

How to support your child on a Level 1 reading book

- Encourage your child to recognise their key words by sight.
- Can you find the title of the book? What does it say?
- I wonder what this book will be about. What do you think?
- What do you know about...?
- Have you ever seen or been to a place like this?
- Show me how to turn the pages?
- Read the left and then the right page. (Point to them)
- Where do we start to read?
- Put your finger under each word.
- Can you see any words you know on this page?
- What sound does this word begin with?
- Look at the picture. Does it help you?
- Did that sound right? Try again.
- What do you think might happen next?
- Can you tell me about the book using the pictures to help you?
- Read the book to the child to help understanding.



How to support your child on level 2 reading books

- Use your finger to point at the words that are new to you.
- Pause at commas and full stops so that your reading makes sense and sounds right.
- Use your voice to show excitement, sadness or questions.
- When you are stuck, use all the things you have learned to help you read the word:
 - Blending letter sounds
 - Reading on
 - Reading back
 - What would make sense?
 - What sounds right?
 - Look at the pictures
- Use the letter blends you know from your phonics to read new words. Eg ai as in train or pain, oo as in look or took.
- Let's think about what this book is about. What might be that word if we're reading about...?
- Keep practising the Reception words (R words) by sight to help your child read their books fluently and confidently.
- What do you think might happen to...? Why



How to support your child on Level 3 reading books

- You're reading so well now. Can you start reading without much help from me or the pictures?
- That's a long sentence, isn't it? Read a few words at a time and then re-read the whole sentence in one go.
- Think about all the things you've learned to do when you get stuck and remember to use them as you read:
- Blending letter sounds
- Reading on
- Reading back
- What would make sense
- What sounds right?
- Remember to show in your voice when there is:
An exclamation mark, a question mark, a new speaker, a change of place or a change of time
- I wonder why s/he did that?
- What makes you think that?
- How do you think the character is feeling?
- Remember to use the words - fiction, non-fiction, chapter, title, author, illustrator, contents, index, glossary etc
- Let me hear you read the book



How to support your child on Level 4 reading books

- You're reading so well that you hardly ever look at the pictures to help you!
- It's so good that you enjoy reading different types of books.
- What do you already know about? (the topic of your book)
- Where are the contents and index pages in this book?
- Show me how to find... in this non-fiction book.
- Use the punctuation to help you read with expression so that I'm really interested in what you're reading.
- What kind of story is this? (A traditional tale; an adventure; a story about other cultures...)
- Can you tell me what these are called in a non-fiction book? (Headings; labels; diagrams; maps; instructions...)
- What did you like/ not like about this book? Why?
- Is there anything that puzzles you?
- Decode unfamiliar words using Phase 5 sounds (sound out flower...f l ow er)



How to support your child on Level 5 reading books

- Discuss from the title what the story might be about.
- Use appropriate expression.
- What do you like about this book?
- What are you getting good at with your reading?
- What reading skills do you need to practise?
- How do you think the character is feeling?
- What has happened in the story so far?
- What does the word _____ mean?
- What word could the author have used instead of; sad, happy, big.
- When sounding out check if the word is a split vowel digraph e.g. like, made, stone, tune
- Do they check the text makes sense as they read?
- Self-correct inaccurate reading.
- Read words containing the suffix: -s, -es, ing, ed, er and est endings.
- Read words with contractions- I'm, we'll, she'll, I'll, it's etc



How to support your child on Level 6 reading books

- Let's have a look through a range of books and talk about: what they may be about; how they are laid out; how the stories might turn out.
- Ask lots of Who? What? Where? When? Why? and How? questions.
- Tell me what you think this book will be about?
- Have you read the blurb?
- Why did you choose this book?
- What do you already know about...?
- Can you read aloud to me, sounding out new words automatically and without hesitating?
- How is the information in this non-fiction book organised?
- Try to read quietly or silently. Remember to use the punctuation to help keep track of the sentences.
- Now you've read silently, tell me all about it...
- How do you think the writer has made us feel like this? (Scared; happy; amused; tense...)
- Which words has s/he used to make us feel that?



How to support your child on Level 7 reading books

- Show me how you know that this book is a story book; a non-fiction book; a reference book (Encourage book language: chapters; story language; photographs; facts; index alphabetical order etc.)
- Read your book silently and find out about ... or what happens to... (Read book before child) Tell me about it...
- Read your book before tea and take it up to bed later. Use your bookmark to show where you are up to.
- Does this book remind you of any others you have read? How?
- These books are about the same thing. How are they the same? Different? Which one do you like the best? Why?
- Can you tell me what you notice about these words e.g. the giant is huge, the garden is vast and the castle is enormous?
- What can you tell me about the roots to these words - terror, terrorised. What has changed when we add the suffix?

How to support your child on Extended Reader books

- How are you getting on with your own book? Where are you up to? Don't leave it too long before reads or you'll forget what is happening.
- What is this page all about? Can you skim over it quickly to get the general idea?
- Remember when you are reading silently to slow down and re-read it if you don't quite understand what you have just read.
- What does the blurb on the book tell you?
- Show me how you know that this book is a story book; a non-fiction book; a reference book (Encourage book language: chapters; story language; photographs; facts; index alphabetical order etc)
- How do you feel about what has just happened in the story? Why?
- Read some of your book before tea and take it up to bed later. Use your bookmark to show where you are up to.

