As a rough guide, children are expected to reach the highest level (black) by the time they leave Year 6. In key stage 1, children who read above lime level are reading fairly fluently. The books will vary in a number of ways, including layout, size, vocabulary and length, to give the children a rich diet of literature. The difference between each colour band is very small, so that children do not experience great difficulty moving up through the bands.

Progress through the bands is not automatic and it is important to ensure that children working in the early bands have secure understanding so that they keep motivated as they move on to more challenging texts. This is particularly important for children at the early stages of learning English as an ad

How to support your child with their reading at each Book Band

Ditties or equivalent: Step 1

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.

₿\$

(d/**AP**200

hv@6(8)4(PE

hvato(BZ

huv)/PBE6PB%

atterns (syntax) to predict the storyline

DIME

h(Á)Á**Á**

huv)PBANPBANDOSE

Green books

ginning 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. Follow print with eyes, finger pointing only at points of difficulty

flu**gati**so port the use of grammar and spoken language rhythms

LOOP (USUPE)

unknown words { Search for information in print to predict, confirm or attempt new words while reading

W SEE SEE

Purple book band

\$ COUNTY PU SONY SON POE

more varied sentences.

Usually no more than 15 pages with 2 or 3 sentences per page. Move through text paying attention to meaning, print and sentence structure flexibly

(c) correct more quickly while reading

-read to improve phrasing and clarify exact meaning

() A PAR () A SV MENT P () PARA

pronunciations

() **BEEP** (**EE**) (EE)

nt of the text in a way which shows understanding of precise meaning

Pink

Children are starting to read quite fluently and take note of punctuation. Usually about 20 pages with 3 or 4 sentences per page.

(Oµŏ∰) ation

DAME VISAS VP BVVPV VEE

(d) Thou to the control of the contr

fix **®** Po **W** y -fiction books to find information

Orange

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.

tarted on fiction after briefer introductions without relying on illustrations

-fiction layout and use the contents page to select which sections of a book to read

B P MEDILEMES •

₩**\$** ge of punctuation

φν**χωγ**μ(uφ**μτο**μο**Φρά**ν)/Pv syntax

(May P) (Too) (May P) (Te

hvuyP(班班/伊沙斯oµ nonfiction, and comment on content strations, particularly

Yellow

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.

Grey

Children might read silently or quietly at quite a fast pace, taking note of punctuation. Usually about 25 pages with 5 to 10 sentences per page.

of books with growing independence to predict content and story development and make full use of non-fiction layout

6V0 650 PV \$200 PV \$20

track of longer sentences

pai(amiliar words while reading by blending long vowel phonemes, recognizing and using them in longer and more complex words

\$Ы√y -fiction and poetic language with growing flexibility

hv@ the

PV**µ©T**(**PS**)∨**y** -fiction

From this level, the Read Write Inc programme stops, but books are likely to be banded as below for those who have completed the Read write Inc programme to mark the progression to Free Reader

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.

BVŠQ**Š**

PAGE PAGE

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