

Nook Lane Junior School

Reading at Home

Information for families



Which books will my child read as their reading develops at Nook Lane Junior School?

1. A book banded book.
2. A book to read for pleasure.

Each book has a different purpose:

1. Book banded book.

This book will be linked to the coloured reading system we have in school (see book band chart at the end of this document). This will be your child's main reading book

These books will expose your child to vocabulary which is at your child's level of learning. As children move through the book bands, they will be exposed to increasingly complex vocabulary at their level.

Book banded books are for children to practise their **reading fluency** and **comprehension**. Children should **independently** read these books **aloud to an adult at least three times per week at home**. These reads should be recorded in your child's **Reading Record**. They should be able to read the majority of the words fluently but may come across some unfamiliar vocabulary which they are unable to decode. When this happens, encourage children to use different strategies to try and decode the word (see decoding strategies at the end of this document). Book banded books should be kept in your child's book bag, along with their Reading Record, and will be changed at least once a week. Children will move on to the next book band when they have been assessed by a member of staff.

Reading Records will be taken in by your child's class teacher once a week and their reads recorded on their reading chart.

2. A book to read for pleasure.

Each child will also have a book from their class reading area or the main school library which they have chosen to read for pleasure. Children can share these books with an adult or read them on their own. Staff will try to guide children and recommend books which they think will interest your child and be at their reading level. They may contain vocabulary which the children are unfamiliar with and so they may want an adult to read the book to them or alongside them. **This is absolutely fine!** The purpose of these books is to promote **a love of reading** and so we do not want to restrict choice although we recommend a mixture of fiction, non-fiction and poetry.

This book should also be kept in your child's book bag and a new book will be issued once the previous one has been returned.

Book bands

Our book banded books are colour coded. The table below shows the progression through the different book bands and the reading ages they are matched to. **Remember** children's reading progresses at different rates throughout their time in school and so it is important to not compare your child with another child. Teaching staff will talk to you about how our child is progressing and where they are in relation to end of year expectations at regular points throughout the year.

Book band	Reading Age (years)
Pink	4-5
Red	4-5
Yellow	5-6
Light Blue	5-6
Green	5-6
Orange	6-7
Turquoise	6-7
Purple	6-7
Gold	6-7
White	7
Lime	7
Brown	7-8
Grey	8-9
Dark Blue	8-9
Dark Red	9-10
Black	10-11

When learning to read, the key terms below have a purpose and play a vitally important role in enabling a child to become a successful reader. Children practise **decoding**, **fluency** and **language comprehension** in order to be able to understand and interpret what has been read.

Decoding is the ability to apply knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce written words.

Fluency is the ability to read with speed, accuracy and expression.

Language Comprehension is the ability to obtain meaning from spoken words when they are part of sentences.

Glossary of Key Terms

Comprehension is the understanding and interpretation of what has been read.

The importance of reading at home



Encouraging reluctant readers

Children naturally copy modelled behaviours. **Show** them **how enjoyable reading can be** – if you don't already, let them see you enjoying books.

Let children **choose** the book **they** want to read, **without** us adults placing **pressure** on them to read something else more appropriate.

Find texts that might '**hook**' them into reading – for example, books linked to a hobby of theirs, sports books, humorous or scary books, graphic novels or non-fiction.

The Nook Lane Reading Spine

Each year group has a list of recommended reads which have been chosen by staff. This is a great place to start if you are not sure which books to read with your child. Please ask your child's class teacher for a copy of the Nook Lane Reading Spine.

Useful websites for book recommendations

The Book Trust –provides book lists and information under many different categories (e.g. books about love, books from different cultures, graphic novels etc).

<https://www.booktrust.org.uk/books-and-reading/>

Kate Greenaway Medal and Clip Carnegie Medals –the UK’s oldest children’s book awards. There are always outstanding new texts to be found on their shortlists!

<https://carnegiegreenaway.org.uk>

‘Non-fiction’ websites -some content is online and some available via print

<https://www.bbc.co.uk/newsround>

<https://www.getepic.com/>

<https://www.natgeokids.com/uk/>

Children’s news

<https://www.firstnews.co.uk/>

Strategies to help your child to decode an unfamiliar word:



Use the pictures for clues.



Read on to see if you can make sense of the word.



Sound out and blend the letters.



Listen to the words as you read them.



Look for smaller words hiding inside bigger words.



Look to see if the word is similar to one you know.



Cut up the words into syllables.



Use the punctuation to help it to make sense.



Go back and read it again if you don't understand.

Reading Comprehension

To support children's understanding and ability to interpret what they have read, a variety of question types are used. The information below gives examples of the different types of questions which may be useful when reading and discussing a book with your child. The questions are grouped using the Nook Lane Reading Response Squad. Each character relates to a different comprehension skill (content domain).



2a - Give/Explain the meaning of word in context

Dark Decoder helps us to work out what words say and mean to help us understand texts.

- Find one word meaning _____.
- Which word most closely matches the meaning of the word ____?
- What does the word _____ suggest about how the character moved?
- Give the meaning of the word _____ in this sentence?
- What does _____ mean?
- Which word(s) is/are used to describe ...?
- Which words tell you that ...?
- Can you identify any adjectives/expanded noun phrases which have been used to describe ...?
- Why is ... a good word to use to describe ...?
- What does this word/phrase/sentence... tell you about ... character/setting/mood etc.?
- In this sentence, the word _____ is closest in meaning to _____.

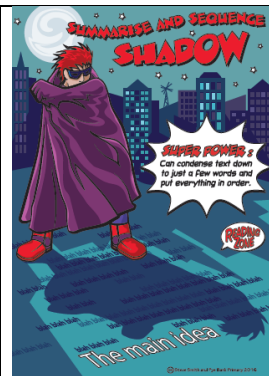


2b – Retrieve and record information

Identify key details from fiction and non-fiction

Rocket Retriever helps us to quickly find facts, key details and information.

- Where does the story take place?
- When does the story take place?
- How can you tell that ...?
- What did he/she look like?
- Give two reasons why ...?
- Which words are used to describe ...?
- Write down three things about
- Which part of the _____ do these words describe?



2c – Summarise ideas from more than one paragraph

Summarise and Sequence Shadow helps us to condense a text down to just a few words and put everything in order.

- What is the text about?
- What is the passage describing?
- What information are we told in paragraph ____?
- What could be a different subheading for this paragraph?
- What could the title for this chapter be?
- What could the title of this story be?



2d – Make inferences from the text

Crimson Clue Hunter helps us find and use evidence in the text to work out and explain what is happening

- What make you think that?
- How do these words make the you feel about ...?
- How can you tell that ...?
- What impression of ____ do you get from ...?
- Why does ____?
- Which words tell you that ...?
- How do you know that ...?
- What evidence is there that ...?
- Why do you think the author describes ... as ...?
- What do you think ... meant when he/she said ...?
- How was the character feeling? How do you know?
- In what way does ____ show him/herself to be ____?
- Why do you think ____ at this point?
- Explain how ____ felt about _____.



2e – Predict what might happen from details stated and implied

Phantom Predictor helps us to see into the future by using evidence to say what is going to happen next.

- What does the last paragraph suggest might happen to this character?
- Why did the author choose this setting? Will this affect how the story develops?
- Do you think this character would do it differently next time? Why?
- Based on what you have read, what does _____ suggest about _____? Use evidence from this paragraph to support your prediction.
- What do you think will happen next? Evidence?

2f – Identify/Explain how information/narrative content is related and contributes to meaning as a whole

The Puzzler helps us to look at different parts of a text, say what they do and piece them together.

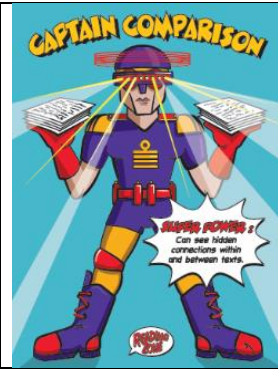
- What type of text is this?
- What is the purpose of this text?
- What is similar/different between these two characters?
- Why do you think the author chose to present the information in this way?
- How does the layout encourage you to find information?
- Why is the text organised in this way?
- How do the illustrations support the information?
- Who do you think this information is for?
- What atmosphere has the author created?



2g – Identify/Explain how meaning is enhanced through choice of words and phrases

Word Wolf helps us to explain how words and phrases add extra meaning.

- What do the following words tell you about ...?
- Why do you think the author chose the word/phrase ...?
- What do the following words tell you about ...?
- Why do you think ... is an effective way to describe ...?
- What does this word/phrase/sentence tell you about ...?
- What technique has the writer used?
- What is the effect of ...?



2h – Make comparisons within the text

Captain Comparison helps us to see the hidden connections between and within texts.

- How does _____'s mood change?
- How does the character change during the story?
- How is it similar to ...?
- How is it different to ...?
- Compare and contrast different characters/themes in the text.
- Would you like to read more by this author? Explain your reasons.