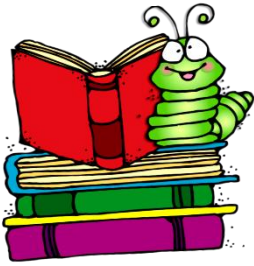


Langmoor Primary School

Book Band Levels



Lilac

Pink

Red

Yellow

Blue

Green

Orange

Turquoise

Purple

Gold

White

Lime

Brown

Grey

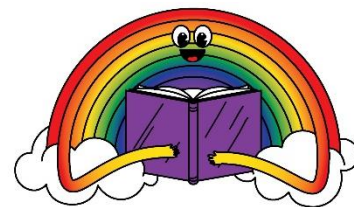
Dark
Blue

Dark
Red

Black



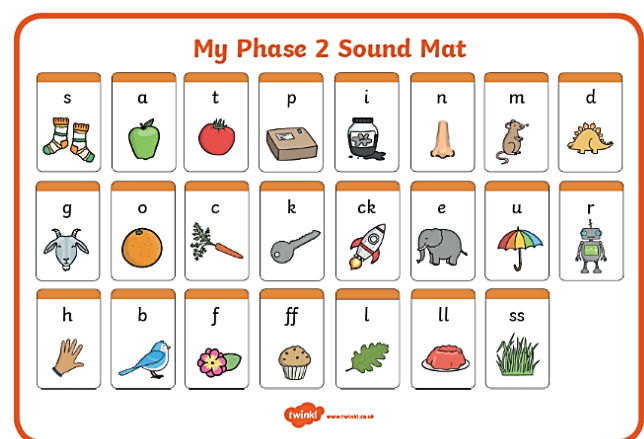
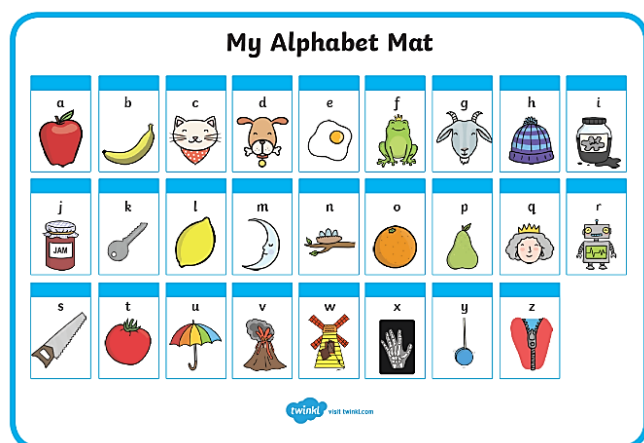
1. Lilac / Pink book band



For children just starting to read. Children are getting used to 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.

Aligned approximately with Phase 1 and 2 Letters and Sounds

- 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 word in the text from left to right



Lilac

Lilac includes wordless picture books that encourage young children to tell their own stories. At this level, children are beginning to discover books and developing their core speaking and listening skills.



Pupil Targets:

- Hold a book correctly
- Look at the pages in the correct order
- Know the differences between words and pictures
- Understand that each letter is different
- Talk about the pictures and create their own stories

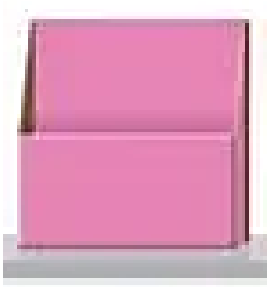
Pink

Pink is perfect for introducing fundamental reading concepts and skills to early readers. This band includes the first level of reading scheme books. These books are usually around 10 pages long, with up to 5 words per page.



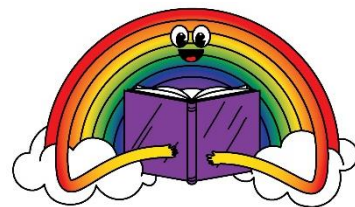
Pupil Targets:

- 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



2. Red book band

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

- 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



Reading Strategies



Red

Once a child can recognise 25-30 high frequency words, then they will be ready for Red. Red books will have an increased amount of words on a page and will be between 8 to 12 pages long. Recurring families and animal characters are also introduced at this stage.

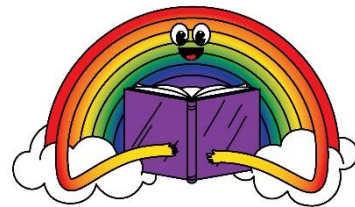


Pupil Targets:

- 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, they will 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'

3. Yellow book band

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

- 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

My Phase 4 Sound Mat

st starfish	nd hand	mp lamp	nt tent	nk ink	ft gift	sk tusk	lt belt
lp help	lf shelf	lk milk	pt script	xt text	tr tree	dr drawing	gr grandpa
cr crab	br brush	fr frog	bl blackberry	fl flag	gl glasses	pl plane	cl clown

visit [twinkl.com](https://www.twinkl.com)

Questions to ask your child when reading...

Before reading the book:

- Can you point to the title? or What is this? (pointing to the title)
- What do you think this story will be about? What might happen in the story?
- Who is in the story?

During the reading of the book:

- What is happening here?
- What is _____ doing?
- What might happen next?
- How do you think the story might end?
- Is _____ friendly/ mean/ nice...?
- What does _____ mean? (To check understanding of a word)

At the end of the book:

- Did you like this book? Why?
- What was your favourite part? Why?
- Which character did you like the best? Why?
- Why did that character do ... (give a situation/ event from the story)?
- What happened in the story?



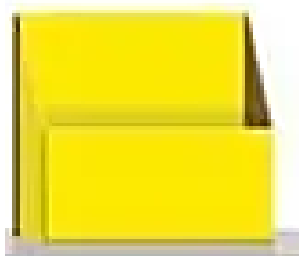
Yellow

Books at this level present children with new vocabulary. The amount of words per page has slightly increased, with one new word for every twenty familiar words. Non-fiction titles at this level build on children's interests and encourage discussion around high-quality photographs. Yellow banded books are usually around 15 pages long, with either 1 or 2 sentences per page.



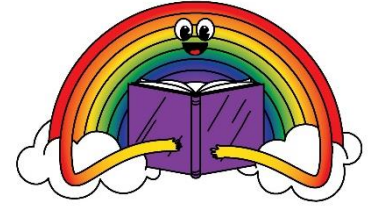
Pupil Targets:

- 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



4. Blue book band

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

- 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
- Question children about the text (see image for examples)

Vocabulary Questions with Victor

- Can you find a word/sentence that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Can you find a word in the text that means the same as...?
- Find an adjective in the text



Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learnt from the text.
- Find the part where...

























If you are not sure, say:

- Have a guess.
- What would you do if you were...?
- If you had done that, what might... have said?
- If we know that... means..., what might... mean?
- Does the picture help us?
- Where else could we look for a clue?

If you can't read a word, say:

- Can you break it up?
- Are there any sounds you know?
- Do you know a word that looks like it?
- What could it say?

My Phase 5 Sound Mat

ay 	ou 	ie 	ea 	oy 	ir 	ue 	ue 
aw 	wh 	ph 	ew 	ew 	oe 	au 	ey 
a-e 	e-e 	i-e 	o-e 	u-e 	u-e 		

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Blue

Once children can recognise 100 high frequency words, then it's time for Blue. Books at this level will start to become more complex and children will rely less on illustrations. The books in this band also teach children how to read with insight and will encourage them to read with expression.

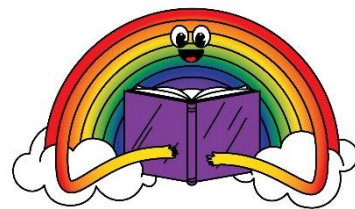


Pupil Targets:

- Choose books that they are interested in from the library
- Talk about a story in their own words
- Start to choose different books to read
- 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
- Read words such as 'some', 'little', 'when', and 'out'

5. Green book band

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

- 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
- Question children about the text (see image for examples)

Inference Questions with Iggy

- What do you think.... means? Why do you think that?
- Why do you think...?
- How do you think...?
- When do you think...?
- Where do you think...?
- How has the author made us think that...?



Prediction Questions with Pip

- Where do you think.... will go next?
- What do you think... will say / do next?
- What do you think this book will be about? Why?
- How do you think that this will end?
- Who do you think has done it?
- What might.... say about that?



Sequencing Questions with Suki

- What happens in the beginning of the story?
- How/where does the story start?
- What happened at the end of the...?
- Can you retell the story to me in 20 words or less?
- What happened before that?



Remember:

- Enjoy this moment.
- Share your thoughts and opinions about it too.
- Just five minutes every day makes a huge difference.

My Phase 5 Sound Mat

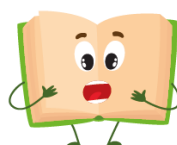
ay 	ou 	ie 	ea 	oy 	ir 	ue 	ue
aw 	wh 	ph 	ew 	ew 	oe 	au 	ey
a-e 	e-e 	i-e 	o-e 	u-e 	u-e 		

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Green

Books banded Green will have more characters and different forms of text, such as non-fiction, rhymes, diagrams and verse. They introduce more compound words, some longer sentences and more punctuation. These books are usually 20 pages long with either 3 or 4 sentences per page.

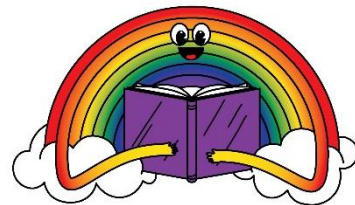


Pupil Targets:

- Talk about each of the characters
- 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

6. Orange book band

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

- 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
- Question children about the text (see image for examples)

My Phase 5 Sound Mat

ay	ou	ie	ea	oy	ir	ue	ue
aw	wh	ph	ew	ew	oe	au	ey
a-e	e-e	i-e	o-e	u-e	u-e		

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Objectives of Phase 6

1. To become fluent readers and increasingly accurate spellers
2. To use spelling guidelines to improve accuracy. For example, to recognise that the position of a phoneme in a word may rule out certain graphemes for that phoneme.
3. To use strategies for gaining independence, such as proofreading and use of dictionaries and spell checkers and how fluent joined handwriting supports accurate spelling.
4. To learn less common spelling patterns, including w-a, w-or, ai, ve, schwa 'a'
5. To be able to use spelling rules to spell
 - prefixes and suffixes (including doubling and dropping letters)
 - contractions
 - homophones

Vocabulary Questions with Victor

- Can you find a noun/adjective/verb that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Which other word on this page means the same as...?
- Find an adjective in the text which describes...



Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set? How do you know?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learned from the text.
- Find the part where...



Sequencing Questions with Suki

- What happens in the story's opening?
- How/where does the story start?
- What happened at the end of the...?
- What is the dilemma in this story? How is it resolved?
- Can you retell the story to me in 20 words or less?

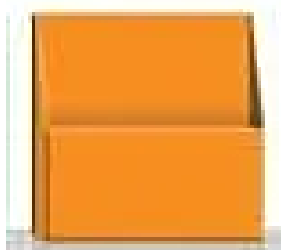


If They Can't Read a Word, Say:

- Can you break it up?
- Which sounds do you know?
- Do you know a word that looks like it?
- Have a good guess.

Orange

Once children recognise 250 high frequency words they progress to Orange, which introduces new words and reinforces those already encountered. Orange books will have an increased amount of words on each page, they will also have more pages within the book varying between 16 to 24 pages with 4 or 5 sentences per page.

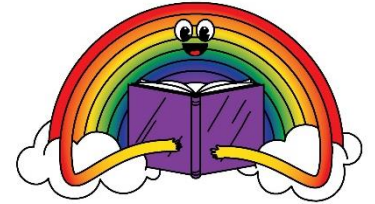


Pupil Targets:

- 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

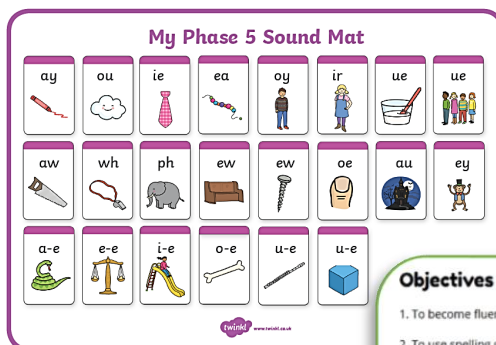
7. Turquoise book band

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

- 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
- Question children about the text (see image for examples)



Objectives of Phase 6

1. To become fluent readers and increasingly accurate spellers
2. To use spelling guidelines to improve accuracy. For example, to recognise that the position of a phoneme in a word may rule out certain graphemes for that phoneme.
3. To use strategies for gaining independence, such as proofreading and use of dictionaries and spell checkers and how fluent joined handwriting supports accurate spelling.
4. To learn less common spelling patterns, including w-a, w-or, ai, ve, schwa 'a'
5. To be able to use spelling rules to spell
 - prefixes and suffixes (including doubling and dropping letters)
 - contractions
 - homophones

Inference Questions with Iggy

- What do you think.... means?
Why do you think that?
- Why do you think....?
- How do you think....?
- When do you think....?
- Where do you think....?
- How has the author made us think that....?



Prediction Questions with Pip

- Where do you think.... will go next?
- What do you think... will say/do next?
- What do you think this book will be about? Why?
- How do you think that this will end?
What makes you say that?
- Who do you think has done it?
- What might.... say about that?



If They Are Not Sure, Say:

- Have a guess. What could it be?
- What would you do if you were...?
- If you had done that, what might... have said?
- If we know that.... means...., what might... mean?
- Does the picture help us? How?
- Where else could we look for a clue?

Remember:

- Enjoy this moment.
- Share your thoughts and opinions about it too.
- Model good reading.
- Just five minutes every day makes a huge difference.

Turquoise

Turquoise books will include an increasing number of adjectives and more descriptive verbs. 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, and children will be confident with around 450 high frequency words.

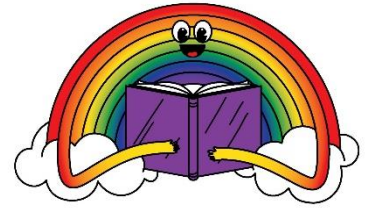


Pupil Targets:

- Read silently in their head
- 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

8. Purple book band

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

- 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
- Question children about the text (see image for examples of Book Talk)

Objectives of Phase 6

1. To become fluent readers and increasingly accurate spellers
2. To use spelling guidelines to improve accuracy. For example, to recognise that the position of a phoneme in a word may rule out certain graphemes for that phoneme.
3. To use strategies for gaining independence, such as proofreading and use of dictionaries and spell checkers and how fluent joined handwriting supports accurate spelling.
4. To learn less common spelling patterns, including w-a, w-or, al, ve, schwa 'a'
5. To be able to use spelling rules to spell
 - prefixes and suffixes (including doubling and dropping letters)
 - contractions
 - homophones

let's talk about books!

- I think that...
- I've noticed...
- I'm wondering...
- I liked/didn't like...
- The author might mean...
- I'm picturing...

compare and contrast

- They are similar because...
- They are different because...
- This is a lot like...
- This is different from...
- On the other hand...

we have opinions!

- I prefer...
- I think...
- I know...
- I believe...
- In my opinion...
- Everyone should...



Purple

Purple books will start to have more longer sentences and a wider range of challenging vocabulary. A lot of Purple books will start to have shorter chapters to encourage a child's reading ability. Children will have encountered more of the high frequency words by this level, and teachers will be promoting reading for pleasure.

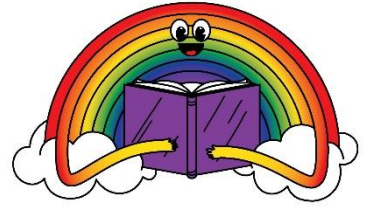


Pupil Targets:

- 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

9. Gold book band

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

- 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
- Question children about the text (see image for examples of Book Talk)

Objectives of Phase 6

1. To become fluent readers and increasingly accurate spellers
2. To use spelling guidelines to improve accuracy. For example, to recognise that the position of a phoneme in a word may rule out certain graphemes for that phoneme.
3. To use strategies for gaining independence, such as proofreading and use of dictionaries and spell checkers and how fluent joined handwriting supports accurate spelling.
4. To learn less common spelling patterns, including w-a, w-or, al, ve, schwa 'a'
5. To be able to use spelling rules to spell
 - prefixes and suffixes (including doubling and dropping letters)
 - contractions
 - homophones

WE CAN summarize!

- The most important points are...
- The author is saying...
- To sum it all up...
- In conclusion...

WE CAN predict or infer

- The evidence points to the idea that...
- I predict...because...
- I can infer...because...
- I assume...

SHOW ME THE evidence!

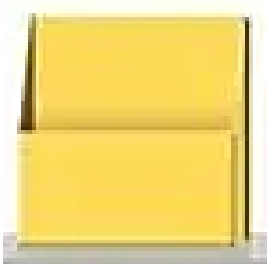
- Because...
- For instance...
- For example...
- The author said...
- According to the text...
- Page...says...

Gold

Gold books have a much more sophisticated style of language and will try to challenge the reader. Children at this reading level will now be able to understand unusual text layouts, complex language and notice the variation between different characters. These books will usually have about 25 pages with 5 to 10 sentences per page.

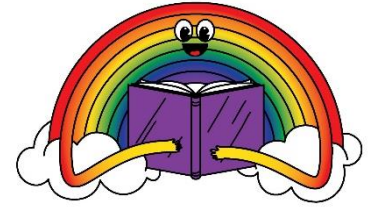
Pupil Targets:

- 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



10. White book band

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.

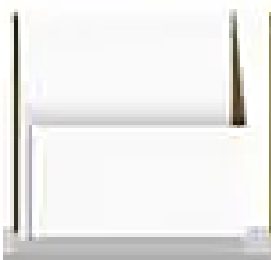


Letters and Sounds Phases cease to be relevant

- 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
- Question children about the text (see image for examples)

Example questions to support comprehension:

<ul style="list-style-type: none"> • Can you find a word/sentence that tells/shows you that...? • Why do you think that the author used the word... to describe...? • Can you find a word in the text that means the same as...? • Find an adjective in the text. 	<ul style="list-style-type: none"> • Who is/are the main character(s)? • When/where is this story set? • Which is your favourite/worst/funniest/scariest part of the story? Why? • Tell me three facts you have learnt from the text. • Find the part where... 	<ul style="list-style-type: none"> • What happens in the beginning of the story? • How/where does the story start? • What happened at the end of the ...? • Can you retell the story to me in 20 words or fewer? • What happened before that? 	<ul style="list-style-type: none"> • What do you think... means? Why do you think that? • Why do you think...? • How do you think...? • When do you think...? • Where do you think...? • How has the author made us think that...? 	<ul style="list-style-type: none"> • Where do you think... will go next? • What do you think... will say/do next? • What do you think this book will be about? Why? • How do you think that this will end? • Who do you think has done it? • What might... say about that?
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White

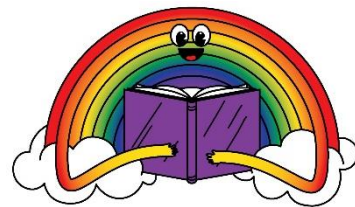
Sentences with two or three clauses and several verbs become more common in White and the length of texts extends to around 1,000 words to help build reading stamina. Real-life problems are also introduced to encourage empathy.



Pupil Targets:

- 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

11. Lime book band

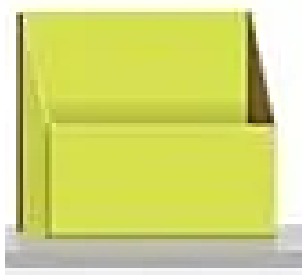


Books might have chapters. Children will read silently most of the time. They are interested in longer texts which they can return to easily after a break. Usually more than 30 pages.

- 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
- 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
- Question children about the text (see image for examples)

Question Time !

How do you know someone is talking in a story?	How does punctuation (e.g. full stop) help us to read for sense?	Who is the main character in the story? How do you know this?	What happened in the story?	Find some words or phrases which tell you about the setting.	What made you choose this book?
What would you like the story/text to be about?	Which character from the story interests you?	Based on the cover, what do you think the story will be about?	What is the main event in this story?	Were you surprised by the ending? Is it what you expected?	Has the author put certain words in bold or <i>italics</i> ? Why?
Can you find any amazing adjectives?	Can you think of another way to begin this story?	What was the most exciting part of the story? What made it successful?	What is the author's view of events in the story? How can you tell?	Did you enjoy the book? Why?	Was there any part of the story or text that you didn't like? Why?
Where and when do you think the story is set?	What sort of book is it? How can you tell?			What features of the text tell you that it is an informative text?	What features of the text tell you that it is a story?



Lime

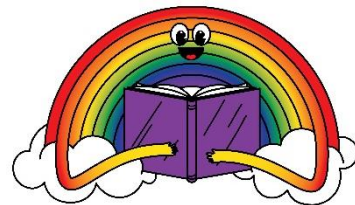
Lime provides a variety of chapter books and non-fiction titles. Lime readers should be encouraged to experience different texts, writing styles and genres to develop their own reading tastes. This colour band also includes a variety of topics and issues to provoke discussion.



Pupil Targets:

- 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

12. Brown book band




Children reading at Brown level at this level, they should be able to:

- ✓ interpret more sophisticated word-play and puns
- ✓ distinguish the narrator's voice in a fiction story from the characters' voices through figurative, idiomatic and literary language
- ✓ understand a story that is told through dialogue and action to 'show' instead of 'tell' the plot

How to support your child reading Brown level books:

- Continue to make a time available for regular quiet reading sessions together
- Establish an expectation of a conversation at the end of each reading session: can they tell you what's happening in their book?
- Ask questions which make your child go back to the book to find answers. Support your child as they develop skills in skimming and scanning to find the information to answer your question
- Continue to read aloud to your child, as this shows them the importance you place on reading as well as developing their language, vocabulary and love of story.
- Question children about the text (see image for examples)

Question Time !					
What strategies would you use when you get stuck on a word?	What voice might the character use?	Where does the story take place?	Who is telling the story and how do you know?	Find some words or phrases which tell you about the setting.	What happened in the story?
How did the characters' actions affect the outcome of the story?	What is the theme of this story/text/article?	Why has the author chosen that title?	Does the layout and colour of the text have an impact on the reader?	How does the author engage the reader?	Why do you think authors use short sentences?
Which part of the story best describes the setting?	When would you use a glossary?	What did you enjoy about the story?	Can you think of another story with a similar theme?	What is the genre of the story? How do you know?	What was the most exciting or interesting part? Explain why.
What effect does the setting have on the story?	Have you read any other books in the series/by the same author?			Where and when is the text/story set? How does the writer show this?	Have you read any other books that are about the same topic?



Brown

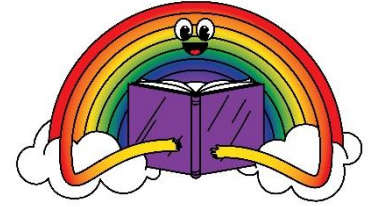
Brown books will continue to give children a variety of texts they need to become confident and successful readers. A range of characters, topics and text styles help to keep children engaged and encourage discussion.



Pupil Targets:

- 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
- Activity enjoy reading for pleasure

13. Grey level book band



Children reading at Grey level are able to interpret more sophisticated word-play and puns. At this level, they should be able to:

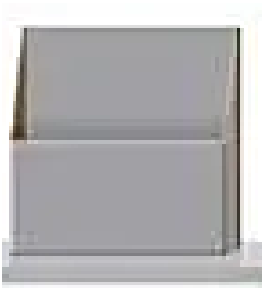
- ✓ explain a character's motivations
- ✓ discuss the points of view of the character and the narrator
- ✓ better understand a range of narration styles

How to support your child reading Brown level books:

- Continue to make a time available for regular quiet reading sessions together
- Establish an expectation of a conversation at the end of each reading session: can they tell you what's happening in their book?
- Ask questions which make your child go back to the book to find answers. Support your child as they develop skills in skimming and scanning to find the information to answer your question
- Continue to read aloud to your child, as this shows them the importance you place on reading as well as developing their language, vocabulary and love of story.
- Question children about the text (see image for examples)

Question Time !

Who is the main character in the story?	What is the genre of the book and what are you expecting?	What do you think is going to happen to the main character?	Who would you like to meet in the story? Give reasons for your choice.	How did the character's feelings/ actions change?	Why might someone choose to read the book?
Do the events happen in time order? If not, why not?	Where does the writer give another point of view?	What is the purpose of writing in bold/italic/boxes?	Can you find a page which has an interesting layout?	How does the author make you want to continue reading?	What is technical vocabulary and why is it used?
List words and phrases which show you how the speaker is feeling.	Find an unfamiliar technical word. Consider how it is used in a sentence.	What is the book called? Why?	What is the book about? What is its purpose?	How does the author choose to present information?	Could the information be presented in a more effective way?
Have you been in a similar situation to a character in the book?	What did the story make you think about?			How does the front cover show that this book is one in a series?	Which do you prefer, texts set in historical times or modern times?



Grey

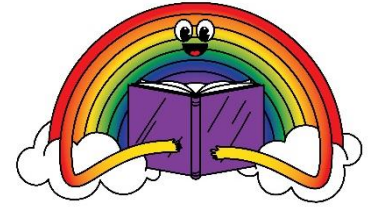
Children reading Grey banded books will be able to interpret more sophisticated word-play and understand a range of narration styles. Children should now be able to discuss the characters and narrator in much more detail. Children at this level may enjoy silent reading more, so allow time for regular quiet reading sessions.



Pupil Targets:

- Develop own opinions of characters in a story
- Explain a character's motivations
- Understand the use of word-plays and puns
- Understand the use of figurative and literal language
- Make notes and highlight the key events in a story
- Talk in different voices to represent each character and narration
- Have a wider knowledge of narration styles

14. Dark Blue book band



Children reading at Blue level will be able to gather information from more than one place in the text and use inference based on what is shown rather than being told. This allows for greater complexity in building character and setting.

The books at this level are written in a much more subtle way than in previous levels which means that it is important that the reader is fully engaged with the process of reading and alert to the language and vocabulary the writer is using.

How to support your child reading Blue level books:

- Continue to make a time available for regular quiet reading sessions
- Suggest that your child invites friends who are also reading the book to a 'Book Group'.
- Research the author and other similar books
- Questioning: ask your child to find and note down some particular information about the book. 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 ...
- Question children about the text (see image for examples)

Question Time !

What is happening in the beginning/ middle/end of the book?	When did the story take place?	Where did the character live?	Can you choose words from the text to describe the main character?	How do the main character's actions show their thoughts/feelings?	If you made a movie of the book, what type of music would you use?
How does each section of the story begin? Why do you think this?	How do headings help when you scan a text?	How has the author used a variety of sentence structures?	How does the author ensure cohesion?	How has the author used repetition, similes and metaphors?	Why does the author use short sentences at the climax of the story?
Which bullet points are fact and which are opinion? How do you know?	How would you explain the story to a younger child?	What are the main themes of the book?	Why has the author used humour in the text?	Who is the text aimed at?	What can you tell about the viewpoint of the author?
Can you think of another story that has a similar theme?	Would this text work in a different historical or cultural setting?			Imagine the book is being turned into a film, can you design a poster?	How do you think the author and illustrator worked together?



Dark Blue

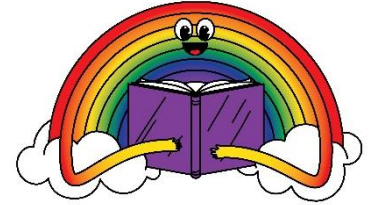
Dark Blue books provide a selection of stories and non-fiction books, including a range of content, narrative styles and points of view. This level encourages readers to form opinions and discuss their own reading tastes. These books will have more complex text features, such as an overarching plot, deeper structures of character relationships and themes.



Pupil Targets:

- 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
- Challenge themselves when reading and learn new things from texts
- Observe and explain the purpose, audience and viewpoints of different texts

15. Dark Red book band










Children reading at Red level will be 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 the effects.

The books at this level are written in a much more subtle way than in previous levels which means that it is important that the reader is fully engaged with the process of reading and alert to the language and vocabulary the writer is using.

How to support your child reading Blue level books:

- Continue to make a time available for regular quiet reading sessions
- Ask your child to think about writing book reviews after reading the book, or a blog entry
- Continue to question your child about the story
- Continue to read aloud to them as well
- Question children about the text (see image for examples)

<p>Vocabulary Questions with Victor</p> <ul style="list-style-type: none"> • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? Do you think they intended to? • What other words/phrases could the author have used here? Why? • How has the author made you/ this character feel by writing...? Why? 	<p>Inference Questions with Iggy</p> <ul style="list-style-type: none"> • What do you think.... means? Why do you think that? Could it be anything else? • I think....; do you agree? Why/why not? • Why do you think the author decided to...? • Can you explain why....? • What do these words mean and why do you think that the author chose them? 
<p>Retrieval Questions with Rex</p> <ul style="list-style-type: none"> • Find the... in this text. Is it anywhere else? • When/where is this story set? Find evidence in the text. • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • Who is telling this story? 	<p>Prediction Questions with Pip</p> <ul style="list-style-type: none"> • Can you think of another story with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? 
<p>Summarising Questions with Sheba</p> <ul style="list-style-type: none"> • What is the main point in this paragraph? Is it mentioned anywhere else? • Sum up what has happened so far in... words/seconds or less. • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes? 	<p>Compare, Contrast and Comment with Cassie</p> <ul style="list-style-type: none"> • What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters' reactions to the same event. • Does this story have a moral? • Which... is better and why? 
<p>Be an Author with Arlo</p> <ul style="list-style-type: none"> • What does the word... tell you about...? How? • Find two ways that the author tells you... <ul style="list-style-type: none"> • What do you think the author meant by...? 	<ul style="list-style-type: none"> • Which words do you think are most important? Why? • Which words do you like the most? Why? <ul style="list-style-type: none"> • How has the author made you feel happy/sad angry/frustrated?

Burgundy

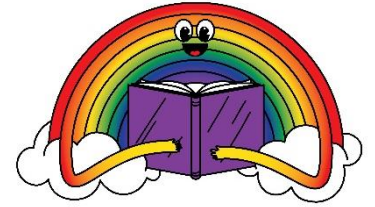
Burgundy books encourage children to synthesise information from different places in a text. Children are beginning to recognise how layers of meaning allow for the build-up of humour or tension, and can discuss how the author has achieved the effects. Books at this level are written in a much subtler way, meaning that the reader will need to fully engage with a book in order to understand it.



Pupil Targets:

- Explain and discuss the key features of a text
- Describe how and why the author has written their book and discuss the impact it has on the reader
- Identify how the author conveys messages, moods and attitudes
- Challenge themselves when reading and learn new things whilst reading longer books
- Make own decisions about the types of books they are interested in and want to read

16. Black book band



The top of the colour banding. For fluent, confident independent readers. A wide variety of longer, more demanding texts. Reading and understating independently a full range of genres, authors and texts - making comparisons along the way and drawing on own experiences.

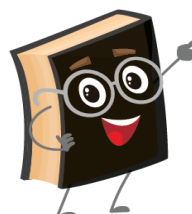
How to support your child reading Blue level books:

- Continue to make a time available for regular quiet reading sessions
- Ask your child to think about writing book reviews after reading the book, or a blog entry
- Continue to read aloud to them as well
- Question children about the text (see image for examples)

Comprehension				Inference	Language for effect	Themes and Conventions
clarify	monitor & summarise	select & retrieve	respond and explain			
What do these words mean?	What happened: -first -before -after?	Who was it that . . .?	Based on what you know, what is your view of the character?	How do you know...?	How does the writer describe...?	How is the theme of X presented within the text?
What has happened?		Who spoke to..?		Why did...?	What does the writer want us to think/feel about...?	What are the writer's views on X?
Why is...significant?	What are the key events?	Where is the word that means...?	Based on what you know so far, where/when do you think the book is set?	How did...react? What does this tell us about them?	Can you describe the character in your own words?	What do you see as other possible outcomes?
How did the writer show...?	Describe the relationship between...?	How did...happen?	Why did character x react in that way?	What clues does the writer give to the setting?	Why did the writer choose to...?	Do you agree with the writer's view on?
How has the writer used...?	What do you know about (chosen character)?	What were some of the motives behind . . .?	Is this similar/different to a text you know?	What will happen next?		
What do you think about...?			How did X make you feel?			
			What do you think about..?			

Black

Black banded books are the final level of the Book Band grading system. Children reading at this level are strong, confident readers who tend to be at the high-ability end of Year 6. They are able to select a book by personal choice and often read for pleasure. Black books will have very little or no illustrations, and have complex text features found in 'real' or non-scheme books. Children at this stage are considered free readers.



Pupil Targets:

- Demonstrate a good level of competence in both decoding and comprehension
- 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
- Recommend books to their peers
- Read poems and plays aloud to show understanding through intonation, tone and volume
- Distinguish between statements of fact and opinion