



Robert Miles
Infant School



Book Bag Books

Reading at home is one of the most valuable learning experiences you can provide your child.

This booklet is a guide on how to use our 'Book Bag Books' with your child to continue to develop the stepping stones they need to become confident, fluent and expressive readers in the future.



Why have we chosen Read Write Inc. Book Bag Books?



Research suggests the importance of children reading books that match their phonic knowledge. They need to be able to confidently practise what they already know.

Read Write Inc. provide 'Book Bag Books' that closely match your child's phonic knowledge.

These books will have sounds and some words in that your child will have already been taught, therefore enabling them to read the book with confidence.

In turn, this will improve their pace, fluency and understanding of what they have read.

The books will also link to a text they have already read in school, giving the text more context.

Children need to be re-reading their books at least three times a week. This will improve their confidence, fluency and comprehension.

Most importantly... enjoy reading with your child!

Develop a 'love for reading' culture in your home.

We appreciate this might be a lot of information so if you have any questions please speak to your child's class teacher.



Important note:

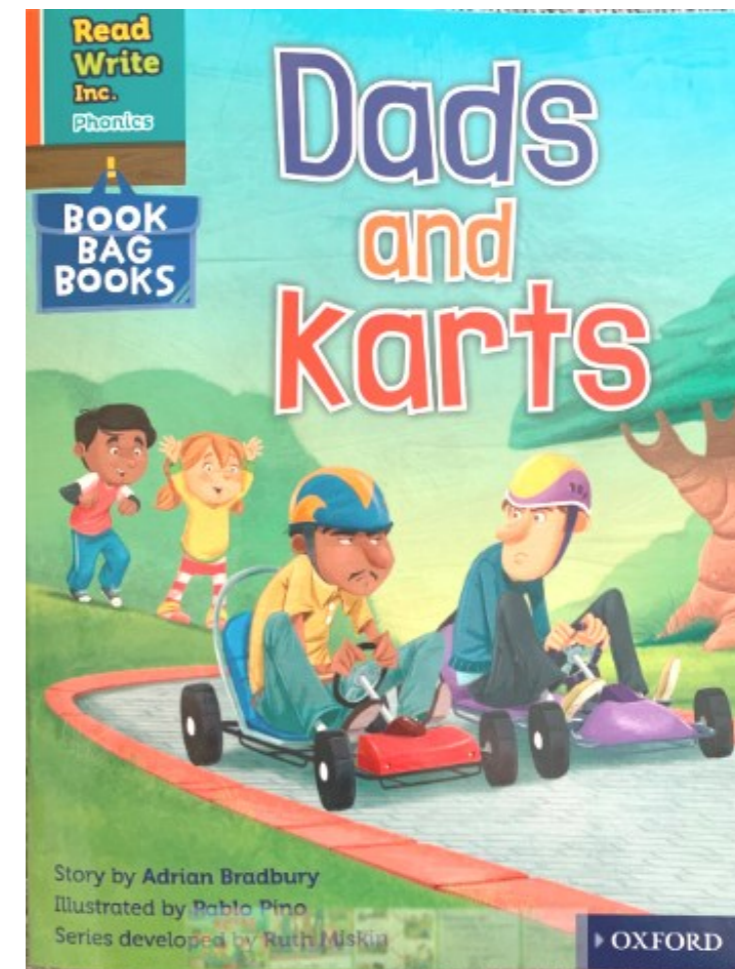
Please make time to **read to your child**.

We need to read books to children that are beyond the level they can read for themselves. Children will only want to become readers if they experience the joy of listening to a range of stories, non-fiction and poetry. It is really important for your child to **hear** fluent, expressive reading. This is why children also bring home a 'Family Sharing Book' from our 'Family Sharing Library' or from their own book areas in their classrooms.

Answering questions about what they have listened to is also a way to develop children's comprehension.

Before reading:

Share the front cover with the children and if possible link to any known experiences.



Ask your child to **predict** what the story might be about and ask why they think that. Encourage them to **explain** their ideas and opinions.

Before reading:

The first page in the book gives guidance on how to help your child read this book.

Please read this part carefully as it can change, especially when your child is reading a non-fiction book.

How to help your child read this book

This book gives your child extra practice in reading a story that includes sounds he or she has learnt at school.

Ask your child to read the Story Green Words and Red Words below, before reading the story. Do not read the story to your child first. Point to the words as he or she reads. If your child hesitates, help him or her to sound-blend the word.

Re-read each sentence or page to keep the plot moving. Children's attention is focused on reading the words and they find it hard to focus on the story at the same time.

Don't make them struggle too much and praise them when they succeed. Do it all with patience and love!

Story Green Words
Story Green Words are made up of sounds your child has already learnt. This book contains the following green words:

speeds apart

Red Words
Red Words are harder to read because the letters represent unusual sounds. Ask your child to read the red words, but if he or she gets stuck on a word, read the word to your child. This book contains the following red words:

are the no I'll you he
to I I'm go

Important note
Read stories to your children that are beyond the level they can read for themselves – every evening. They'll only want to become readers if they experience the joy of listening to a range of stories, non-fiction and poetry. Very soon, they will be able to read those books for themselves, as well as listen to them.

After reading:

Depending on whether the book is a fiction or non-fiction text, children will also have the opportunity to either **'retell the story'** or **'think about the text'**.

Retell the story
Take turns retelling the story with your child.



Think about the text
Talk with your child about the different kinds of instruments from the book.

Things you hit



Things you blow



Things you pluck



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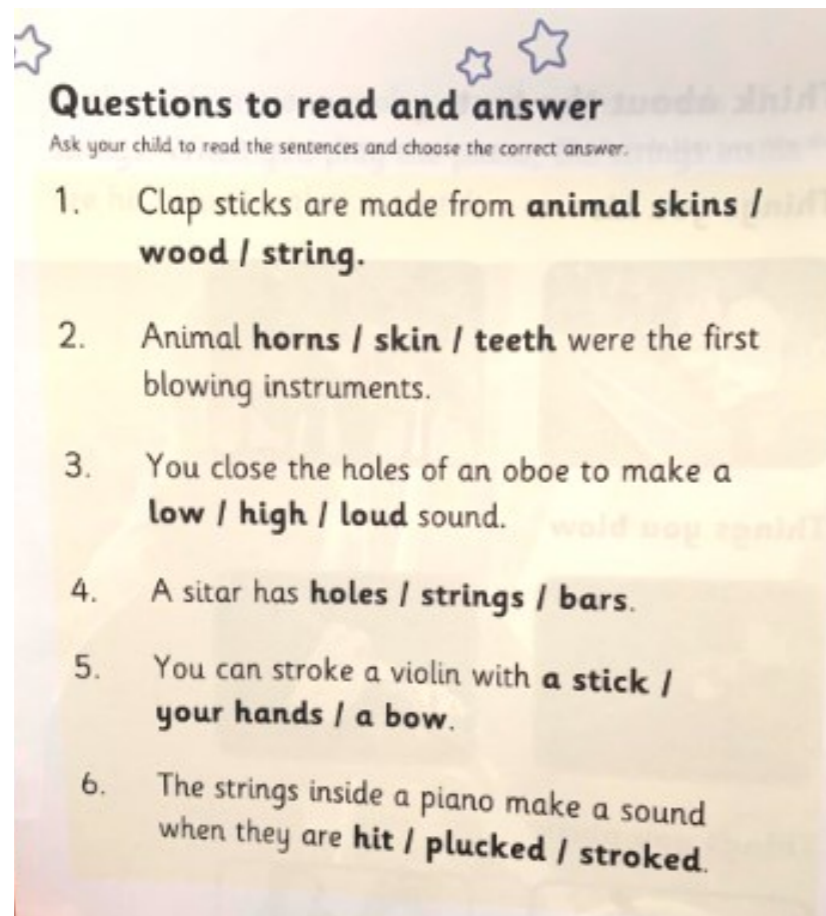
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On the same page the book has 'Story Green Words' and 'Red Words' that the children will come across in the book.

Practising these words prior to reading the book will help children read more fluently and with a better understanding.

After reading:

As children move through the books there might also be '**Questions to read and answer**' at the back of the book.



This is also a significant activity to do as it again builds on children's comprehension skills and develops their understanding of what they have read.

Before reading:

In some books there is a 'Vocabulary check'. It is important to tell your child the meaning of each word in the context of the book. This will improve their understanding as they come across the vocabulary within the text.



Vocabulary check
Tell your child the meaning of each word in the context of the book.

	definition:	sentence:
bars	long pieces of wood or metal	If you hit the long bars on a marimba ...
low sounds	sounds that are deep, e.g. a deep voice	If you hit the long bars ... it plays low sounds.
high sounds	sounds that are high-pitched, e.g. a high-pitched shriek	If you hit the short bars ... it plays high sounds.
horns	long bony sticks that grow on the head of some animals	Animal horns were the first blowing instruments.
brass	a yellow-coloured metal	Brass instruments are made from long brass pipes ...
pipes	tubes made of metal or wood	Brass instruments are made from long brass pipes ...
pluck	gently pull at and then let go	You can pluck the strings of a harp ...
bow	a wooden rod with horse hairs stretched end to end, used to stroke the strings of instruments such as violins	You can stroke the strings of a violin with a bow.

Whilst reading:

Re-read each sentence or page to keep the plot moving.

If your child hesitates, help them to sound-blend (Fred talk) the word.

Don't make your child struggle too much and praise them when they succeed.



“No way!” says Anwar’s dad.

“Jump in then. I’ll show you!”
says Clara’s dad.

You’ll notice the red words they practised before reading the book are in red text to help the child remember they are more difficult words to read.

After reading:

At the end of each book there are ‘**Questions to chat about**’. These are to help your child show their understanding of the text, developing essential comprehension skills.



Questions to chat about

Read the questions aloud to your child and ask him or her to find the answers on the relevant pages. Do not ask your child to read the questions – the words are harder than he or she can read at the moment.

- p.4 What are Anwar and Clara playing with?
- p.4 Who thinks Clara’s kart is faster than Anwar’s kart?
- p.6 Why is Anwar’s dad smart?
- pp.8–9 Why are the children angry with their dads?

This part shows which page/pages the child needs to turn to in order to help them answer the question.

It would be good to ask your child to point to the word/phrase/picture that helps them answer the question as they will use this skill in school when developing their comprehension skills.