



# Harrow Lodge Primary School

## Reading Through the Book Bands

At Harrow Lodge Primary we use a variety of books to ensure that your children are able to grow into confident and able readers - Read Write Inc, Big Cats, Oxford Owl to name just a few. So that there is parity between the different books that your children read, they are put into 'bands' which have colour names and books become progressively more difficult as the children move through the school. The difference between each colour band is gradual so that children do not experience great difficulty in moving up through the scheme.

### Difference in KS1 and KS2

In KS1, the focus for reading is on word reading and fluency and children may progress through more than one colour band in a year. In KS2 however, the focus is still on word reading and fluency but a greater importance is placed upon comprehension skills (predicting, summarising, questioning, inferring, evaluating and clarifying) whilst making links to other texts and the wider world and therefore, children may progress through the bands at a slower rate than in KS1, because there is now simply more to reading than just reading!

### A Word of Caution

Progression through book bands is not automatic and it is important to ensure that children working at all levels have a secure understanding of what they are reading so that they remain in control of their reading and are motivated to move on to more challenging texts. This is particularly important for children that are at the early stages of learning English. Therefore, it is important not to rush children through books. It is a journey which involves enjoyment of all literature not a race to get to the end of the reading bands. If children are rushed through books, they will not achieve the enjoyment and understanding necessary and books that are too challenging will put them off reading.

## How to Support Your Child with their Reading

Little and often is more beneficial than a long session once a week. This is why teachers ask you to read with your child frequently.

The amount of reading time shouldn't exceed children's attention spans. As a rough guide the attention span of a child is approximately the child's age x 2-3 minutes!

Time the reading carefully – it's best not to embark on reading when children are tired but a bedtime story which you read is great!

All reading is valid! Lists, recipes, instructions, poetry, stories. All reading is valuable and the greater variety of things that you read, the more fluent you will be.

Try not to compare your child's progress them to other children or siblings. Every child is an individual and they will achieve more if they feel successful.

Enjoy reading with your child and help them to become lifelong readers.

### Book Band Guidance

**Pink Book Band** – Reading age 4-5 Years - for children just starting to read. Children are getting used to holding a book the correct way, reading from left to right and matching spoken words to written words. Usually no more than 10 pages with up to 5 words on a page.

#### Pink Skills:

- Locate title
- Open front cover
- Turn pages appropriately
- Understand that the left page comes before the right page
- Understand that we read from left to right
- Use meaning together with repeated language patterns to predict the story line
- Match the spoken word to the written word
- Use a few known words to assist their own reading

**Red Book Band** – Reading age 4-5 years – the second step on 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.

**Red Skills:**

- 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 syntax i.e. does it sound right and does it make sense?
- 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 Book Band** – Reading age 5-6 years – 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.

**Yellow skills:**

- Follow print with eyes, finger pointing only at places 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 reading or unknown words
- Search for information to predict, confirm or attempt new words while reading
- Notice relationships between one text and another
- Predict in more detail

**Blue Book Band** – Reading age 5-6 years – 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.

### Blue Skills:

- Move through the text attending to meaning, print and sentence structure
- Self-correct more rapidly while reading
- 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 different parts of unfamiliar words to read correctly
- Manage a greater range of text types (genres)
- Discuss the content of the text in a manner which shows precise understanding of meaning

**Green Book Band** – Reading age 5-6 – children are starting to read fluently and take note of punctuation. Usually about 20 pages with 3 or 4 sentences per page.

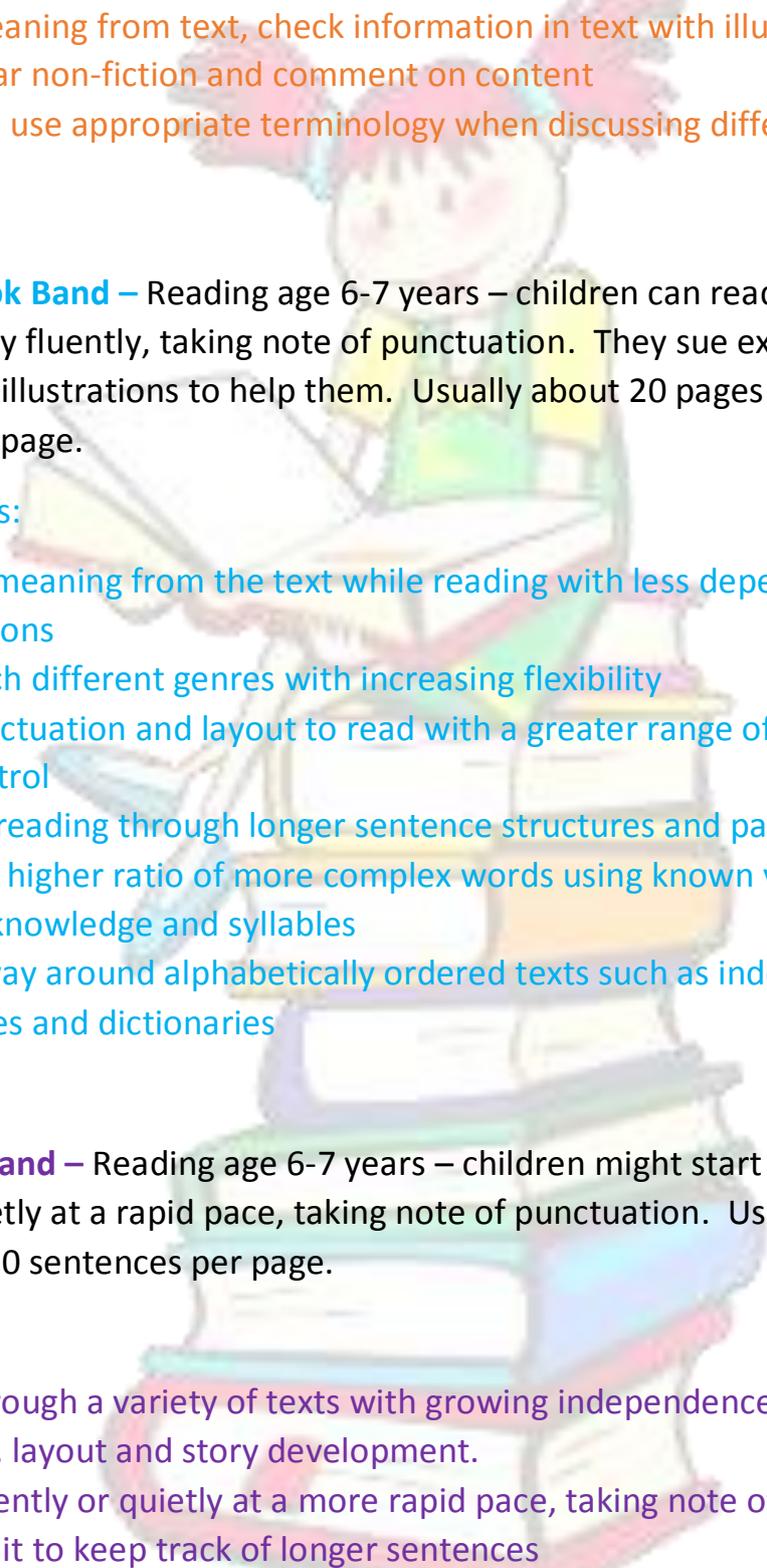
### Green Skills:

- Read fluently with attention to punctuation
- Solve new words using print detail while thinking about meaning
- 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 Book Band** – Reading age 6-7 years – children are starting to read longer and more complex sentences and can understand a range of punctuation. Usually about 20 pages with 4-5 sentences per page.

### Orange skills:

- 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 book to read
- Read longer phrases and more complex sentences
- Read a range of punctuation

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- Blend phonemes in unfamiliar words more fluently, cross checking with meaning
  - Search for and use familiar syllables within words to read longer words
  - Infer meaning from text, check information in text with illustration, particular non-fiction and comment on content
  - Begin to use appropriate terminology when discussing different types of text

**Turquoise Book Band** – Reading age 6-7 years – 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.

**Turquoise skills:**

- 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 Book Band** – Reading age 6-7 years – children might start reading silently or quietly at a rapid pace, taking note of punctuation. Usually about 25 pages with 5-10 sentences per page.

**Purple Skills:**

- 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 use it to keep track of longer sentences
- Solve most unfamiliar words by blending long vowel phonemes, recognising them 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 a more conscious use of reading to extend speaking and writing vocabulary

**Gold Book Band** – Reading age 6-7 years – Children might read silently or quietly at quite a rapid pace, taking note of punctuation. Usually about 25 pages with 5-10 sentences per page.

**Gold Skills:**

- 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 use it to keep track of longer sentences
- Solve most unfamiliar words by blending long vowel phonemes, recognising them 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
- Make more conscious use of reading to extend speaking and writing vocabulary
- Locate and interpret information in non-fiction

**White Book Band** Reading age 6-7 years – 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.

**White skills:**

- 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 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 the 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 Book Band** – Reading age 6-7 years – 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 in length.

**Lime skills:**

- Begin to read reflectively and perceive meaning beyond the literal
- Refer to and 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, reflect and re-read for fuller understanding
- Compare and 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

