Pink	Please encourage your child to: • Find the front cover & read the title. • Point to each word with their finger. • Learn key words (yellow homework book) at the county of the pictures to make sensible word guestions to ask: Fiction How many times can we find the word 'my?' Can you find words that start withc? What happened in the story? What is your favourite part? Why?	vords. esses.
Red	Please encourage your child to: Read the title. Point to each word using their finger. Recognise key words and look for these where where the pictures to make sensible word guestions to ask: Fiction What is the title of the book? Who is the author? How many times can we find the word 'my?'	vords. esses.
Yellow	Can you find words that start withc? What happened in the story? Please encourage your child to: Read words with your eyes (no more finger Point to words when they get stuck. Think about words they already know – loo Look closely at full stops and take a breath. Talk about the story or information book. Questions to ask: Fiction What happened in the story? Who are the characters? What might happen next? Where did the story happen? How should you read the word in bold print?	k > took > cook.
Blue	Please encourage your child to: Only point to words when you're stuck. Read with more fluency (not robotic). Notice and fix mistakes when they read. What does that mean? When looking at words are the characters? Who are the characters? What might happen next? What happened in the story? What does that word mean? Where did the story happen?	Non-fiction What's on the cover of the book? What can we find out about in this book? What kind of things would you expect to see in this book? What does that word mean? Do you know another word like this?

Green	Please encourage your child to: Think about the characters and the events in the Read fluently. Work out words by reading on and going back throw and recognise key words instantly. Read with expression Talk about what they read Questions to ask: Fiction What happened in the story? What was the main event/problem? What does that word mean? What word is like that/means the same?	
Orange	Please encourage your child to: Pay attention to full stops, commas, speech mead longer words by chunking. Read stories, information books, poetry & play. Read with expression, consider the characters voice Talk about what they read Answer questions about the text when asked. Questions to ask: Fiction What happened in the story? What was the main event/problem? What happened in the end? What does that word mean? What word is like that/means the same? What words describe that character?	s. and use an appropriate voice e.g. daddy bear – deep
Turquoise	Please encourage your child to: Read with expression. Rely less on pictures and phonics Try to work out more of the difficult words. Read on and go back. Ask the meaning of new words. Talk about the story & be able to retell in own Questions to ask: Fiction What does that mean? What story have we read like this? What type of story is this? Scary, happy, adventure, information? How do you know? What should you do when you see speech marks?	
Purple	Please encourage your child to: Start to read silently at a quicker pace. Pay attention to spellings and begin to use the pay attention to punctuation such as commass exclamation marks. Ask questions about the meaning of new work. Begin to understand the effect of words to created use to ask: Fiction What words did the author use to tell us about? What does that make you think of? I wonder what that word means? What happened in the story? Do you think that's fair? What would you do? What type of story is this? Scary, happy, adventure, information? How do you know?	ese in their own writing. , full stops, speech marks, question marks and ds.

Please encourage your child to: Solve most unfamiliar words as you go along. Think how you feel or the picture you imagine, from the words the author uses. Read a range of different texts e.g. poetry, plays & non-fiction. Understand what they read and ask auestions Questions to ask: Gold Non-fiction Fiction What words did the author use to tell us about (looking at the cover) What do you think you will learn about in this book? Why did the author use that word? What can you use to find information quickly? What does that mean? What is the text about? What other words are like this one? What page could I find out about ___? Tell me about where the story is happening? What does that mean? Has that ever happened to you? How do the pictures/diagrams/labels help you? Please encourage your child to: Notice the spelling of new words. Think about and ask about the meaning of new words. Sustain interest in longer texts. Express opinions based on what you have read. Questions to ask: Fiction Non-fiction White What words did the author use to tell us about Why do we need a glossary? (looking at the cover) What do you think you will Why did the author use that word? learn about in this book? What does that mean? What can you use to find information quickly? What other words are like this one? What is the text about? Tell me about where the story is happening? What page could I find out about ___? What page could I find out about ___? What does that mean? What is your favourite part? Why? How do the pictures/diagrams/labels help you? Where does the story happen? (setting) Is this a place you could go to? Why/why not? Please encourage your child to: Read a range of text types including plays, poetry, narrative and explanatory texts. Use the blurb, chapter headings, glossaries & indexes to find information guickly. Decide what kind of atmosphere the author is creating. Read longer texts and return to it after a break Express reasoned opinions about what is read, and compare texts Questions to ask: Non-fiction Fiction What clues tell us about ____? What page could I find out about ___? Lime Why did the author use that word? Why do we need a glossary? Green What does that mean? (looking at the cover) What do you think you will What other words are like this one? learn about in this book? What type of story is this? E.g. adventure, scary, sad What can you use to find information quickly? What words does the author use to create this What is the text about? What page could I find out about ___? mood? What does that mean? How has the text been organised? Can you find examples of powerful adjectives? How do the pictures/diagrams/labels help you? Can you think of another story with a similar theme? E.g. good over evil, weak over strong What questions would you ask that character is you could?

Please encourage your child to: Relate events in texts to own experiences, prior knowledge and other texts read and discuss in more Discuss characters in stories and say how events influence their motives and behaviours. Use evidence from the text to identify and discuss themes or key messages. Use information in non-fiction texts to find answers to a broader range of questions. Express opinions about texts read, state preferences and provide evidence to support viewpoint. Questions to ask: Non-fiction **Fiction** What clues tell us about __ What page could I find out about ___? Copper Why did the author use that word? Why do we need a glossary? What does that mean? (looking at the cover) What do you think you will What other words are like this one? learn about in this book? What type of story is this? E.g. adventure, scary, sad What can you use to find information quickly? What words does the author use to create this What is the text about? What page could I find out about ___? How has the text been organised? What does that mean? Can you find examples of powerful adjectives? How do the pictures/diagrams/labels help you? Can you think of another story with a similar theme? E.g. good over evil, weak over strong Please encourage your child to: Relate events in texts to own experiences, prior knowledge and other text read and discuss in detail. Analyse changes in characters and discuss how events might have influenced this. Use evidence from the text to identify and discuss themes or key messages. Use information in non-fiction text to find answers to a broad range of questions and summarise key points. Express opinions about text and make observations about the overall effect on the reader. Take account of punctuation and understand how it affects meaning. Read longer passages fluently, with expression, putting appropriate stress on words and phrases. **Fiction** Non-fiction Black What clues tell us about ____? What page could I find out about ___? Why did the author use that word? Why do we need a glossary? What does that mean? (looking at the cover) What do you think you will What other words are like this one? learn about in this book? What type of story is this? E.g. adventure, scary, sad What can you use to find information quickly? What words does the author use to create this What is the text about? mood? What page could I find out about ___? How has the text been organised? What does that mean? Can you find examples of powerful adjectives? How do the pictures/diagrams/labels help you? Can you think of another story with a similar theme? E.g. good over evil, weak over strong Please encourage your child to: Make a range of predictions based on personal experiences prior knowledge and other text read and provide evidence to justify viewpoint. Analyse changes in characters and discuss how events might have influenced this. Use evidence from the text to identify and discuss themes or key messages. Formulate questions and search for information in a range of non-fiction texts and summarise results. Understand and discuss key features of fictional texts from a range of genre and begin to understand that books are set in different times and places. Identify and discuss language features of fictional texts. Use context of sentence, paragraph or whole text to decode and understand unfamiliar words. Take account of punctuation and understand how it affects meaning. Read longer passages fluently, with expression, putting appropriate stress on words and phrases. Grey **Fiction** Non-fiction What clues tell us about ____? What page could I find out about ? Why did the author use that word? Why do we need a glossary? What does that mean? (looking at the cover) What do you think you will What other words are like this one? learn about in this book? What type of story is this? E.g. adventure, scary, sad What can you use to find information quickly? What words does the author use to create this What is the text about? What page could I find out about ___? mood? How has the text been organised? What does that mean? How do the pictures/diagrams/labels help you? Can you find examples of powerful adjectives? How does that make you feel?