How to use and get the most out Oxford Owl

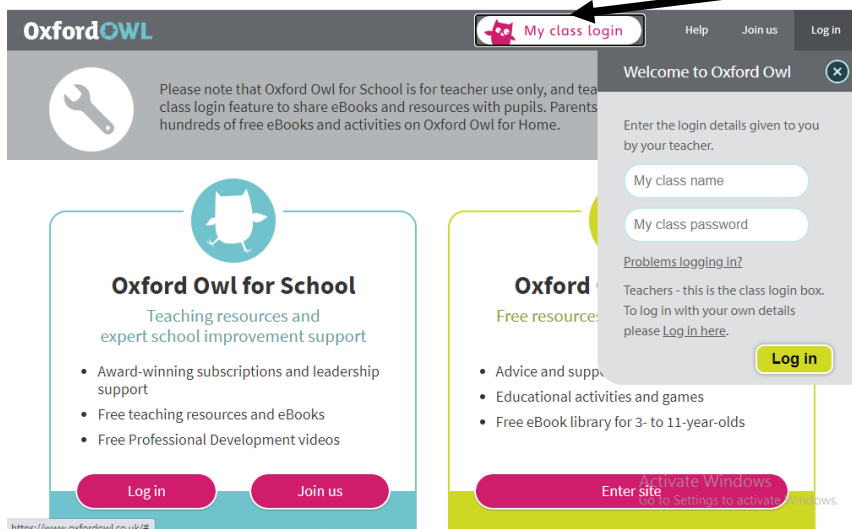**Step 1:** Visit the following website: https://www.oxfordowl.co.uk/
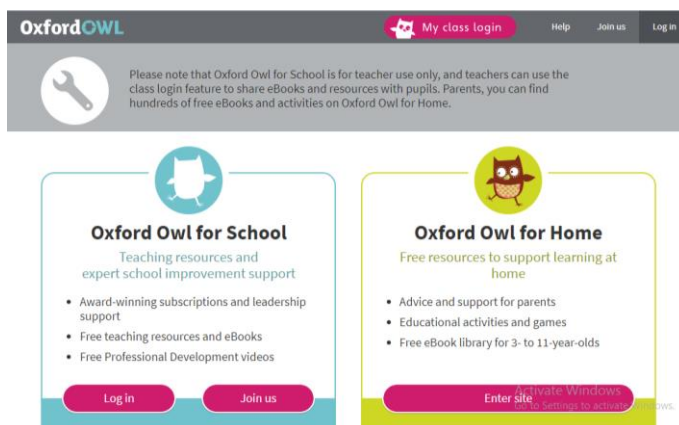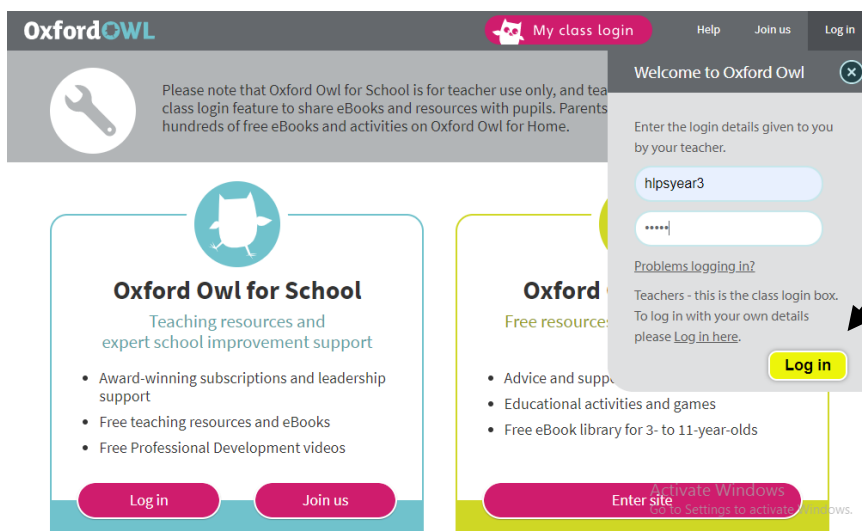

Step 2: Use 'My class login' to logon using our class login details below:
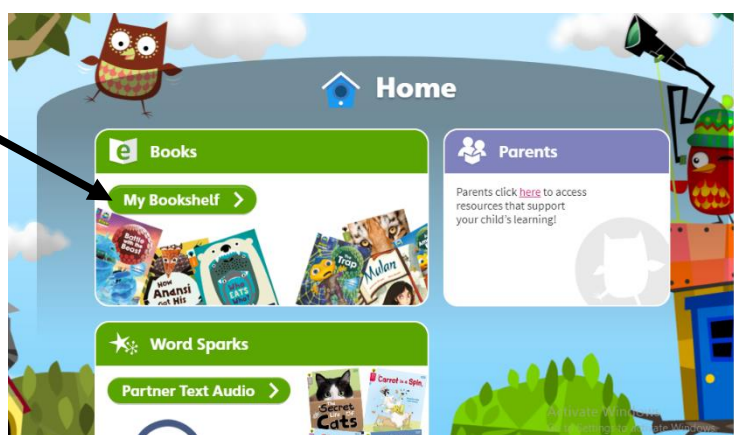

Username: hlpsyear3

Password: Roper
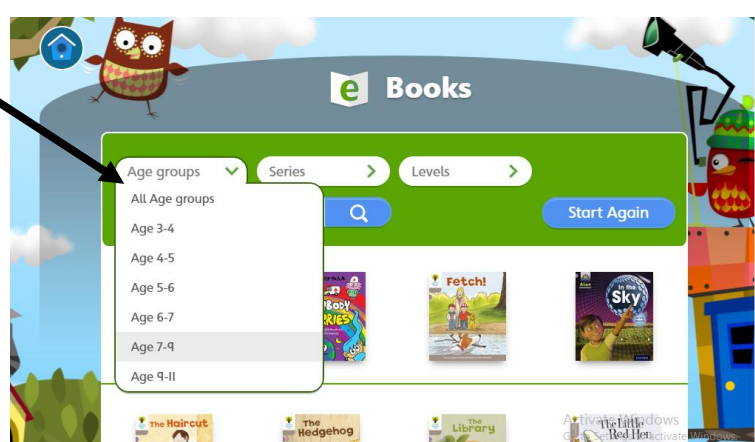
Step 3: Click 'Log in'.

Step 4: Click 'My Bookshelf'.
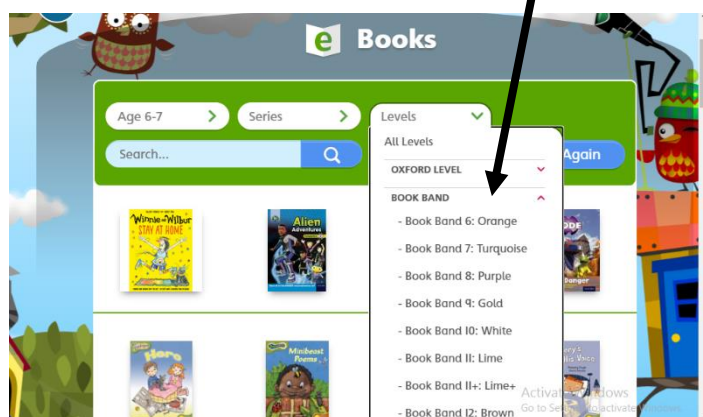
Step 5: Select the correct age group.

(Age 6-7 or Age 7-9)
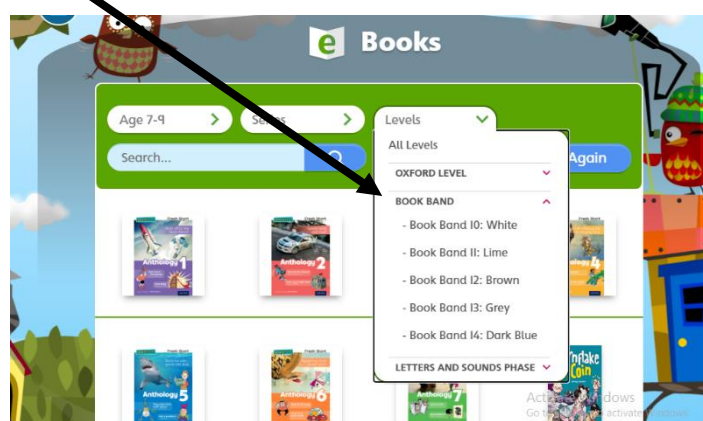
Step 6: Select your child's book band.

Age 6-7   Age 7-9

During Year 3, children usually start the year reading 'gold band' books and by the end of the year we try to support them in progressing to 'grey band' books ready for Year 4. The majority of children in Year 3 were reading 'brown and grey banded' books in March 2020. A small number of children were reading books beyond 'grey band' and below 'brown band'. **Please try to keep to the colour band that your child was reading in school and seek guidance before moving your child onto a harder book band.** It is important you child can understand as well as read the words in the book band they are on. Research suggests children cannot comprehend unless they understand 90% of the words in a book.

Step 7: Select a book.
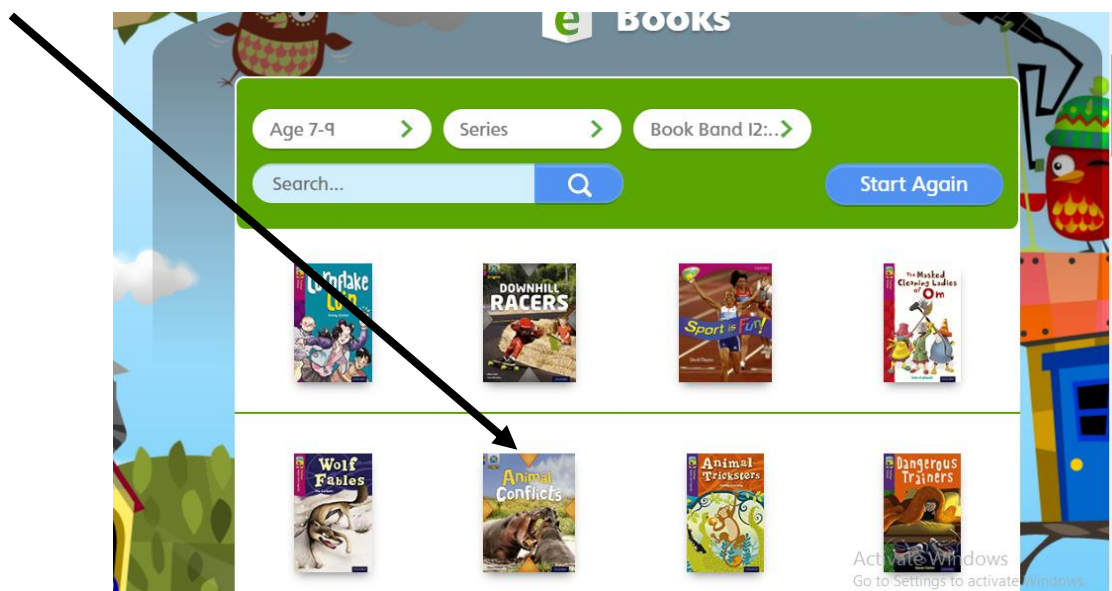
Step 8: Get familiar with the reading tools to navigate through a book.
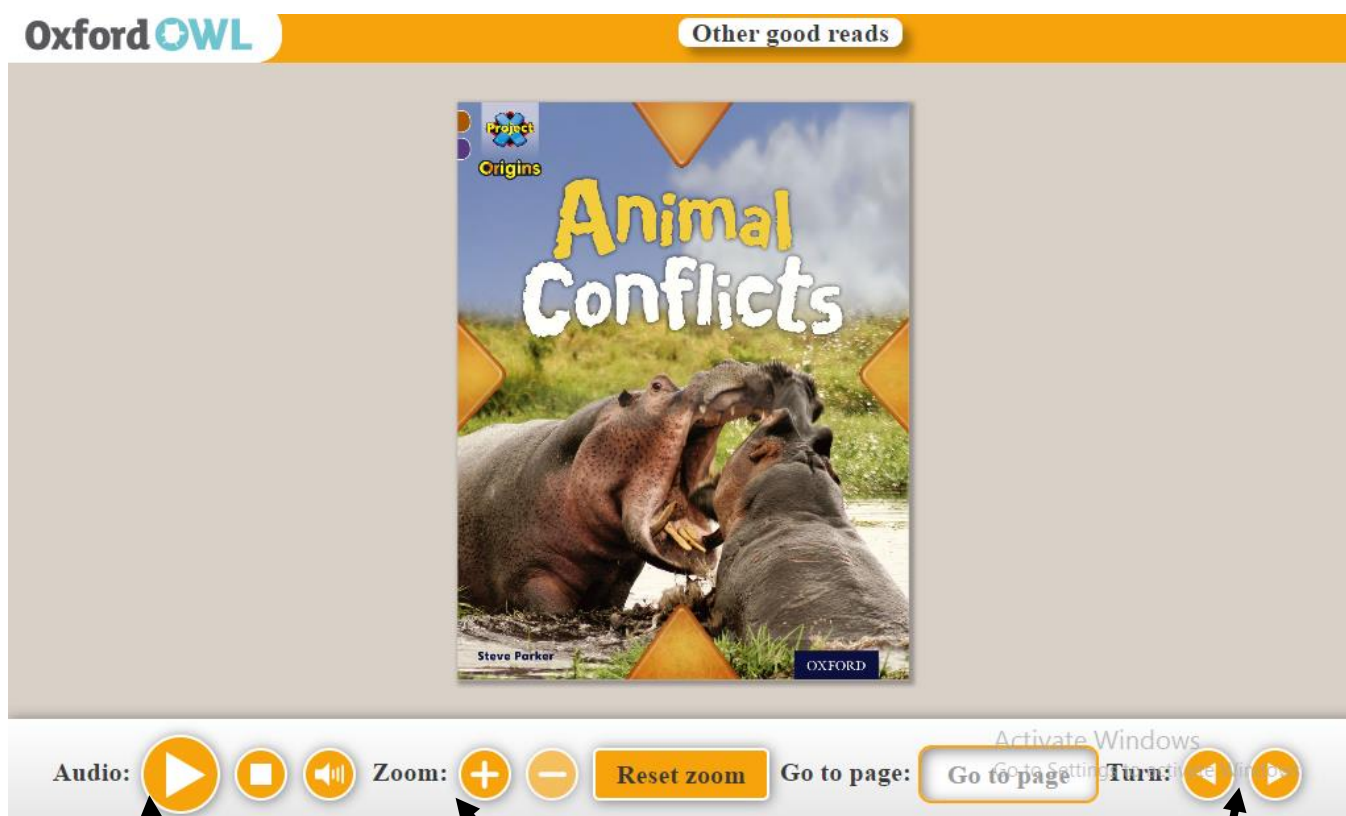
This option reads the text to your child.

This option allows you to zoom in to make the text bigger.

Turn the page here.

Before reading

Talk about the book

It's a good idea to talk with your child about the book before they read it.

▪ Look at the front and back covers together – these give clues to what the book is about.

▪ Flick through the pages and look at the pictures of the different animals in the book. Ask your child to talk about the animals they recognize and to pinpoint the ones they have never heard of or seen before. Discuss which animals the child would like to learn more about.

Encourage your child to read the book at their own pace.

Challenge words

These words may be tricky for your child to read using their phonic skills but they are important for the meaning of the book. Encourage your child to read these words by saying and blending the letter sounds as much as they can, then help them with the tricky part, or simply read the word to them.

| predator | courtship | survive | protection |
| ritual | behaviour | territory | poisonous |

During reading

▪ Encourage your child to: read at their own pace; notice if something doesn't make sense and re-read it to put it right; build connections between one sentence and another; ask their own questions if they don't understand something.

▪ If your child is still struggling with the word, read the word to them. This is perfectly OK and allows them to move on quickly with the book.

▪ Discuss any new or unfamiliar words within the context of the book to ensure that your child understands their meaning.

Origins
Animal Conflicts
Steve Parker

Contents

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Step 9: Use the 'before reading' guidance to support your child's reading during the book and the 'after reading' questions to check your child's understanding.

Index

After reading

Talk with your child about the book. Ask them:

▪ What types of animal conflicts did you read about in this book?

▪ Which animal fact surprised you the most and why?

Encourage your child to read the book again. This will build their reading confidence and reading fluency.

Other things to do

Together, you could watch a television programme about predators and prey in the wild. If you have a pet, see if you can spot any of the behaviours mentioned in the book.

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QUIZ ANSWERS

Page 9:
All of them!

Page 13:
1b) A pride of lions
2d) A flock of sheep
3a) A herd of horses
4c) A swarm of eels

Page 23:
1a) Alligator hatchling
2c) Owl chick
3d) Whale calf
4b) Bear cub

Page 29:
1b) A pack of rats

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Step 10: Enjoy reading lots of new books!