

Reading Through The Book Bands

Dear Parents,

We are excited to provide you with information on our Reading Pathway. Below is some information regarding the approach we use in school and how you can support your child with reading at home.

Reading Through The Book Bands	
Who?	For parents who want to know about the levelled books their children are reading and how they can help.
What?	There are guidelines about which book bands should be covered within each Year. The information below will tell you which bands are appropriate for children in different year groups and different stages of their reading journey with ideas for what you can do to help.
Why?	This guidance can only give a rough idea of the right reading level for your child. There will be a wide range of reading abilities in any school year. As a rough guide, children should be able to read at least 90% of the words on the page without any problem. If the book is too easy, they can become bored. If it's too difficult, they can become frustrated, and may have to concentrate so hard on reading the words that they lose the enjoyment of understanding the story.
Things To Remember	<ul style="list-style-type: none">• Do hear your child read every day.• Little and often is better than a long session once a week.• Think about how long you are reading for - the amount of reading time shouldn't exceed your child's span of attention.• Pick your timing carefully - it's best not to start a reading session when your child is tired.• Every child is an individual - try not to compare your child's progress with other children or with brothers and sisters. <p>It is not a race; it is a journey! Children learn at different rates just as they learn to walk, dress themselves etc. Reading must not be treated as a competition. If children are rushed through the books, they will not achieve the enjoyment and understanding necessary. Books that they find too difficult will soon put them off reading!</p>
Anything else	If you have any questions or concerns about your child's level of reading, please do come in and talk to your child's class teacher.
What do I do next?	Read the information below to find out more information about the different books bands and the different things you can work on together to help.

How to Support Your Child With Their Reading:

Book band Colour	Targeted Age Range	Skills your child will be developing
Pink A	Nursery and EYFS	<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 from left to right • Use meaning together with repeated language patterns (syntax) to predict the storyline • Match spoken word to written word • Use a few known words to assist own reading
Pink B	EYFS	<ul style="list-style-type: none"> • Locate title, open front cover, turn pages appropriately • Understand that left page comes before right • Use meaning together with repeated language patterns (syntax) and some letters to read simple text • Match spoken word to written word (1:1 correspondence) • Use a few known words to check own reading • Read a simple CVC (Consonant Vowel Consonant) word in the text from left to right
Red	Year 1	<p>The second step up the ladder as children gain a little more confidence and may know some words by sight. Usually no more than 15 pages with 1 sentence per page. Aligned approximately with Phase 3 Letters and Sounds</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 • Solve simple CVC words by blending phonemes from left to right and 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
Yellow	Year 1	<p>Children are beginning to read more varied sentence structures and taking some note of punctuation. Usually no more than 15 pages with 1 or 2 sentences per page. Aligned with Phases 3/ 4 of Letters and Sounds</p> <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
Blue	Year 1	<p>Children are becoming more confident at reading longer and more varied sentences. Usually no more than 15 pages with 2 or 3 sentences per page. Aligned with Phases 4/ 5 of Letters and Sounds</p>

		<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
Green		<p>Green book band – stage 5: Children are starting to read quite fluently and take note of punctuation. Usually about 20 pages with 3 or 4 sentences per page. Aligned with Phase 5 of Letters and Sounds</p> <ul style="list-style-type: none"> • Read fluently with attention to punctuation • 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
Orange		<p>Children are starting to read longer and more complex sentences and can understand a range of punctuation. Usually about 20 pages with 4 or 5 sentences per page. Aligned with Phases 5/ 6 of Letters and Sounds</p> <ul style="list-style-type: none"> • Get started on fiction after briefer introductions without relying on illustrations • 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
Turquoise		<p>Children can read complex sentences fairly fluently, taking note of punctuation. They use expression and do not rely on illustrations to help them. Usually about 20 pages with 4 or 5 sentences per page. Aligned with Phases 5/ 6 of Letters and Sounds</p> <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

Purple		<p>Children might read silently or quietly at quite a rapid pace, taking note of punctuation. Usually about 25 pages with 5 to 10 sentences per page. Aligned with Phase 6 of Letters and Sounds</p> <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
Gold		<p>Children might read silently or quietly at quite a rapid pace, taking note of punctuation. Usually about 25 pages with 5 to 10 sentences per page. Aligned with Phase 6 of Letters and Sounds</p> <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
White		<p>Books might have chapters. Children will read silently most of the time. They are interested in longer texts which they can return to easily after a break. Usually no more than 30 pages and about 10 sentences per page. Letters and Sounds Phases cease to be relevant</p> <ul style="list-style-type: none"> • Read silently most of the time • 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
Lime	Year 2	<p>Books might have chapters. Children will read silently most of the time. They are interested in longer texts which they can return to easily after a break. Usually more than 30 pages.</p> <ul style="list-style-type: none"> • Begin to read reflectively and to perceive meanings beyond the literal

		<ul style="list-style-type: none"> • 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 • Pupils can refer to text layout and organisation • Pupils show some awareness of the point of view of the author • Beginning to sustain narrative and investigative reading
Brown	Year 3	<p>Across KS2 (Years 3-6), children build up on a range of skills including:</p> <ul style="list-style-type: none"> • Sustaining confidence and perseverance when reading longer, demanding texts • Beginning to use deduction and inference with more mature fiction and poetry • Beginning to perceive how an author develops: plot, characters, meanings beyond the literal, figurative language • Distinguishing fact from opinion, point from example, relevant from irrelevant • Selecting key points of a text and summarise • Can refer to the impact of structure and organisation of texts • Can refer to text to explain their views • Identify themes • Identify impact of word choices • Secure the skills of skimming and scanning and recursive reading • Pupils can identify the purpose of a text <p>In KS2, books are likely to have several chapters of varying size. Children read silently with confidence and perseverance. A wide variety of longer, demanding texts, starting usually with around 30 - 50 pages and extending as the child progresses.</p> <p>In KS2, children who are on track with their reading progression should work through the following book bands in the corresponding year groups. However, children can still progress at different stages and so some children could be working at different levels.</p>
Grey	Year 4	
Dark Blue	Year 5	
Dark red	Year 6	