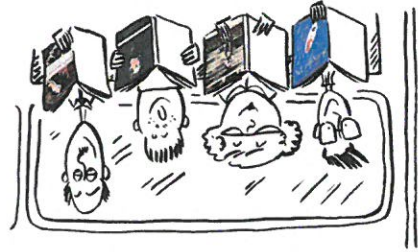


Now your child is reading white band books they should be working on the following higher order skills.

- Once children have a good knowledge of phonics and word building we move on to develop higher order reading skills. These are:-
- **INFERENCE:-** Something that is not explicit in the text but is inferred.
 - **DEDUCTION:-** Work out something from clues in the text.
 - **AUTHORIAL TECHNIQUE AND INTENT:-** What the author does to get his intended message across.
 - **SKIMMING AND SCANNING:-** To read quickly to get an overview of the story or to look for particular points.

Useful Websites

www.bbc.co.uk/schools/parents/primarysupport
www.oxfordowl.co.uk
www.topmarks.co.uk/parents/readingtips.aspx



Our Brown Targets

I can read with fluency and understanding.

I can read with an expressive voice and began to use character voices.

I can point out adjectives.

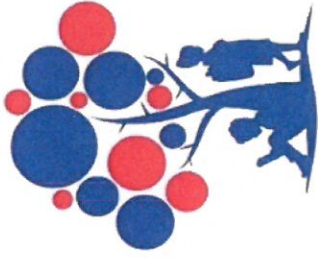
I can say where writers have used interesting words.

I can recall most of the main points from fiction and non-fiction texts, through there may be some inaccuracy.

I can show I understand information, events or ideas from books by the comments I make.



During shared and guided reading sessions we work with your child to achieve the targets above. Please work on these when you read with your child at home



**Royd Nursery
Infant School**

Your Guide to Brown Reading Books



Your Child's reading...

Your child is now reading more confidently and independently. However, even though your children may spend more time reading quietly to themselves, parents/carers still have an important role in helping them to continue developing their reading skills.

It is important that your child has the opportunity to discuss what they have read to demonstrate their understanding and to enable them to think more carefully about the text.

In this leaflet we have included a range of questions which can be used and adapted when discussing texts with your child.

'Here' Questions—finding facts from the text:

- What happened when (character) (action)?
- What happened just before (action)?
- Where did (character) go after (action)?
- What did (character) do when (action)?
- What was (object) used for?
- Where is (object) located?
- What were (objects) used for?
- Who spoke to (character) at (place)?
- Who spoke the words (quote)?
- Where did (character) keep...?
- Where in the text does it say (quote)?
- List 3 things (character) did at (location)
- What character... (did particular action)? (was verb)?
- Tell me who showed (an emotion)
- Tell me who thought (outline thought)
- Find the words that the author has used to describe smell.
- Find the words that the author has used to describe how something feels.
- Find the words that the author has used to describe how something tastes.



Inference and Deduction questions—discussing the effect of language, using clues from the text to form own opinions:

FICTION

- What does look like? Use parts of the story to explain how you know this.
- What sort of things does get up to?
- Why do you think that behaves in the way that he/she does?
- What have you learned about? Where did you get this from?
- Would you like to have as a friend? Why/why not?
- How did feel at the beginning/middle/end of the story?
- How do you know this?
- Do you feel that you are in any way similar to? In what way?
- Do you think that changed in any way during the story? How and why did these changes happen?
- Why do you think said "....."?

