Reading activities for ***coloured Book Bag Books***

Below, is advice on how I would recommend you organise your reading time at home when using the Book Bag Books. Each daily activity counts as a read so jot it in your child’s reading diary.

Book Bag Books should take priority as they match what your child is learning in school and are crucial to developing fluency. Please look at the SWAY on the website to see videos of these days/activities in action.

\*Fred talk refers to sounding out a word e.g. p-l-ay

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| Day 1 | **Take a look at the front cover** – what is the title? What can you see in the picture? What do you think the book will be about? Why do you think that?**Green words** – Children teach you. They should: look for special friends, Fred talk the word and say the word. You repeat after them.**Red words** - These cannot be sounded out using Fred talk. First time you begin the book use My Turn, Your Turn. You tell your child what the word says and they repeat the word. **Read the book to your child** – you are showing them what a good reader looks like. Read fluently and using expression.**Have a chat about the book** – likes, dislikes, anything that surprised you, anything it reminded you of, any patterns in the story. |

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| Day 2 | **Green words** - Can your child use Fred in their head? Special friends, Fred talk but they don’t speak aloud until saying the word.Can you child do speedy reading? They should read each word at speed without having to use Fred talk or Fred in their head. After speedy reading the words in order, can they then read speedily out of order?**Red words** - Can your child remember what the words say in a Red word race? They have to read each word in order at speed. If they lose speed, they have to start from the beginning. Use My Turn, Your Turn if your child is unsure on what a word says.**Read the story with your child -** read a sentence each. Can your child recognise where a sentence begins and ends. This will help develop you child’s awareness of punctuation. The next time you read the story, swap over who reads first – this way you’ll both be reading a different sentence. |
| Day 3 | **Green words** - Can you child do speedy reading? They should read each word at speed without having to use Fred talk or Fred in their head. After speedy reading the words in order, can they then read speedily out of order?**Red words** - Can your child read the red words out of order? **Jump in!** Read the story to your child but pause/hesitate on roughly 2 words per page. Your child should be able to ‘jump in’ and tell you what the word says. It is important that they follow the words as you read. **Independent read** - Can your child read the story to you? |

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| Day 4 | **Green words** - Can you child do speedy reading? **Red words** - Can your child read the red words out of order?**Independent read** - Can your child read the story to you? Each time your child reads the story they should become more fluent. By the end of the week they shouldn’t need to Fred talk any words.**Retell the story** - there are picture prompts for this on the back page. Can you child explain what happened in a sentence? Children tend to talk a lot for this part! Can they keep it specific? You might need to model a good sentence. |

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| Day 5 | **Green words** - Can you child do speedy reading? **Red words** - Can your child read the red words out of order?**Independent read** - Can your child read the story to you? They will likely now be fluent.**Questions to talk about** - these are at the back of the book. Ask your child the question (you read it aloud to them).Can they find the page with the answer on? Can they point to the picture/words/phrase that told them the answer? You might choose to ask additional questions to check their understanding of the story. |