

### How to support your child with a Lime Band Book

- 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.

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- 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 the difference between these words eg 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?

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### How to support your child with a Gold Band Book

- 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?

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### How to support your child with a Purple Band Book

- 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...
- 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...?
- What do you think will happen in the middle and at the end?
- 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?
- What do you think that new word might mean. Try using it in your writing or speaking.

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### How to support your child with a Turquoise Band Book

- 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?

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### How to support your child with a Orange band Book

- 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
  - 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

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### How to support your child with a Green Band Book

- Let me hear you read the book with expression so that it sounds really interesting.
- Remember to pause at commas and full stops so that it makes sense.
- Make sure you read questions so they sound like questions.
- Use your phonics and the topic of the book to help you work out new words. Did that sound right? Does it make sense?
- Try to use your eyes and not your finger to keep track of the text.
- Is this a story or a factual book? How do you know?
- Tell me about your favourite books that you have read?
- What happened at the beginning of this story? What happened next?
- Which was the most exciting/interesting part?
- What happened in the end?
- Tell me about the characters - what do they look like? How do they act? Which one would you like to meet?

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### How to support your child with a Blue Band Book

- Make sure what you read makes sense, stop and try again if it doesn't.
- Are you sure that's what that word said? Read it again...
- Have you understood what you have been reading? Read it again and we will chat about it.
- Which part do you not understand?
- Do those letters always sound that way? Could they be pronounced differently? Eg bread; mean.
- This is a new word. Which sounds do you know? Try to blend the sounds together
- That's a long word. Can you split it into syllables and then join them together?
- How many different types of reading can you do this week? A story; a poem; some information; a recipe; the cereal packet...
- What have you found out about in this book. Tell me in your own words.
- Have you ever seen a...?

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### How to support your child with a Yellow Band Book

- 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, 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...?
- Have you read anything else like this? Is there anything the same? What is new or different?
- What do you think might happen to...? Why?
- Have you changed your mind about what you thought was going to happen? Why?

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### How to support your child with a Red Band Book

- Can you remember what this book is called?
- What do you think this book is about?
- What makes you think that?
- Do you already know anything about the subject of this book?
- Read me the words you already know...
- Let's make sure you read the words in order. Show me.
- Read those words together instead of one at a time. Eg. Cat and Ant  
...went...to...the...park...with their dog.
- Read each phoneme and then blend them together to read that new word.
- Did that make sense? Read the sentence again to make sure.
- What could that word be?  
What would make sense here?
- What might happen next?
- What makes you think that?
- What did you enjoy most in that book?

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- What do you think this book is about?
- What makes you think that?
- Do you already know anything about the subject of this book?
- Read me the words you already know...
- Let's make sure you read the words in order. Show me.
- Read those words together instead of one at a time. Eg. Cat and Ant  
...went...to...the...park...with their dog.
- Read each phoneme and then blend them together to read that new word.
- Did that make sense? Read the sentence again to make sure.
- What could that word be?  
What would make sense here?
- What might happen next?
- What makes you think that?
- What did you enjoy most in that book?

### How to support your child with a Red Band Book

- Can you remember what this book is called?
- What do you think this book is about?
- What makes you think that?
- Do you already know anything about the subject of this book?
- Read me the words you already know...
- Let's make sure you read the words in order. Show me.
- Read those words together instead of one at a time. Eg. Cat and Ant  
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### How to support your child with a Pink Band Book

- 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.

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