

# READING AT SCHOOL

## If your child is meeting the Reading Standard after three years at school...

...they will be reading books that are at gold level on the colour wheel.

The books your child brings home to read to you will have pages without pictures and some places, events, topics and words that are unfamiliar. Your child will be able to use the pictures and other features (sub-headings, text boxes, footnotes, glossaries, indexes, diagrams, maps) to work out the meaning. They may also be reading articles about science, art or other curriculum areas – e.g., about the life cycle of an insect.

### Colour wheel

The colour wheel levels begin at magenta where the books are simple and move through red, yellow, blue, green, orange, turquoise and purple to gold, getting slightly harder and more complex at each colour.



## To meet the standard your child will be learning to:

- use the picture or the meaning of the story to work out unfamiliar words, or to understand the meaning
- notice when they have made a mistake and fix it up, most of the time
- find information that is clearly stated in the story, as well as some information that is hidden or suggested
- talk about the meaning of the story and tell you what they have learned from reading about a special topic, and check out if they know as much as the author when reading about an area of interest.

## Gold level books look like this:

*Night is a Blanket*  
by Barbara Hill,  
illustrated by Clare Bowes

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## As your child reads this story, they might:

- think about what they already know about stars, the moon and the sky
- talk about fairy tales and how they can tell that the grandfather is telling a story
- look at other pictures of night skies to see what's different and the same
- talk about Matariki and other celebrations or legends related to the sky.
- use the words in the final sentence to work out that the children have fallen asleep.

## Work together...

Help support your child's learning by building a good relationship with your child's teacher, finding out how your child is doing and working together to support their learning.

READING

## AT HOME

## Make reading fun

- ✿ Have fun singing along to karaoke songs or playing board games together.
- ✿ Read to your child every day. You can use your first language.
- ✿ Have a pile of reading materials available – library books (non-fiction and fiction), kids' cookery books, simple timetables, newspapers and magazines, catalogues and any other reading that supports your child's current interest.
- ✿ Encourage your child to retell favourite stories or parts of stories in their own words.
- ✿ Play card games (you can make the cards yourself) and board games together.

## Make it real

- ✿ Reading makes more sense if your child can relate it to their own life.
- ✿ Help them to make connections with other things they might have read and to their own and family experiences. For example, "that's a funny story about a grandad – what does your grandad do that makes you laugh?", "We saw a big mountain in that book, what is our mountain called, and where did the name come from?"
- ✿ Look for opportunities for your child to read wherever you are – signs, advertising billboards, junk mail, recipes.
- ✿ Show your child that reading is fun and important to you by letting them see you reading magazines, books, newspapers.

Help your child to link stories to their own life. Remind them about what they have done when a similar thing happens in the story.

When they are reading, your child will be working at solving unfamiliar words by themselves.

If they need help you could ask them to work their way across the word looking for things they know that might help.

At this level, reading involves bringing everything they know together to solve problems and build understanding.

If they can't work it out – tell them and carry on with reading.



## Find out together

- ✿ Visit the library often and help your child to choose books about topics that interest them.
- ✿ Talk with older people/kaumātua in your family about interesting stories and people from your child's past that you could find out more about together.
- ✿ Ask your child questions (and support them to find the answers) to widen their reading experiences. For example, "What's the quickest biscuit recipe?", "What time is the next bus to town?"
- ✿ Help your child with any words that they don't understand – look them up together in the dictionary if you need to.

If you or your child starts to feel stressed by what they're reading, take a break and read the rest of the story aloud yourself – keep it fun.

## Support your child...

As parents, family and whānau you play a big part in your child's learning every day, and you can support and build on what they learn at school too.