

What questions could I ask my child?

Before reading the book:

- ⇒ Can you point to the title? Or What is this? (pointing to the title)
- ⇒ What do you think this story will be about?
- ⇒ What might happen in the story?
- ⇒ What do we call the writing on the back of the book?
- (Blurb) or What does the blurb tell us?

During the reading of the book:

- ⇒ What is happening in the pictures?
- ⇒ What has happened so far?
- ⇒ Is it what you expected to happen?
- ⇒ What might happen next?
- ⇒ How do you think the story might end?
- ⇒ What sort of character is...? Is he/she friendly/ mean/ nice...?

At the end of the book:

- ⇒ Did you like this book? Why? (Encourage children to develop their opinion about books by encouraging them to explain their reasons)
- ⇒ What was your favourite part? Why?
- ⇒ What was the most interesting/ exciting part of the book? Can you find it?
- ⇒ What sort of character was...?
- ⇒ Why did that character do ... (give a situation/ event from the story)?
- ⇒ What happened in the story?

How often can my child change their book?

Our collection of reading books is easily accessible to all pupils. We encourage the children to change their books independently and provide them with opportunities to do so during the school day.

We ask that you use the reading records to communicate to teachers that your child has finished their book.

There is no limit to how often your child changes their book but we sometimes ask your child to keep hold of the book to re-read it as a means of developing their fluency, expression and comprehension.

How do you know when my child is ready to move up a Book Band?

Adults in the school will listen to your child on a regular basis. When they feel a child is ready to progress to the next level they will complete a short assessment to check that the comprehension abilities match that of the word reading ability. Your child will receive a certificate in assembly to celebrate their achievements.

What is Rainbow Reader?

Rainbow Reader is the last of the Book Bands at Dudley Infant Academy., it is the equivalent of a 'free reader' When a child reaches Rainbow Reader they will receive a special certificate and badge. Our Rainbow Readers selection was chosen by children from all year groups and includes a range of classic as well as modern texts.



Reading At Home

A helpful guide for
Parents and Carers.

What do Book Band levels mean?

This year Dudley Infant Academy has changed the way we level our reading books by using a colour coded scheme rather than a numbered scheme. This means that all the reading books are graded by difficulty known as Book Bands. The chart below gives an indication of the range of Book Band levels at which most children will be reading as they progress through our Academy.

Band 1	Lilac
Band 2	Pink
Band 3	Red
Band 4	Yellow
Band 5	Blue
Band 6	Green
Band 7	Orange
Band 8	Turquoise
Band 9	Purple
Band 10	Gold
Band 11	White
Band 12	Lime
Band 13	 Rainbow 

It is not a race to see who can get through the Book Bands first and children, particularly siblings, should not be compared to one another. Children learn at different rates and often there are periods of growth followed by those of consolidation when their progress seems to halt for a while. The periods where you don't see rapid progress may be worrying, but they are important as your child will be developing confidence in using and applying their newly acquired skills. We encourage an open dialogue with the class teachers and recommend you talk to them if you have any questions or concerns.

How can I support my child?

1. Choose a quiet time

Set aside a quiet time with no distractions. Ten to fifteen minutes is usually long enough. Turn the television off to help your child focus and to ensure that you too are focussed on your child. Always start a new book by looking through it together and talking about what it might be about – look at the cover, the contents page and the pictures.

2. Bedtime reading

Reading their school book before bed can sometimes mean your child is very tired and does not always read to the best of their ability. Save bedtime reading for an opportunity for you to share a book with them instead. For struggling readers, this is especially important – partly to make sure the child continues to see books as fun and interesting,

3. Make reading enjoyable

Make reading an enjoyable experience. Sit with your child. Try not to pressurise them if they are reluctant. If your child loses interest then try reading to them or taking it in turns to read the pages. This may encourage your child to begin reading again.

4. Regular practice

Try to read with your child on most school days. 'Little and often' is best. We do not expect your child to read the whole book in one sitting. We sometimes encourage children to read the same book more than once to develop their fluency and expression. Research shows that this has a positive impact on their ability to read.

5. Trust the teacher

Giving a child a book that is too difficult can sometimes hinder their progression and enjoyment of reading. Reading a book with many unknown words means that your child will not be able to understand the text. Reading is more than reading the words. The teachers will also be looking at developing pace, understanding and expression. If you have any concerns or questions about the Book Band your child is on it is important to have that conversation with the teacher.

6. Talk about books

There is more to being a good reader than just being able to read the words accurately. It is vital that your child is able to understand what has been read. Always talk to your child about the book; about the pictures, the characters, how they think the story will end, their favourite part. You will then be able to see how well they have understood and you will help them to develop good comprehension skills.

7. Build confidence

It is important to recognise what your child has done well and tell them. This will show your child that you value their efforts and are proud of them. You might say things like: 'You sounded that word out brilliantly. Well done!' 'You noticed that this sentence didn't make sense so you had another go. Brilliant!' It is also important to react positively if your child makes a mistake. It is important that your child understands that making mistakes is part of the learning process. Don't say 'No. That's wrong,' but instead try 'Let's read it together' and point to the words as you say them. Boost your child's confidence with constant praise even the smallest achievement.