

Supporting Children with Reading



Red

- 1) Encourage good use of punctuation when reading aloud e.g. pausing at a full stop/comma, changing tone of voice for a question mark.
- 2) Ask them to tell you what has happened or what they have found out e.g. What are the characters like? How would you describe the setting?
- 3) Ask them their opinion e.g. What do you think will happen next? Which character do you like the best?
- 4) Discuss the words used e.g. rhyming words, repetition or interesting adjectives.
- 5) Talk about how books are different e.g. fiction and non-fiction, layout, illustrations/photos, favourite type or author etc.



Blue

- 1) Encourage good use of punctuation when reading aloud e.g. pausing at a full stop/comma, varying tone of voice, including when speech marks are used.
- 2) Ask them to tell you what has happened or what they have found out.
- 3) Scan to find particular words or phrases e.g. Can you find...?
- 4) Ask them to tell you about the setting e.g. What does it look like? How would you feel if you were there? What might you smell?
- 5) Ask them to describe the characters e.g. What do they look like? How might they behave?
- 6) Ask them to give their opinion using ideas from the text e.g. What do you think will happen next? How do you know? Which character do you like best? Why?
- 7) Discuss the words used e.g. rhyming words, repetition or interesting adjectives, and find out what they mean.
- 8) Talk about who the book/text has been written for and how they know.

Green

- 1) Encourage them to read fluently and with expression
- 2) Ask them to retell the story or give you the main points
- 3) Ask them to compare different settings within the same book e.g. How is this place different? Has the mood changed?
- 4) Ask them to compare the characters e.g. How are they similar or different? What do they look like? How might they behave differently?
- 5) Ask them to give their opinions, encouraging them to pick out words or phrases from the text to justify their ideas. (Give them time to scan for these.)
- 6) Discuss the features of the text e.g. rhyming words, layout, tense, language used etc.
- 7) Talk about what makes the writing interesting/effective e.g. What makes this paragraph interesting? Would you read another book by this author? Why/Why not?
- 8) Talk about who the book/text has been written for and give reasons.

Yellow



- 1) Ask them to summarise the story and identify the main purpose.
- 2) Ask them to compare different settings, providing evidence from the text to support their ideas e.g. How has the environment changed? How is the author creating a different mood?
- 3) Explore the characters' feelings, motives and behaviour, providing evidence from the text e.g. How do you know they are feeling scared? Why did he/she behave in this way?
- 4) Ask them to give their opinion, encouraging them to select several phrases from different parts of the text to justify their ideas (Give them time to scan for these.)
- 5) Explore the structure and organisation of the text e.g. Have the events been written in time order? How does the author keep you interested? Why has the chapter ended at this point? Does sentence length vary? Why? What features have been used in this non-fiction text? Why?
- 6) Ask them to comment on the author's choice of language and the resulting effect on the reader.
- 7) Talk about the writer's viewpoint and how this affects the reader e.g. He only tells you good things about the farm which makes you want to visit it.

Magenta

- 1) Ask them to select the main points across different parts of the text.
- 2) Encourage them to make statements about the characters, plot and setting, using evidence from the text to support their ideas.
- 3) Ask them to give their opinions, encouraging them to select several phrases from different parts of the text to justify their ideas (Give them time to scan for these.)
- 4) Explore the structure and organisation of the overall text, considering why the author has made certain decisions e.g. Why has the author chosen to record the events in this order? How has the author built suspense or encouraged you to empathise with this character?
- 5) Explore how sections of text have been organised e.g. Why has the author chosen to begin the paragraph in this way? Why has the author chosen to use repetition...short sentences...questions?
- 6) Ask them to comment on the author's choice of language and the resulting effect on the reader.
- 7) Talk about the writer's viewpoint and how this affects the reader e.g. He only tells you good things about the farm which makes you want to visit it.
- 8) Encourage them to identify similarities and differences between texts and versions, giving reasons for their opinions.

