud brings books alive for children and demonstrates the enjoyment stories and reading can offer.

A World of Technology!

Television, Computers, Devices:

Children can find out all sorts of useful information about reading (and writing) in a fun and relaxed atmosphere. Point out written words on the screen, brand names in adverts, favourite television programmes in television magazines or on the television menu.

Modelling/Observing you reading

If children see their parents absorbed in a book and enjoying reading, they are more likely to want to read themselves.

Here are some ideas of things you can do with your child at home to support their developing reading skills:

Choose a quiet time:

Set aside some quiet time with no distractions. Try and find a regular time each day.

Make reading fun:

Make reading an enjoyable experience. Find a comfortable place with your child and enjoy the quiet time together. Try not to pressurise if he/she is reluctant. If your child shows any reluctance, leave it and try again tomorrow. It's fine to share the reading and keep reading to your child even after they have learned to read independently.

Help with reading:

If your child mispronounces a word allow time for them to correct themselves. If your child says something nearly right to start with that is fine. Reread the sentence together, pointing to the words as you say them.

Always be positive:

Boost your child's confidence with praise as they progress through the book.

Talking about reading:

Ask questions about the book, the cover, the pictures and the characters in it. It is just as important for your child to understand and talk about it, as it is to be able to read it.

Speak to your child about reading in school and ask questions to show that you value reading and are interested in their progress.

Variety is important:

It is vital that children experience a variety of reading materials e.g. picture books, fiction, comics, magazines, poems and information books. Make sure the reading material is not too difficult in order to maintain interest and confidence. Help your child to choose a range of books when visiting the library.

Practise makes perfect:

'Little and often' is best; ten – fifteen minutes is usually long enough.