

## Switch-on Reading

### Guidance for home use

PINK RED YELLOW BLUE GREEN ORANGE  
TURQUOISE PURPLE GOLD WHITE LIME

- ♦ this symbol tells parents and carers what their child needs to learn as they read a particular colour banded book
- ✓ this symbol gives parents and carers ideas about how to best support their child when they read a particular colour banded book
- ✗ this symbol highlights for parents and carers the things which are not useful to do

**Reading should always be enjoyable for both the reader and the reading partner.**

## PINK

### Children need to learn to:

- ♦ find the title, turn the pages and start reading on the left
- ♦ talk about what might happen in a book by looking at pictures
- ♦ read each word as they point to them

### It is helpful if you:

- ✓ let them hold the book and turn the pages
- ✓ talk together about the front cover - ask them to talk about what might happen in the story
- ✓ ask 'Where do we start reading?'
- ✓ tell them a word if they get stuck

### It is unhelpful if you:

- ✗ point to all of the words or turn the pages for your child

## RED

### Children need to learn to:

- ♦ make sure what they read makes sense and sounds right in English
- ♦ make their reading sound like talking – not slow or like a robot
- ♦ read the words they know quickly

### It is helpful if you:

- ✓ ask them to check what they say makes sense – if it doesn't make sense ask them 'what would make sense?'
- ✓ say, 'go back and try that again' or 'sound it out' when they get stuck or it doesn't make sense

### It is unhelpful if you:

- ✗ interrupt while they are reading or tell them about **all** their mistakes – they need to start to notice errors

## YELLOW

### Children need to learn to:

- ♦ listen to their reading, beginning to notice errors
- ♦ read with their eyes making their reading sound like talking
- ♦ relate the story to their own experiences
- ♦ retell the story in detail

### It is helpful if you:

- ✓ say, 'You said ... did that sound right?'
- ✓ show different ways to read new words: 'what makes sense?', 'sound it out', 'break it up'
- ✓ let them read the book/part of the book again to make their reading sound like talking

### It is unhelpful if you:

- ✗ ask your child to sound out all of the words – some can't be sounded out – *to, the, said, was*

## BLUE

### Children need to learn to:

- ♦ read longer and more complicated books
- ♦ be able to say why they like or don't like the book
- ♦ take turns to talk about a wide range of stories
- ♦ notice and fix mistakes quickly
- ♦ re-read to make it make sense and sound like talking

### It is helpful if you:

- ✓ ask, 'What's your favourite part?', 'Why?'
- ✓ say, 'Check it', 'Does it make sense **and** look right?'
- ✓ tell them to go back and try it again to check
- ✓ show how punctuation changes the way you read

### It is unhelpful if you:

- ✗ suggest they sound out words like – *said, was, come*

## GREEN

### Children need to learn to:

- ♦ read different sorts of books – fiction/non-fiction
- ♦ read at a good speed using the punctuation to help their expression
- ♦ retell a story and be able to talk about the title, main events and the characters
- ♦ use contents page and glossary in non-fiction
- ♦ talk about new words and what they mean

### It is helpful if you:

- ✓ say, 'Does it make sense, sound right **and** look right?'
- ✓ ask how characters felt & why things happened
- ✓ show how reading at a good pace makes it interesting

### It is unhelpful if you:

- ✗ tell them they should 'know a word' – it only helps if they have learnt it or worked it out before