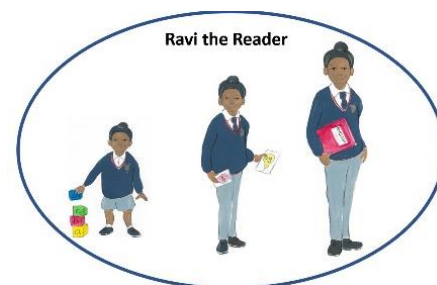




Barley Fields Primary School

Book Bands

Information for Parents and Staff



What are Book Bands?

The Book Band system helps us to grade our books by difficulty level. Each level has its own colour and includes a selection of different phonically matched reading scheme books and 'real' books. Resources used in the progression through the book bands have a gradual level of challenge so that children do not experience too much difficulty when moving from one to the next. Within each band some books are phonically matched and others labelled as emerging, developing and secure to identify levels of difficulty.

Band	Colour	Phonics Level	Age Related Expectation	End Point
Book Band 1	Pink Level	Phase 1/2	Pre ELG	R Autumn
Book Band 2	Red Level	Phase 2	ELG Working Towards	R Spring
Book Band 3	Yellow Level	Phase 3	ELG Expected	R Summer
Book Band 4	Blue Level	Phase 4	Year 1 Working Towards	Y1 Autumn
Book Band 5	Green Level	Phase 5a	Year 1 Expected	Y1 Spring
Book Band 6	Orange Level	Phase 5a	Year 1 Expected	Y1 Summer
Book Band 7	Turquoise Level	Phase 5b	Year 1 Greater Depth / Year 2 Working Towards	Y2 Autumn
Book Band 8	Purple Level	Phase 5/6	Year 2 Expected	Y2 Spring
Book Band 9	Gold Level	Phase 6	Year 2 Expected	Y2 Summer
Book Band 10	White Level	Phase 6	Year 2 Greater Depth	Y2 Summer
Book Band 11	Lime Level	Phase 7	Year 3	Y3 Summer
Book Band 12	Grey Level		Year 4	Y4 Summer
Book Band 13	Brown Level		Year 5	Y5 Summer
Book Band 14	Black Level		Year 6	Y6 Summer

The chart shows the Book Bands linked to term on term age related expectations used by teachers to monitor and track progress. Children are all individuals who learn and make progress at different rates, so the chart is only a guide. As well as periods of rapid progress, children will have periods of consolidation when progress is not as obvious. Although this may seem worrying, this is the time when they have the chance develop confidence in using and applying their newly acquired skills.

Why Book Band?

Book Banding is a system designed to provide children with the enjoyment of independently choosing books, as in a library, whilst being matched to their individual reading ability. Banded books ultimately provide children with a pathway of progression in reading and support teachers who are making decisions to meet the needs of individual pupils, bringing variety and breadth to children’s reading diets. Using banded books, children are able to choose books freely from within a structured range of books making reading more independent and enjoyable.

Our book bands are linked to age related reading expectations. At each stage, children have a sense of freely choosing ‘real’ books that appeal to their developing reading tastes whilst learning how to pick books that importantly match their ability and that they can therefore get the most satisfaction and enjoyment from.

A GUIDE TO THE DIFFERENT COLOURED BOOK BANDS USED IN SCHOOL



Book Band 1 - PINK

Pink is the very first level of reading books which has words. The number of words increases slightly as a child progresses through the reading level. Pink is perfect for introducing fundamental reading concepts and skills to early readers. This band includes the first level of reading scheme books.

Reading Behaviour

Children reading pink level are beginning to be aware of print and understand that it means something. They enjoy stories and books and are developing their phonological awareness to spot and suggest rhymes, clap syllables and recognise words with the same initial sounds. They are beginning to link sounds to letters. They are moving from oral blending to blending with letters.

In teaching pedagogy staff should use an individual reading approach across the year. Books should be introduced in a structured manner and matched directly to the phonics phases. Classrooms in Reception and Year 1 all have a bank of reading resources at Phase 2. The book banded system also has a selection of reading scheme books organised into emerging, developing and secure reading levels within this band.

Key Skills	PUPIL TARGETS
<ul style="list-style-type: none"> • Locate title, open front cover, turn pages appropriately • Understand that left page comes before right • Understand that we read print from left to right • Match spoken word to printed word • Locate familiar word and use to check own reading • Use the meaning of the text • Use language patterns (print syntax) • Predict the story line and some vocabulary • Read a few simple CVC words 	<ul style="list-style-type: none"> Listen carefully to stories Read their own name Follow the words on a page in the right direction Tell a familiar story in their own words Know that letters have different sounds Recognise high frequency words

Parent Advice - How to support your child with Pink level books

Your child is beginning to learn how to read. As they read, please help them to:

- Share the story alongside them.

- Look at the words carefully.
- Ask your child to sound out and blend only the words they can't read yet, not every word. Eventually almost all words will become part of your child's 'sight memory', and they won't have to sound out at all.
- On second and third readings of the book, encourage them to read with more pace and with less focus on sounding out the letters in each word.
- Make a story out of a whole book, rather than focusing just on what is happening on each page.
- Tell you about something that happened in the book, or about something they found out in the book.



Book band 2 - RED

Red band books have a slightly increased number of words on each page, an increase in the number of pages and slightly more complex story lines. The growing complexity in the story lines is reinforced through the development of inference and prediction using visual literacy. Recurring families and characters are introduced at this stage.

Reading Behaviour

Children reading red level are can blend sounds into words, so that they can read short words made up of known letter-sound correspondence (Phase 2). They are building a bank of sight vocabulary made up of high frequency 'tricky' words. They reread books to build up their word reading fluency.

In teaching pedagogy staff should develop their skills receiving targeted support from an adult in a **1:1 approach** using phonically matched books. Teaching will be at an instructional level of decoding with children encouraged to revisit and apply their phonetic skills in a reading context with a book. Children should choose from a selection of phonetically linked books to take home and begin to read a selection of Blue books for pleasure.

<p>Key Skills</p> <ul style="list-style-type: none"> • Locate and recall title • Consolidate secure control of one-to-one matching on a wide range of texts • Use known words to check and confirm reading • Read simple CVC words by blending phonemes from left to right • Check for meaning and correct syntax, ie, does it make sense and sound right? • Start to read more rhythmically or use phrasing while maintaining track of text • Repeat words, phrases or sentences to check, confirm or modify own reading 	<p>PUPIL TARGETS</p> <ul style="list-style-type: none"> • Find the title of the book • Use illustrations to help them understand what is happening in a story • If they are unfamiliar with a word, try to think of a word that would make sense in that sentence • Know what a full stop is • Sing the alphabet song • Use phonemes to read words such as 'cat', 'if' and 'up'
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Parent Support - How to support your child with Red level books:

Your child is beginning to learn to read. As they read, please help them to:

- Read the words carefully. Most of the words can be recognised or sounded out. Ask your child to sound out and blend only the words they can't read yet, not every word. Eventually almost all words will become part of your child's 'sight memory', and they won't have to sound out at all.
- On second and third readings of the book, encourage them to read with more pace and with less focus on sounding out the letters in each word.
- Make a story out of a whole book, rather than focusing just on what is happening on each page.
- Tell you about something that happened in the book, or about something they found out in the book.



Book Band 3 -YELLOW

Yellow band books include a slightly increased number of words and a move away from directly familiar experiences into short narrative or facts. Yellow books begin to require the reader to deploy some inference skills, e.g. for humour, and have more variation in sentence structure. Books at this level present children with new vocabulary. Non-fiction titles at this level build on children’s interests and encourage discussion.

Reading Behaviour

Children reading yellow level are reading some letter groups that each represent one sound and say sounds for them and using this knowledge to read longer words and read simple phrases and sentences made up of words with known letter–sound correspondences (Phase 3) and, where necessary, exception words.

In teaching pedagogy staff should introduce children to **group guided reading approach** using phonically matched books. Children may also still need more targeted support in a 1:1 reading opportunity. Teaching will be at an instructional level of decoding with children encouraged to revisit and apply their phonetic skills in a reading context with a book. Children should choose from a selection of books to take home and begin to read a selection of Blue books for pleasure.

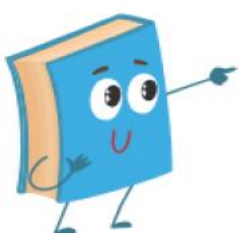
This band is a consolidation band and objectives should be revisited more than once to ensure children are secure before moving onto blue level. Staff should select books that target specific gaps in learning e.g. sounds that children are less secure with applying in word reading. Staff should ensure a broad range of texts are selected including stories, non-fiction texts and rhymes and poems.

Key Skills	PUPIL TARGETS
<ul style="list-style-type: none">• Follow print with eyes, finger pointing only at points of difficulty• Take more note of punctuation to support the use of grammar and oral language rhythms• Cross-check all sources of information more quickly while reading• Note familiar words and phonemes and use these to help with reading of unknown words• Search for information in print to predict, confirm or attempt new words while reading• Notice relationships between one text and another• Predict in more detail	<ul style="list-style-type: none">• Retell a story from memory• Read a book without pointing at the words, unless they get stuck• Blend phonemes together to understand a word, e.g. d-o-g• Use punctuation, such as speech marks and question marks• Notice and correct some of their mistakes• Sometimes, they can work out what is going to happen next in a story

Parent Support - How to support your child with Yellow level books

Your child is now beginning to read with more confidence. As they read aloud, you can help them by:

- Giving them time to sound out words they don’t know. If they still struggle, encourage them to try sounding out the whole word, rather than guessing from the pictures or from the first letter.
- Giving them time to recognise and correct their own mistakes.
- Asking them to talk about what’s happening in the book, encouraging them to make links to events on previous pages and to say what they think will happen next.



Book Band 4 – BLUE

Blue banded books have a slightly increased number of words and some variation in sentence beginnings. They may begin to use ellipses and other punctuation. The story lines are longer and more complex often including more than one event, and the stories are less dependent on picture cues. Non fiction texts are longer and comprise of simple information in sentences. The books in this band also teach children how to read with insight and will encourage them to begin to read with expression.

Reading Behaviour

Children reading blue level are using a variety of cues; meaning, print, phonics and sentence structure. They read with phrasing and self-correct more rapidly as they read.

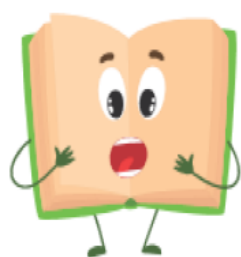
In teaching pedagogy staff should be introduced to and use a **group guided reading approach** using phonically matched books. Teaching will be at an instructional level with children encouraged to revisit and apply their phonetic skills in a reading context with a book. They should choose and independently read a selection of Blue books for pleasure. They should begin to engage in **supported oral comprehension**.

KEY SKILLS	PUPIL TARGETS
<ul style="list-style-type: none"> • Move through text attending to meaning, print and sentence structure flexibly • Self-correct more rapidly on the run • Re-read to enhance phrasing and clarify precise meaning • Solve new words using print information and understanding of the text to try alternative pronunciations • Identify constituent parts of unfamiliar words to read correctly • Manage a greater range of text genre • Discuss content of the text in a manner which indicates precise meaning 	<ul style="list-style-type: none"> • Choose books that they are interested in from the library • Start to choose different books to read • Talk about a story in their own words • Don't always need pictures to help them understand a story • Notice and correct some of their mistakes • Answer questions about the story to show a level of understanding

Parent Support - How to support your child with Blue level books

Your child is now developing into a more confident reader. As they read, you can help by encouraging them to:

- Sound out quickly under their breath or inside their head, if they need to sound out words.
- Recognise and correct their own mistakes.
- Look at the punctuation marks. You may want to model how to read a page of writing, paying attention to punctuation, such as full-stops and question marks.
- Tell you about what the characters in the story are doing and why they are acting in that way.



Book Band 5 – GREEN

The number of words increases slightly in Green banded books. Books banded Green will have different forms of text, such as non-fiction, rhymes, diagrams and poems. Stories have a wider variety of characters and events which develop over a number of pages. Sentences may include lists of things or actions, and adverbs are used frequently to begin sentences. The books begin to use capital letters and punctuation to support reading with expression. The growing complexity in the story lines is reinforced through the development of inference and prediction.

Reading Behaviour

Children reading green level are reading fluently, paying attention to punctuation. They solve new words using print detail, phonics, meaning and syntax. They can read a variety of texts effectively with fuller understanding of character and plot.

In teaching pedagogy staff should use a **group guided reading approach** using phonically matched books. They should choose and independently read a selection of Green books for pleasure. They should begin to engage in **supported oral comprehension**.

KEY SKILLS	PUPIL TARGETS
<ul style="list-style-type: none"> • Read fluently with attention to punctuation 	<ul style="list-style-type: none"> • Talk about each of the characters

<ul style="list-style-type: none"> • Solve new words using print detail while attending to meaning and syntax • Track visually additional lines of print without difficulty • Discuss and interpret character and plot more fully • Use contents page and glossary in non-fiction books and locate information 	<ul style="list-style-type: none"> • Start to read fluently, and use full stops and commas • Notice rhyming words, even if they are not familiar with them • Read texts in unusual layouts, such as in speech bubbles and lists • Use a contents page and glossary in non-fiction books • Think about the overall plot of the book and talk about how they think it will end
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Parent Support - How to support your child with Green level books:

Your child is now developing into a more confident reader. As they read, you can help by encouraging them to:

- Sound out quickly under their breath or inside their head, if they need to sound out words
- Look at the punctuation marks. You may want to model how to read a page of writing, paying attention to punctuation, such as full-stops and question marks.
- Tell you about what the characters in the story are doing and why they are acting in that way.
- Show you how they can find particular things that interest them in non-fiction books.

Book Band 6 – ORANGE



At Orange band, the page count increases to challenge and encourage reading stamina. There is an increased use of dialogue to encourage reading with expression. Orange band books introduce some complex sentences (use of ‘if’, ‘so’ and ‘because’) and include italics to show emphasis. Slightly more literary language is used. Children are increasingly encouraged to infer meaning from the text in order to gain full enjoyment from the story. Nonfiction texts contain a range of information and begin to be organised into a standard genre with contents pages and indexes

Reading Behaviour

Children reading orange level are cross checking information for meaning, syntax and print as they read. They can read longer phrases and more complex sentences with expression, paying attention to punctuation. They infer meaning from the text and they search for and use familiar syllables to read longer words.

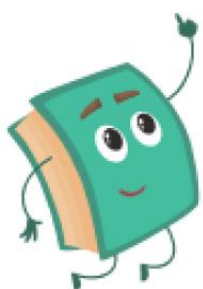
In teaching pedagogy staff should use a **group guided reading approach**. They should choose and independently read a selection of Orange books for pleasure. They should begin to engage in **supported oral comprehension** and should be introduced to early **written comprehension**.

<p>KEY SKILLS</p> <ul style="list-style-type: none"> • Examine non-fiction layout and use the contents page to select which sections of a book to read • Read longer phrases and more complex sentences • Attend to a range of punctuation • Blend phonemes in unfamiliar words more fluently, cross checking with meaning and syntax • Search for and use familiar syllables within words to read longer words • Infer meaning from text, check information in text with illustrations, particularly non-fiction, and comment on content • Begin to use appropriate terminology when discussing different types of text 	<p>PUPIL TARGETS</p> <ul style="list-style-type: none"> • Read longer sentences that use ‘because’, ‘if’ and ‘so’ • Read three syllable words out loud • Use punctuation correctly when reading aloud • Split a story up into sections and talk about the beginning, middle and end • Don’t rely on pictures to understand what is happening in a story • Know what fact, fiction and non-fiction means
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Parent Support - How to support your child with Orange level books

Your child is now beginning to read with more independence. They should be feeling more confident and will rarely need to sound out words. You can help them by:

- Listening to them when they read aloud. If they make mistakes, but they keep the sense of the text, don't interrupt. You can revisit that page at the end of the session to check certain words.
- Reminding them of useful strategies if they can't read a word, for example sounding the word out under their breath, dividing a longer word into syllables, or looking at the word without an -ing or an -ed ending
- Not allowing them to spend too long trying to work out a word because they may lose the meaning of what they are reading. Tell them what it says and revisit the word once you have completed the book.
- Encouraging some use of expression, especially for character-speech in fiction books. You may wish to model reading some pages aloud for your child to copy.
- Talking about how characters are feeling.



Book Band 7 – TURQUOISE

Turquoise band books include books with increasing word count and length. They have an increasing range of adjectives and more descriptive verbs to replace 'said'. Turquoise books include words chosen for appropriateness and impact rather than decodability, with more extended description. Paragraphs begin to develop and more unusual and challenging vocabulary is included. The number of pictures on each page will decrease, whereas the text amount will increase. High-interest themes such as danger, courage and anger are introduced. Non-fiction texts contain a range of information with developing detail.

Reading Behaviour

Children reading this level are reading with less reliance on the illustrations and by extracting meaning from the text. They are reading with a range of expression taking account of punctuation and text layout. They can read longer sentences and paragraphs and can tackle a higher ratio of more complex words.

In teaching pedagogy staff should use a **group guided reading approach**. They should choose and independently read a selection of Turquoise books for pleasure. They should begin to engage in **supported oral and written comprehension**.

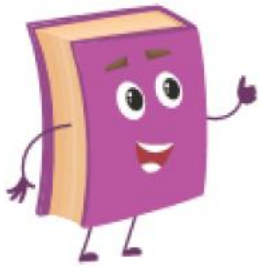
KEY SKILLS	PUPIL TARGETS
<ul style="list-style-type: none"> • Extract meaning from the text while reading with less dependence on illustrations • Approach different genres with increasing flexibility • Use punctuation and layout to read with a greater range of expression and control • Sustain reading through longer sentence structures and paragraphs • Tackle a higher ratio of more complex words using known vocabulary, phonic knowledge and syllables • Find a way around alphabetically ordered texts such as indexes, glossaries and dictionaries 	<ul style="list-style-type: none"> • Begin to read silently • Read a sentence aloud with the correct expression • Know why certain types of punctuation are used and how it affects the sentence • Fluently read long sentences and paragraphs • Decode unusual words by using the sounds they already know • Read both fiction and non-fiction books

Parent Support - How to support your child with Turquoise level books

Your child is now beginning to read with more independence and their books are getting longer. You can help them by:

- Encouraging them to read some pages silently, inside their heads.
- Listening to some pages read aloud, encouraging the use of expression and paying attention to punctuation marks.
- Talking about how events in the book relate to each other and helping your child to understand how the story builds up in a longer book.

- Asking them to tell you about interesting things they found out and to show you where the information is in the book.



Book Band 8 - PURPLE

Purple band books include an increased proportion of longer sentences, with a more challenging vocabulary. Some Purple books have short chapters to challenge and encourage reading stamina. Purple books include longer and more complex sentences with the inclusion of complex (i.e. 'when') and simple (i.e. 'and') connectives. Story features such as plot, character and setting are developed in more detail, and the text in the non-fiction books is presented in a variety of ways. Children will have encountered most of the high frequency words by this level, and teachers will be promoting reading for pleasure.

Reading Behaviour

Children reading purple level are able to read silently or quietly at a rapid pace. They read taking note of punctuation and use it to keep track of longer sentences. They solve most unfamiliar words on the run. They adapt flexibly to different types of text e.g. fiction, poetry and non-fiction taking a more conscious account of literary effects.

In teaching pedagogy staff should use a **group guided reading approach**. They should choose and independently read a selection of Purple books for pleasure. They should begin to engage in regular supported **oral and written comprehension**.

KEY SKILLS	PUPIL TARGETS
<ul style="list-style-type: none"> • Look through a variety of texts with growing independence to predict content, layout and story development • Read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences • Solve most unfamiliar words on the run by blending long vowel phonemes, recognising and using them in longer and more complex words • Adapt to fiction, non-fiction or poetic language with growing flexibility • Take a more conscious account of literary effects used by fiction writers, and the formal language of different types of non-fiction • Begin to make more conscious use of reading to extend speaking and writing vocabulary and syntax 	<ul style="list-style-type: none"> • Read silently in their head for longer periods of time • Read longer books with short chapters • Read fiction, non-fiction and poetry • Sound out most unfamiliar words as they read • Use a dictionary to find the meaning of a word • Explain why they think a book is good or not

Parent Support - How to support your child with Purple level books

Your child is now beginning to read with more independence and their books are getting longer. You can help them by:

- Encouraging them to read some pages silently, inside their heads.
- Listening to them read some pages aloud, encouraging the use of expression and paying attention to punctuation marks.
- Talking about how events in the book relate to each other and helping your child to understand how the story builds up in a longer book.
- Asking them to tell you about interesting things they found out and to show you where the information is in the book.



Book Band 9 - GOLD

Gold band books include more sophisticated and challenging vocabulary, including word play and the introduction of figurative language. Some Gold books have longer chapters for more sustained reading. Children reading at this band are confident independent readers who can tackle increasingly complex language, story structures and text layout.

Reading Behaviour

Children reading gold level read silently or quietly. They take note of punctuation to phrase their reading and keep track of longer sentences. They can solve most unfamiliar words as they read. They adapt flexibly to different types of text e.g. fiction, poetry and non-fiction taking a more conscious account of literary effects.

In teaching pedagogy staff should use a **group guided reading approach**. They should choose and independently read a selection of Gold books for pleasure. They should begin to engage in regular taught **written comprehension**.

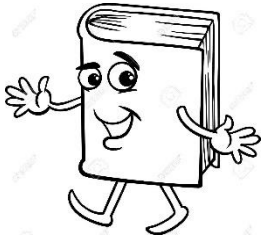
KEY SKILLS	PUPIL TARGETS
<ul style="list-style-type: none">• Look through a variety of books with growing independence to predict content and story development, and make full use of non-fiction layout• Read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences• Solve most unfamiliar words on the run by blending long vowel phonemes, recognising and using them in longer and more complex words• Adapt to fiction, non-fiction and poetic language with growing flexibility• Take a more conscious account of literary effects used by writers• Make more conscious use of reading to extend speaking and writing vocabulary and syntax• Locate and interpret information in non-fiction	<ul style="list-style-type: none">• Read silently and read aloud with confidence• Know how to use a contents page, glossary and index• Use punctuation to help them to read clearly• Read books that have longer chapters• Learn new information from reading non-fiction books• Find information about authors which will help them to select certain books• Talk about the way a story has been written

Parent Support - How to support your child with Gold level books

Your child is now reading longer books with fewer illustrations, so they continue to need your help to ensure they are getting the full meaning and enjoyment from the text. They may prefer to read one chapter or section at a time, rather than reading the whole book in one session. You can support them by:

- Listening to them to read some pages of the book aloud to you so that you can enjoy hearing them read with expression and pace.
- Asking them to find parts of the text which describe a character or place and talking about the words used in the description.
- Asking for regular updates about what is happening in the book, so that they and you know how the different chapters or sections link.
- Talking about how much they enjoy a book, or a type of book, and encouraging them to look for more books of the type they enjoy.

Book Band 10 - WHITE



In White band books there is a more sophisticated use of narrative voice. Clauses in longer sentences are separated by commas to encourage developing intonation. Some books have longer chapters for more sustained reading the length of texts extends to help build reading stamina. The stories at White band encourage children to empathise with the characters and consider why they behave as they do, and how they change during the course of the story. The non-fiction books are divided into sections that require more sustained reading and there is increased challenge in the layout of the information.

Reading Behaviour

Children reading white read silently and with sustained concentration. They sustain an interest in longer texts returning to them after a break. They find information in texts using a range of structures. They notice the spelling of unfamiliar words and relate this to known words. They show increased awareness of vocabulary and meaning. They express reasoned options about what is read and offer and discuss interpretations of texts

In teaching pedagogy staff should use a **group guided reading approach**. They should choose and independently read a selection of white books for pleasure. They should begin to engage in regular taught **written comprehension**.

KEY SKILLS	PUPIL TARGETS
<ul style="list-style-type: none">• Read silently for sustained periods• Sustain interest in longer texts, returning to it easily after a break• Use text more fully as a reference and as a model• Search for and find information in texts more flexibly• Notice the spelling of unfamiliar words and relate to known words• Show increased awareness of vocabulary and precise meaning• Express reasoned opinions about what is read and compare texts• Offer and discuss interpretations of text• Comment on main characters and how they relate to each other• Suggest alternatives or extensions to events and actions• Discuss feelings created by stories• Retelling of stories is balanced and clear	<ul style="list-style-type: none">• Find it easy to read silently• Read for longer periods of time without stopping• Use a dictionary and thesaurus• Find certain pieces of information in texts• Express opinions and ideas about what they have read• Read a book without any pictures or illustrations• Understand page features, such as titles, headings and sub-headings

Parent Support - How to support your child with White level books

Your child is now reading longer books with fewer illustrations, so they continue to need your help to ensure they are getting the full meaning and enjoyment from the text. They may prefer to read one chapter or section at a time, rather than reading the whole book in one session. You can support them by:

- Listening to them to read some pages of the book aloud to you so that you can enjoy hearing them read with expression and pace.
- Asking them to find parts of the text which describe a character or place and talking about the words used in the description.
- Asking for regular updates about what is happening in the book, so that they and you know how the different chapters or sections link.
- Talking about how much they enjoy a book, or a type of book, and encouraging them to look for more books of the type they enjoy.



Book Band 11 – LIME (Y3)

Lime band books include a widening range of writing styles and an increased variation in sentence structure. Children reading at Lime are able to interpret more sophisticated word plays and puns. Lime book band provides a variety of chapter books and non-fiction titles. Lime readers should be encouraged to experience different texts, writing styles and genres to develop their own reading tastes.

In teaching pedagogy staff should use a **group guided reading approach** as children enter the key stage which should progress to a whole class guided reading approach across the year. Children should complete an initial assessment and begin to access **reading plus** in the summer term. They should choose and independently read a selection of lime books for pleasure. They should engage in regular taught **written comprehension**.

KEY SKILLS	PUPIL TARGETS
<ul style="list-style-type: none"> • Begin to read reflectively and to perceive meanings beyond the literal • Refer to text to support own ideas • Distinguish main points from examples; fact from opinion • Devise key questions and words for searching and use several sources • Begin to read in different ways for different purposes, e.g. skimming for relevance, scanning for specific details, reflective and recursive reading for fuller comprehension • Compare/contrast work from more than one source • Read aloud with expression and intonation taking account of punctuation • Refer to text layout and organisation • Show some awareness of the point of view of the author • Begin to sustain narrative and investigative reading 	<ul style="list-style-type: none"> • Notice the smaller details within the book • Read silently most of the time • Re-read texts, unfamiliar language and complex sentences • Use different voices for different characters in a story and performance pieces • Tell the difference between the narrator’s voice and character dialogue • Understand hidden messages within a text and understand how a character might be feeling • Read for a longer period without losing concentration • Use glossary and indexes to locate information quickly • Read a variety of fiction, non-fiction, poetry and plays

Parent Support - How to support your child with Lime level books

Although your child is now taking off as a reader, it is still important that you read with them and talk to them about their reading. This reassures them that their reading is still important to you, as well as giving you an opportunity to share an enjoyment of books. You can still help them by:

- Listening to them to read aloud some parts of the text which they particularly enjoy. This may include action or description. Talk about how the writer made those parts so enjoyable.
- Talking about how characters develop or how they react to different people, places or events.
- Reading the book yourself so that you can talk together about the smaller details of the book.



BOOK BAND 12 GREY LEVEL (Y4)

Children reading Grey banded books will be able to interpret more sophisticated word-play and puns. They will understand a range of narration styles and themes within the books they read. Children should be able to discuss the characters and infer/explain events/motivations in detail. Children at this level may enjoy sustained and silent reading more. Children should be able to use a range of non fiction texts to answer questions and support their learning using skimming and scanning/note taking. They should be able to share their opinions about books with others

In teaching pedagogy staff should use a mixture of a **whole class guided reading** approach and gradually introduce features of the **reciprocal reading** approach as children progress through the year. Children should complete written

comprehension regularly. Children should access reading plus regularly which should be tracked by teachers and should choose and independently read a selection of grey books for pleasure.

Key Skills at this level	PUPIL TARGETS
<ul style="list-style-type: none"> • Begin to read reflectively and to perceive meanings beyond the literal • Refer to text to support own ideas • Distinguish main points from examples; fact from opinion • Devise key questions and words for searching and use several sources • Begin to read in different ways for different purposes, e.g. skimming for relevance, scanning for specific details, reflective and recursive reading for fuller comprehension • Compare/contrast work from more than one source • Read aloud with expression and intonation taking account of punctuation • Refer to text layout and organisation • Show some awareness of the point of view of the author 	<ul style="list-style-type: none"> • Read fluently and pause reading in a suitable place • Develop their own opinion about a book and discuss it with other people • Filter through text and highlight key sections of important information • Revisit a text and find answers by skimming and scanning each paragraph • Fully understand each text when reading a variety of fiction, poetry, plays and non-fiction • Actively enjoy reading for pleasure • Develop own opinions of characters in a story • Explain a character’s motivations • Understand the use of word-plays and puns • Make notes and highlight the key events in a story

How to support your child with Grey level books

Your child may not want to read aloud to you so often now because they probably enjoy silent reading more. This is fine as long as your child continues to read actively when they are not reading aloud and does not just skim over the words. You can help them by:

- Continuing to make a time available for regular quiet reading sessions, and reading your book while your child reads.
- Asking them to choose a part of the text to read aloud, using expression and pausing in suitable places and using different voices to show their understanding of different characters.
- Having a conversation at the end of each reading session: can they tell you what’s happening in their book?
- Asking questions which make your child go back to the book to find answers - support them as they develop skills in skimming and scanning to find the information to answer your question.
- Continuing to read aloud to your child at bedtime. This shows them the importance you place on reading as well as developing their language, vocabulary and love of story.



Book Band 13 – BROWN (Y5)

Brown level books provide a selection of stories and non-fiction books appropriate for the Y5 reader. They will include a range of content, narrative styles and points of view. This level encourages readers to form opinions and discuss their own reading tastes. These books will have more complex text features, such as an overarching plot and deeper structures of character relationships and themes. Children are beginning to recognise how layers of meaning allow for the build-up of humour or tension, and can discuss how the author has achieved the effects. Books at this level are written in a much subtler way, meaning that the reader will need to fully engage with a book in order to understand it.

In teaching pedagogy as children enter the key stage staff should use **whole class guided reading** and should gradually embed the features of the **reciprocal reading** approach as a whole class and in groups. Children should access reading plus regularly which should be tracked by teachers and should choose and read a selection of brown books for pleasure. They should engage in regular taught **written comprehension**.

Key Skills at this level	PUPIL TARGETS
<ul style="list-style-type: none"> • Read reflectively and perceive meanings beyond the literal 	<ul style="list-style-type: none"> • Understand how the use of chapters and paragraphs are used to build up ideas

<ul style="list-style-type: none"> • Refer to text to support own ideas and justify opinions • Distinguish main points from examples; fact from opinion • Devise key questions and words for searching and use several sources • Begin to read in different ways for different purposes, e.g. skimming for relevance, scanning for specific details, reflective and recursive reading for fuller comprehension • Compare/contrast work from more than one source • Read aloud with expression and intonation taking account of punctuation • Refer to text layout and organisation • Show some awareness of the point of view of the author 	<ul style="list-style-type: none"> • Compare and discuss the work of an author whilst discussing the positives and negatives of a book • Read more elaborate descriptive vocabulary • Challenge themselves when reading and learn new things from texts • Observe and explain the purpose, audience and viewpoints of different texts
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How to support your child with Brown level books

Books at Brown level are more complex which means that it is important that the reader is conscious of the structure, language and vocabulary the writer is using. Although your child should enjoy them, the books will provide a challenge and need the reader to be alert and willing to learn.

You can support them by:

- Continuing to make a time available for regular quiet reading sessions.
- Asking them to choose a part of the text to read aloud, showing their understanding by using expression, tone and pace.
- Asking your child to find and note down some particular information from their reading. It could relate to the plot or finding three words which are adventurous; two words you want to use in your next piece of writing; an example of something typical a character does or says; how one character’s reaction to another shows their relationship ... These types of questions don’t mean you have to read the book yourself, but they help to alert your child to its possibilities. Don’t forget to discuss what they found!



Book Band 14 – BLACK (Y6)

Black banded books are the final level of our Book Band grading system and books included here are typically suitable for a Y6 child. Children reading at this level are strong, confident readers who are able to synthesise information from different places in a text. They are beginning to recognise how layers of meaning allow for the build-up of humour or tension and are able to discuss how the author has achieved effects. They select a book by personal preference and often read for pleasure. Black books will have very few or no illustrations, and have complex text features found in ‘real’ or non-scheme books. Children at this stage are considered free readers.

In teaching pedagogy as staff should use **group reciprocal reading** which now has a high level of autonomy in exploring and analysing texts handed over to the children.. Children should access **reading plus** regularly which should be tracked by teachers and should choose and independently read a selection of black books for pleasure. They should engage in regular taught **written comprehension**.

<p>Key Skills at this level</p> <ul style="list-style-type: none"> • Read reflectively and perceive meanings beyond the literal • Refer to text to support own ideas and justify opinions • Distinguish main points from examples; fact from opinion 	<p>PUPIL TARGETS</p> <ul style="list-style-type: none"> • Understand how the use of chapters and paragraphs are used to build up ideas • Compare and discuss the work of an author whilst discussing the positives and negatives of a book • Read more elaborate descriptive vocabulary
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<ul style="list-style-type: none"> • Devise key questions and words for searching and use several sources • Begin to read in different ways for different purposes, e.g. skimming for relevance, scanning for specific details, reflective and recursive reading for fuller comprehension • Compare/contrast work from more than one source • Read aloud with expression and intonation taking account of punctuation • Refer to text layout and organisation <p>Show some awareness of the point of view of the author</p>	<ul style="list-style-type: none"> • Challenge themselves when reading and learn new things from texts • Observe and explain the purpose, audience and viewpoints of different texts • Regularly read long chapter books for pleasure • Read a variety of texts and genres, including a wide range of poetry, plays and textbooks. • Select their own reading books by using skills, such as reading the blurb and reading a small section of text. <p>Recommend books to their peers</p>
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Parent Support - How to support your child with Black level books

The books at this level will provide a level of challenge which means that it is important that your child is fully engaged with the process of reading and conscious of the structure, language and vocabulary the writer is using and the impact that this has on the reader. Their understanding will be deepened through opportunities to discuss what they have read. You can help them by:

- Continuing to make a time available for regular quiet reading sessions
- Before a reading session, asking your child to find and note down some particular information. It could relate to the plot or it could be something like: a really good descriptive passage; three words which are adventurous; two words you want to use in your next piece of writing; an example of something typical a character does or says; how one character's reaction to another shows their relationship ... These types of questions don't mean you have to read the book yourself, but they help to alert your child to its possibilities. Don't forget to discuss what they found!