

## Guidance to help parents support reading at home

National Curriculum Level	Reading skills evident <i>Your son/daughter will begin to:</i>	Strategies to reinforce and support reading skills <i>Encourage your son/daughter to:</i>
2c	<ul style="list-style-type: none"> <li>• read simple unfamiliar text independently.</li> <li>• use different strategies (phonic, grammatical and contextual) in reading unfamiliar words.</li> <li>• show understanding of texts and recount the main events or facts with support.</li> <li>• comment on the obvious features of the text, e.g. good/bad character.</li> <li>• notice similarities in words i.e. 'bag' and 'big'.</li> </ul>	<ul style="list-style-type: none"> <li>• use any illustrations in books, leaflets or newspapers for clues to predict what the text might be about.</li> <li>• spot any high frequency words or anything they can recognise within the text.</li> <li>• share a text, reading slowly together and then to re-read a familiar sentence independently.</li> <li>• identify if a text is fiction or non-fiction.</li> <li>• share comics and magazines.</li> <li>• to take a breath when they reach a full stop.</li> </ul>
2b	<ul style="list-style-type: none"> <li>• read simple unfamiliar text almost entirely accurately.</li> <li>• combine a range of strategies (phonic, grammatical and contextual) to establish meaning.</li> <li>• take account of simple punctuation.</li> <li>• show understanding by commenting on features such as plot, setting, characters and how information is presented.</li> <li>• answer questions about a text.</li> </ul>	<ul style="list-style-type: none"> <li>• break words down into manageable chunks, (e.g. 'Sunday' would become 'Sun' and 'day')</li> <li>• read the rest of the sentence if stuck on a word - <i>Which word would make sense there?</i></li> <li>• Use their knowledge of grammar to decide the most appropriate word. (e.g. Would it be 'think' or 'thought') This is often helped by saying the sentences out loud.</li> <li>• discuss why an event occurred, how a character may act, feel or what they might say.</li> </ul>
2a	<ul style="list-style-type: none"> <li>• read simple unfamiliar texts accurately.</li> <li>• identify and comment on the main characters and how they relate to one another.</li> <li>• express opinions about events and actions.</li> <li>• comment on how the text is written or presented.</li> <li>• read ahead and recognise that expression and intonation enhance meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• explore books by different authors.</li> <li>• experience a range of genres (such as adventure stories, biographies, stories set in other times, cultures or imaginary worlds).</li> <li>• use information books relating to topics of interest – perhaps make a visit to the local Library.</li> <li>• make independent choices from menus etc. using pictorial clues and captions to support understanding.</li> <li>• read at a steady pace.</li> </ul>
3	<ul style="list-style-type: none"> <li>• read a range of texts fluently and accurately.</li> <li>• read independently, using a range of strategies appropriately to establish meaning.</li> <li>• show understanding of the main points and express preferences when responding to both fiction and non-fiction texts.</li> <li>• use their knowledge of the alphabet to locate books and information.</li> </ul>	<ul style="list-style-type: none"> <li>• explore poetry and play scripts.</li> <li>• identify and use instructional texts such as recipe and craft books.</li> <li>• begin to extract information using maps, leaflets and booklets from trips out.</li> <li>• The Blue Peter book club website has book reviews, author biographies and extracts from new books: <a href="http://www.bbc.co.uk/cbbc/bluepeter/bookclub/">http://www.bbc.co.uk/cbbc/bluepeter/bookclub/</a></li> </ul>