

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

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

They will bring home fiction and non-fiction books. The stories will be longer and might include diagrams with labels, some familiar words, some new topic words and descriptive language.

Colour wheel



The colour wheel levels begin at magenta where the books are simple and move through red, yellow, blue, green and orange to turquoise, getting slightly harder and more complex at each colour. Your child will cover the purple and gold levels in their third year at school.

To meet the standard your child will be learning to:

- use what they know about letters and other words to work out new words
- read whole sentences without big pauses, and use the punctuation, so that the reading sounds smooth and interesting
- notice when they make important mistakes (especially if things stop making sense) and know how to fix them, most of the time
- use labels, speech bubbles, charts and tables to help them understand the stories
- read silently by themselves
- tell if the story is real or made up, remember important parts of it, and be able to find parts that answer questions.

Turquoise level books look like this:



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As your child reads this story they might:

- talk about what it would feel like to get lost in a maze
- talk about what they think will happen in the end (something surprising or funny)

- break words into syllables (parts) or use what they know about other words to work out new words.

The picture should also help your child solve new words or check that a word is correct.

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

- ✿ Reading at home needs to be fun and easy – something you both look forward to, a time for laughter and talk.
- ✿ Find a comfortable, quiet place for the two of you to cuddle up and read, away from the TV for 10-15 minutes.
- ✿ If you or your child start to feel stressed, take a break and read the rest of the story aloud yourself – keep it fun.
- ✿ Make some puppets – old socks, tubes of paper or card, cut-outs on sticks – that you and your

child can use to act out the story you have read. Or dress up and make it into a play.

- ✿ Play card games (you can make the cards yourself).
- ✿ Read songs, waiata, poems and rhymes, have fun together. Sing them together, too.

ONE WAY

Talk about reading

- ✿ Talk about the story and the pictures, other stories you have read, and experiences you have both had that are like those in the story.
- ✿ Sometimes you can be the listener, sometimes the reader and sometimes you can take turns. The cat, the dog, teddy or a big brother might get read to, too.
- ✿ All children like to be read to, so don't stop reading to them – no matter how old they are.
- ✿ Encourage your child to read all sorts of things – the TV guide in the newspaper, street signs, food labels. Simple recipes are great – you get to eat what you've read about, too.

When they are reading, your child will still be coming across words they don't know.

When this happens, you could remind them to think about what they already know to do when they get stuck.

If that doesn't help you might ask "What word would make sense that starts like that?" or "What do you know about that word that might help?"

If they still can't work it out – tell them and praise their efforts.

Take your child to the library

- ✿ Help them choose books to share.
- ✿ Find other books by the same author or on the same topic (or look for more information on the web – you might have to be the reader for this one).

Talk with your child all the time – and give them time to talk with you. You can use your first language.

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.



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.