

Pentyrch Primary

Book Band 8: Purple

- Look through a variety of fiction and non-fiction with growing independence to predict content, layout and story development.
- Read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences.
- Solve most unfamiliar words on the run by blending long vowel phonemes, recognising and using them in longer and more complex words.
- Adapt to fiction, non-fiction or poetic language with growing flexibility.
- Take more conscious account of literacy effects used by fiction writers, and the formal language of different types of non-fiction.
- Begin to make more conscious use of reading to extend speaking and writing vocabulary and syntax (repeated language patterns).



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Supporting Reading Skills:

Purple

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 Purple

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:

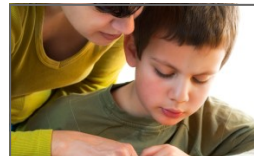
It is vital that children experience a variety of reading materials e.g. picture books, fiction, comics, magazines, poems and information books. Make sure the reading material is not too difficult in order to maintain interest and confidence.



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.



Developing strategies for dealing with unfamiliar words:

Pause:

Wait a short time allowing the reader time to work the answer out.

Prompt:

Something didn't make sense/sound right there, did it?

Can you guess what this word might be?

What would fit in there?

What would make sense there?

Have another look at this part/word.

Supplementary Prompting:

Let's miss it out and read on.... Now can you guess what it might be?

Go back to the beginning of the sentence and have another try

What sound does the word begin with?

What do you think the beginning of the word looks like?

Look at the picture... Does that help you to guess what the word could be?

Checking together:

Does that make sense?

Does it sound right?

Does what you have said match the look of the word?

Give Feedback:

Give positive praise and sensitively correct/ tell the child what the word is.

