



A PARENTS' GUIDE TO BOOK BANDS



Table of Contents

Information About the Book Band Colours	<u>1</u>
Progression through the colours.....	2
What is a 'Free Reader'?	2
How to support children at Lilac Level	<u>4</u>
How to support children at Pink level	<u>4</u>
How to support children at Red level	<u>5</u>
How to support children at Yellow level	<u>5-6</u>
How to support children at Blue level	<u>6</u>
How to support children at Green level	<u>7</u>
How to support children at Orange level	<u>7-8</u>
How to support children at Turquoise level	<u>8</u>
How to support children at Purple level	<u>9</u>
How to support children at Gold level	<u>9-10</u>
How to support children at White level	<u>10</u>
How to support children at Lime level	<u>11</u>
How to support children at Brown level (Copper or Topaz)	<u>11-12</u>
How to support children at Grey level (Ruby or Emerald)	<u>12-13</u>
How to support children at Dark Blue level (Sapphire)	<u>13-14</u>
How to support children at Burgundy level (Diamond)	<u>14-15</u>
How to support children at Black level (Pearl)	<u>15-16</u>



A PARENTS' GUIDE TO BOOK BANDS



What are Book Bands?

The Book Band system helps us to grade our books by difficulty level. Each level has its own colour and includes a selection of different reading scheme books and 'real' books. The difference between each band is gradual so that children will not experience difficulty when moving from one to the next.

This chart gives an indication of the range of Book Band levels at which most children will be reading as they progress through the school.

	<u>Oxford Reading Tree</u>	<u>Approximate Year Groups</u>	<u>Book Bands</u>	<u>Big Cats</u>	<u>L & S Phonics</u>
	1	Reception	Lilac	Lilac	Phase 1
	1+	Reception	Pink	Pink	Phase 2
	2	Reception	Red	Red	phase 3
	3	Year 1	Yellow	Yellow	Phases 3-4
	4	Year 1	blue	blue	Phases 4
	5	Year 1	green	green	Phase 5
	6	Year 1	orange	orange	Phases 5-6
	7	Year 2	turquoise	turquoise	Phase 6
	8	Year 2	purple	purple	
	9	Year 2	gold	gold	
	10	Year 2	white	white	
	11	Year 2	lime	lime	
	11	Year 2 /3	lime +	lime+	
Free Readers	12	Year 3	brown	copper	
	12	Year 3		topaz	
	13	Year 4	grey	ruby	
	14	Year 4		emerald	
	15 & 16	Year 5	dark blue	sapphire	
	17 & 18	Year 6	burgundy	diamond	
	19 & 20	Year 6+	black	pearl	



A PARENTS' GUIDE TO BOOK BANDS



The chart shows the Book Bands for an 'average' group of children but children are all individuals who learn and make progress at different rates so the chart is only a guide. As well as periods of rapid progress, your child will probably have periods of consolidation when progress is not as obvious. Although your child maybe of a certain chronological age, they may be reading a book band colour that is before or after their age group as it is matched to both their current level of decoding and comprehension. The government have made it extremely clear that now, if children are still on a phonics scheme, the book given by the school must match their exact and current phonetic knowledge and therefore within these colours (Pink - Gold), there is also a set phonetic structure the children need to work through. We ask that the books (**up to Orange**) are **completely read through three times** before the book is changed the following week. This consolidates the phonetic knowledge and helps it transfer to your child's long term memory. This also means that words will be added to their sight memory allowing them then to concentrate on their comprehension rather than on the decoding. We ask for **Turquoise and above** that the children still **read a minimum of 3 times a week** but this will then be sections of the book, rather than necessarily attempting to read the whole book.

The term '**Free Reader**' is given when the child may choose freely within their band and is not as directed as much, by an adult. However, there is such a difference between a free reader who maybe in Year 3 and a free reader who maybe in Year 6. It is still really important that the school is monitoring what they are reading and ensuring it is appropriate, in terms of both challenge and in terms of content. It is also important for the school to be ensuring the children are reading a wide range of authors and text types. Within free readers, there is already an established colour scheme for the different year groups and Big Cats and Oxford Reading Tree also has schemes for the older readers too.

All children need to develop their comprehension skills alongside their ability to read the words on the page so you may find that your child is able to read the words fluently but continues on the same Book Band colour for a while to enable them to focus on developing their understanding. Class teachers assess the children's reading on a regular basis and will change their Book Band colour only when they are confident that **both** the comprehension and word reading targets have been fully met.

Please discourage your child from seeing the Book Bands as a race through the colours but help them to understand that each band will offer a range of books, which will help them in developing different reading skills.

Thank you for reading with your child at home. It really is an essential part of their development and you play a vital role in nurturing their love of reading.



A PARENTS' GUIDE TO BOOK BANDS



A GUIDE TO THE DIFFERENT COLOURED BOOK BANDS

LILAC



Lilac includes wordless picture books that encourage young children to tell their own stories. At this level, children are beginning to discover books and developing their core speaking and listening skills.

How to support your child with Lilac level books:

Your child is beginning to discover the excitement of books. Although these books have no words, they are an important introduction to reading. Please encourage your child to:

- Look at the **pages in order** and talk about what is happening on the left hand page before the right hand page.
- Talk about **what is happening** on each page, rather than just talking about what they see in each picture.
- Tell you who or what the book is **about**.

PINK



Pink books are fully decodable for phase 2 of the DFE's Letters and sounds scheme. Pink is perfect for introducing fundamental reading concepts and skills to early readers. They are simple, highly predictable text with familiar objects/actions in the same place on each page and contain one repetitive, whole-sentence structure that includes at least one high-frequency word. This band includes the first level of reading scheme books.

How to support your child with Pink level books:

Your child is beginning to learn how to read. As they read, please help them to:

- Read the words carefully. Ask your child to **sound out** and blend only the words they can't read yet, not every word.
- Encourage your child to locate the title and understand that the left page comes before right.
- Work out the storyline from the illustrations and repeated language patterns.
- On second and third readings of the book, encourage them to read with **more pace** and with less focus on sounding out the letters in each word.
- **Make a story** out of a whole book, rather than focusing just on what is happening on each page.
- Tell you about something that **happened** in the book or about something they found out in the book.
- Encourage them to **act** the story out with their toys.



A PARENTS' GUIDE TO BOOK BANDS



- If they are reading nursery rhymes, **sing them together** and if they are action rhymes encourage your child to do these with you.

RED



Once a child is working within Phase 3 of the phonics programme, then they will be ready for Red. Red books will have an increased number of words on a page. Recurring families and animal characters are also introduced at this stage.

How to support your child with Red level books:

Your child is beginning to learn to read. As they read, please help them to:

- Find the **title** of the book.
- Read the words carefully. Most of the words can be recognised or sounded out. Ask your child to **sound** out and blend only the words they can't read yet, not every word. Encourage them to blend phonemes from left to right, check for meaning and correct syntax, i.e. does it make sense and sound right? They should begin to notice their own errors.
- Notice the **full stops**. This is where they need to do a longer pause to show the end of the sentence.
- Notice **Proper Nouns** (names of places and people) and the fact they start with a capital letter.
- On second and third readings of the book, encourage them to read with more **pace** and with less focus on sounding out the letters in each word.
- Make a **story** out of a whole book, rather than focusing just on what is happening on each page.
- Look at the **illustrations** and discuss what they show.
- Tell you about something that **happened** in the book, or about something they found out in the book.

YELLOW



Yellow books run in line with phase 3 and 4 of the phonics programme. Books at this level present children with new vocabulary. The amount of words per page has slightly increased, with one new word for every twenty familiar words. Non-fiction titles, at this level, build on children's interests and encourage discussion.

How to support your child with Yellow level books:



A PARENTS' GUIDE TO BOOK BANDS



Your child is now beginning to read with more confidence. As they read aloud, you can help them by:

- Giving them time to sound out words they don't know. If they still struggle, encourage them to try sounding out the whole word, rather than guessing from the pictures or from the first letter. Follow print with eyes, finger-pointing only at points of difficulty.
- Pointing out **question marks ?** and encourage them to change their voice accordingly.
- Pointing out **speech marks "..."** and encourage them to put on a voice for the character.
- Encourage them to stop pointing at the words they're reading, unless they are stuck.
- Giving them time to recognise and **correct** their own mistakes.
- Asking them to talk about what's happening in the book; encouraging them to make **links to events** on previous pages and to say what they think will happen next and why.
- Looking for **rhyming words** together.

BLUE



Once children are working within phase 4 of the phonics programme, then they are ready for Blue level. Books at this level will start to become more complex and children will rely less on illustrations. The books in this band also teach children how to read with insight and will encourage them to read with expression.

How to support your child with Blue level books:

Your child is now developing into a more confident reader. As they read, you can help by encouraging them to:

- Sound out quickly under their breath or inside their head, if they need to sound out words.
- Recognise and **correct** their own mistakes.
- Look at the **punctuation marks**. You may want to model how to read a page of writing, paying attention to punctuation, such as **full-stops .** and **question marks ?**.
- Tell you about what the **characters** in the story are doing and why they are acting in that way.
- Identify where the author has joined his/her ideas together using **and, but** or **so**.
- **Link** to other stories / poems or non-fiction texts they have read.



A PARENTS' GUIDE TO BOOK BANDS



GREEN



Green books follow phase 5 of Letters and Sounds. Books banded Green will have more characters and different forms of text, such as nonfiction, rhymes, diagrams and verse. They introduce more compound words, some longer sentences and more punctuation.

How to support your child with Green level books:

Your child is now developing into a more confident reader. As they read, you can help by encouraging them to:

- **Sound** out quickly under their breath or inside their head, if they need to sound out words.
- Look at the **punctuation marks**. You may want to model how to read a page of writing, paying attention to punctuation, such as **commas** , , . **Model** how these have shorter pause than for the full stop. **Model** how the voice changes for an **exclamation**- showing shock surprise or a louder volume!
- Look for **rhyming words**, even if they're not familiar with them.
- Look for **unusual layouts** such as speech bubbles and lists or fact boxes.
- **Tell** you about what the **characters** in the story are doing and why they are acting in that way. **Predict** what they might do next.
- **Predict** the **ending** of the story and why they think that might happen.
- Show you how they can find particular things that interest them in non-fiction books.
- Use the **contents** page and **glossary** in non-fiction books.

ORANGE



Orange books continue to consolidate the later phonemes in phase 5. Once children recognise 250 high frequency words, they progress to Orange, which introduces new words and reinforces those already encountered. Orange books will have an increased number of words on each page.

How to support your child with Orange level books:

Your child is now beginning to read with more independence. They should be feeling more confident and will rarely need to sound out words. You can help them by:

- **Listening** to them when they read aloud. If they make mistakes, but they keep the sense of the text, don't interrupt. You can revisit that page at the end of the session to check certain words.
- Point out **conjunctions** such as 'because', 'if' and 'so' .
- For **polysyllabic** words, divide the words into chunks or syllables and then put it back together.



A PARENTS' GUIDE TO BOOK BANDS



- Reminding them of **useful strategies** if they can't read a word, for example sounding the word out under their breath, dividing a longer word into syllables or looking at the word without an -ing or an -ed ending
- Not allowing them to spend too long trying to work out a word, because they may lose the meaning of what they are reading. **Tell them** what it says and revisit the word once you have completed the book.
- Asking them to **break** the story into the **beginning, the middle and the end**.
- Can they **retell** the story using their own words and a fewer number of them.
- Encouraging some use of **expression**, especially for character-speech in fiction books. You may wish to model reading some pages aloud for your child to copy.
- Talking about how **characters are feeling** and why might they be feeling that way.

TURQUOISE



Turquoise follows phase 6 of the Letters and Sounds programme and focusses on different suffixes and spelling patterns. Turquoise books will include an increasing number of adjectives and more descriptive verbs. The number of pictures on each page will decrease, whereas the text amount will increase. High-interest themes such as danger, courage and anger are introduced, and children will be confident with around 450 high frequency words.

How to support your child with Turquoise level books:

Your child is now beginning to read with more independence and their books are getting longer. You can help them by:

- Encouraging them to read some pages silently, inside their heads sometimes.
- **Listening** to some pages read aloud, encouraging the use of expression and paying attention to **punctuation marks**.
- Talking about how **events** in the book relate to each other and helping your child to understand how the story builds up in a longer book.
- Asking them to tell you about **interesting things** they found out and to show you where the information is in the book.
- Looking at the **descriptive words (adjectives)** and what they show about the setting or character.
- Asking them to choose their **favourite descriptive words** from the text and why they like those words.
- Asking them to look for **onomatopoeia** (words which sound like the sound they create).

PURPLE



Purple books will start to have more of the longer sentences and a wider range of challenging vocabulary. A lot of purple books will start to have shorter chapters to encourage a child's reading ability. Children will have encountered more of the high frequency words by this level, and teachers will be promoting reading for pleasure.

How to support your child with Purple level books:

Your child is now beginning to read with more independence and their books are getting longer. You can help them by:

- Encouraging them to read **poetry** as well as fiction & non-fiction.
- Encouraging them to read some pages silently, **inside their heads**.
- Listening to them read some pages aloud, encouraging the use of expression and paying attention to **punctuation marks**.
- Talking about how **events** in the book **relate** to each other and helping your child to understand how the story builds up in a longer book.
- Helping them to notice **alliteration** (words starting with the same sound).
- Asking them to tell you about **interesting things they found out** and to show you where the information is in the book.
- Encouraging them to use a **dictionary** to look up the meanings of unfamiliar words & recording (in their reading records) what these mean.
- Discussing whether they **enjoyed this book**, or not, and why?
- Discussing which was their **favourite part and why?**

GOLD



Gold books have a much more sophisticated style of language and will try to challenge the reader. Children at this reading level will now be able to understand unusual text layouts, complex language and notice the variation between different characters.

How to support your child with Gold level books:

Your child is now reading longer books with fewer illustrations so they continue to need your help to ensure they are getting the full meaning and enjoyment from the text. They may prefer to read one chapter or section at a time, rather than reading the whole book in one session. You can support them by:

- **Listening** to them to read some pages of the book aloud to you so that you can enjoy hearing them read with **expression and pace**.



A PARENTS' GUIDE TO BOOK BANDS



- Asking them to find parts of the text, which describe a **character or place** and talking about the words used in the description.
- Asking for regular updates about **what is happening in the book**, so that they and you know how the different chapters or sections link.
- Encouraging them to look for **how adverbs** (such as **happily, sadly, carefully**) and discuss what these show us about the character and what they're doing/ feeling.
- Talking about how much they **enjoy a book**, or a type of book, and encouraging them to look for more books of the type they enjoy.
- Using the **glossary, contents** and **index** to find information.

WHITE



Sentences with two or three clauses and several verbs become more common in White and the length of texts extends to help build reading stamina. Real-life problems are also introduced to encourage empathy.

How to support your child with White level books:

Your child is now reading longer books with fewer illustrations so they continue to need your help to ensure they are getting the full meaning and enjoyment from the text. They may prefer to read one chapter or section at a time, rather than reading the whole book in one session. You can support them by:

- Listening to them to read some pages of the book aloud to you so that you can enjoy hearing them read with **expression and pace**.
- Asking them to find parts of the text, which describe a **character or place** and talking about the words used in the description.
- Asking for regular updates about what is **happening in the book** so that they and you know how the different chapters or sections link.
- Discussing how the **synonyms of said** (e.g **joked, snarled, bellowed, mumbled**) give us information about the character's personality as well as feelings.
- Identify **similes** (e.g **blind as a bat** or **brave like a lion**) and what these then show us about the person, setting or object being described.
- Talking about how much they **enjoy a book**, or a type of book, and encouraging them to look for more books of the type they enjoy.
- Looking in the **thesaurus** to find other words which mean the same thing as a word in the text.
- Discussing their **favourite characters** and their least favourite characters and why they are.
- Identifying **titles, subheadings** and **captions** in non-fiction books.



A PARENTS' GUIDE TO BOOK BANDS



LIME



Lime provides a variety of chapter books and non-fiction titles. Lime readers should be encouraged to experience different texts, writing styles and genres to develop their own reading tastes. This colour band also includes a variety of topics and issues to provoke discussion.

How to support your child with Lime level books:

Although your child is now taking off as a reader, it is still important that you read with them and talk to them about their reading. This reassures them that their reading is still important to you, as well as giving you an opportunity to share an enjoyment of books. You can still help them by:

- Listening to them to read aloud some parts of the text which they particularly enjoy. This may include action or description. **Talk about how the writer made those parts so enjoyable.**
- Talking about how **characters** develop or how they **react** to different people, places or events.
- Reading the book yourself so that you can talk together about the smaller details of the book.
- Looking for **time adverbials** (*later that day, meanwhile, a few years later*) and how these guide the reader through when things happened.
- Encouraging them to look for **clues** as to what is going on or what they character might be feeling (inferring information)
- Encouraging them to **make links** with other books they have read which are similar.
- Encouraging them to look for **instructional language and features** (such as: **imperative verbs** [*pick, take, cut*], **how adverbs** [*carefully, quickly*], **time adverbs** [*first, then, next, after that*] headings, subheadings, bullet points).

BROWN (Copper or Topaz)



Brown books will continue to give children a variety of texts they need to become confident and successful readers. A range of characters, topics and text styles help to keep children engaged and encourage discussion. This is the start of the free reader books.

How to support your child with Brown level books:

Your child may not want to read aloud to you so often now, because they probably enjoy silent reading more. This is fine as long as your child continues to read actively when they are not reading aloud and does not just skim over the words and they still read to you at least 3 times a week. You can help them by:

- Continuing to make a time available for **regular** quiet reading sessions and reading your book while your child reads.
- Prompt them to **read fables, traditional tales and moralistic stories**. Can they identify the moral of the story and can they discuss what makes the stories similar to other ones they have read?
- Asking them to identify the use of **rhetorical questions?** (a question that gets asked, which doesn't need a response).
- Having a conversation at the end of each independent reading session: can they tell you **what's happening** in their book?
- Asking them to choose a part of the text to read aloud to you, using **expression** and **pausing** in suitable places.
- Asking questions which make your child go back to the book to find answers - support them as they develop skills in **skimming and scanning** to find the information to answer your question.
- Asking your child to find example of **apostrophes of contraction** in speech (e.g can't, I'll) to make it more realistic.
- Discussing with your child, the use of **sentence starters** and **pronouns** (e.g **he, she, me, us, we, it**) to avoid repetition.
- Asking them to make **predictions** of what might happen next but based on evidence from the text.
- Continuing to **read aloud** to your child at bedtime. This shows them the importance you place on reading as well as developing their language, vocabulary and love of story.

GREY (Ruby & Emerald)



Children reading Grey banded books will be able to interpret more sophisticated word-play and understand a range of narration styles. Children should now be able to discuss the characters and narrator in much more detail.

How to support your child with Grey level books:

Your child may not want to read aloud to you so often now, because they probably enjoy silent reading more. This is fine as long as your child continues to read actively when they are not reading aloud and does not just skim over the words and they still read to you 3 times a week. You can help them by:

- Continuing to make a time available for **regular** quiet reading sessions and reading your book while your child reads.
- Asking them to choose a part of the text to **read aloud**, using **different voices** to show their understanding of different characters.



A PARENTS' GUIDE TO BOOK BANDS



- Having a conversation at the end of each independent reading session: can they tell you **what's happening** in their book?
- Asking questions which make your child go back to the book to find answers - support them as they develop skills in **skimming and scanning** to find the information to answer your question.
- Asking them to identify the **4 stages in the story telling**: introduction - build up - climax/ dilemma - resolution.
- Looking for examples of when the author **shows a character's emotions** rather than just telling us them so we have to infer what the person is feeling.
- Discussing **setting descriptions with your child**. How has the author used the 5 senses? How has the author used **prepositions** (where adverbs [**over, under, by, next to**]).
- Looking for fronted adverbials (**adverbs of time, place and manner**) and discussing how these aid cohesion.
- Looking for examples of **puns and word play** together and discuss what these mean.
- Looking at **persuasive texts** and discussing how the author persuades you to do something.
- In non-fiction writing, looking at how the author has **sequenced the text** and structured the information to make the information easy to access.
- Continuing to **read aloud** to your child at bedtime. This shows them the importance you place on reading as well as developing their language, vocabulary and love of story.

DARK BLUE (Sapphire)



Dark Blue books provide a selection of stories and non-fiction books, including a range of content, narrative styles and points of view. This level encourages readers to form opinions and discuss their own reading tastes. These books will have more complex text features, such as an overarching plot and deeper structures of character relationships and themes.

How to support your child with Dark Blue level books:

Books at Dark Blue level are more complex, which means that it is important that the reader is conscious of the structure, language and vocabulary the writer is using. Although your child should enjoy them, the books will provide a challenge and need the reader to be alert and willing to learn. They still need to be heard 3 times a week but these can be shorter passages of the text. You can support them by:

- Continuing to make a time available for **regular** quiet reading sessions and reading your book while your child reads.
- Sometimes asking them to choose a part of the text to **read aloud**, showing their understanding by using expression, tone and pace.



A PARENTS' GUIDE TO BOOK BANDS



- Looking out for words which have **unstressed letters** (such as thumbb, thistle).
- Helping them apply their growing knowledge of **root words, prefixes and suffixes** including: -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.
- Discussing the use of **metaphors** (when it claims it's something it's not [the storm **raged**, the moon was a **ghostly galleon**]) and what image this creates.
- Discussing the **atmosphere** of the section. Is it happy? Is it tense? Is it sad? What techniques has the author used to create this feeling?
- Discussing why the author has used a **short** simple dramatic sentence or a longer **complex sentence** to give more detail.
- Discussing how the use of **modal verbs** (can/could, may/might, shall/should, will/ would) or **adverbs of possibility** (maybe, surely, probably, definitely) affect how definite something is.
- Helping them to differentiate between **fact and opinion**.
- Helping them to identify when a text is **bias or impartial**.
- Asking them to **predict**, in a story, what might happen next but they must give evidence from the text to back up their opinions.
- In a story asking them to identify the **5 part story structure**: The introduction, the build-up, the climax, the resolution and the end.
- Before a reading session, asking your child to **find and note down some particular information**. It could relate to the plot or it could be something like: a really good descriptive passage; three words which are adventurous; two words you want to use in your next piece of writing; an example of something typical a character does or says; how one character's reaction towards another shows their relationship. These types of questions don't mean you have to read the book yourself but they help to alert your child to its possibilities. Don't forget to discuss what they found.

BURGUNDY (diamond)



Burgundy books encourage children to synthesise information from different places in a text. Children are beginning to recognise how layers of meaning allow for the build-up of humour, or tension, and can discuss how the author has achieved the effects. Books at this level are written in a much subtler way, meaning that the reader will need to fully engage with a book in order to understand it.

How to support your child with Burgundy level books:

The books at this level will provide a level of challenge which means that it is important that your child is fully engaged with the process of reading and conscious of the structure, language and vocabulary the writer is using and the impact that this has on the reader. Their



A PARENTS' GUIDE TO BOOK BANDS



understanding will be deepened through not only reading aloud 3 times a week but also through opportunities to discuss what they have read. You can help them by:

- Continuing to make a time available for regular quiet reading sessions and reading your book while your child reads.
- Discussing the use of **figurative language** (similes, metaphors, personification, onomatopoeia, hyperbole [purposeful exaggeration: *I could eat a horse!*], idioms [a saying e.g *It's raining cats & dogs*], alliteration) and evaluate the impact on the reader.
- Discussing why different text types are **structured** in different ways.
- Discussing why **different types of sentences** (simple, compound & complex) have been used and the effect of these.
- Discussing **different levels of formality**; why has the author chosen to write that way?
- Asking for a **summary** of the information or what has happened so far.
- Ensuring the children give **evidence** from the text to back up their point but then **explain** why it does; how does it prove they're right?
- Before a reading session, asking your child to find and note down some particular information. It could relate to the plot or it could be something like: a really good descriptive passage; figurative language that was really effective; three words you want to use in your next piece of writing; an example of something typical a character does or says. There are lots of questions you can ask which don't mean you have to read the book yourself, but help to alert your child to its possibilities. Don't forget to discuss what they found!
- Suggesting that your child invites friends to a 'Book Group'. If they are all reading the same book, you could skim-read the book first and prepare some questions for the book group to discuss or perhaps the Book Group could be an opportunity for them to recommend and share new books with each other.

BLACK (Pearl)



Black banded books are the final level of the Book Band grading system. Children reading at this level are strong, confident readers. They select a book by personal preference and often read for pleasure. Black books will have very few, or no illustrations, and have complex text features found in 'real' or non-scheme books.

How to support your child with Black level books:

The books at this level will provide a level of challenge, which means that it is important that your child is fully engaged with the process of reading and conscious of the structure, language and vocabulary the writer is using and the impact that this has on the reader. Their



A PARENTS' GUIDE TO BOOK BANDS



understanding will be deepened through, not only reading out loud 3 times a week but also having opportunities to discuss what they have read. You can help them by:

- Continuing to make a time available for **regular quiet** reading sessions and reading your book while your child reads.
- Discussing why the author has used **complex punctuation** (brackets (), semi-colons:, colons:, hyphens-, dashes - -, ellipses ...).
- Presenting a **contrasting point of view** and asking your child to argue against it using evidence from the text.
- Asking your child to identify **techniques** the author has used for impact and how they achieve the desired effect.
- Looking for different **story writing techniques** such as: flashbacks or flash forwards, cliff hangers, epiphanies, foreshadowing and plot twists.
- Identifying where the author has used **dialect** in speech (e.g "ello 'arry")
- Discussing **persuasive devices** such as: **hyperbole**, flattery, bribery and blackmail and how these persuade the reader to act.
- Discussing when texts **aren't as effective and why not**.
- When looking at persuasive texts, discussing why the author has chosen either to be **formal or informal** and why.
- Asking them to **summarise** the main ideas from a paragraph.
- Looking at **different accounts** of the same event and discuss the different viewpoints.
- Discussing how characters develop across a text or across a series.
- Comparing **different versions of a text**.
- Suggesting that your child invites friends to a 'Book Group'. If they are all reading the same book, you could skim-read the book first and prepare some questions for the book group to discuss or perhaps the Book Group could be an opportunity for them to recommend and share new books with each other.