

Pink Book Band



Your child needs to:

- Locate the title on the front cover
- Turn the pages themselves as they read
- Understand that the left page comes before the right
- Move left to right across a line of print
- Match spoken word to printed word (one-to-one correspondence)
- Understand what they are reading
- Use initial letter and meaning to attempt to read a new word
- Use repetitive structure of text to read with pace
- Use initial letters to check/self-correct reading
- Talk about what has been read
- Predict the story line and some vocabulary

Pink Book Characteristics:

- Short, simple and highly predictable involving familiar objects and actions
- Repetitive sentence structures including high frequency words
- Illustrations that provide full and direct support for the text
- Reasonably large print size with clear spaces between words
- Fully punctuated text in the same position on each page

Red Book Band



Your child needs to:

- Locate and recall the title on the front cover
- Confidently point to each word as they read it
- Begin to read more rhythmically
- Repeat words or phrases they have read, to check it makes sense
- Notice when reading doesn't make sense
- Use the meaning of the text to predict
- Use punctuation to support meaning
- Notice word endings (ed/ing/-s)
- Read simple CVC (constant, vowel, constant e.g. cat, pin) words by blending sounds from left to right and checking the words makes sense and sounds right

Red Book Characteristics:

- Highly predictable text involving familiar objects and actions
- Repetitive sentence/phrase patterns including high frequency words
- Sentences short, clear and straightforward following children's speech patterns
- Illustrations provide full and direct support for the text
- Simple story development
- Non-fiction texts may have more than one type of print format
- Reasonably large print with obvious spaces between words
- Full range of punctuation

Yellow Book Band



Your child needs to:

- **Read along the line of text using eyes, only using finger to point when confronted with difficult word**
- **Take more note of punctuation to support oral language rhythms**
- **Quickly check illustrations and words match while reading**
- **Note familiar words and letter clusters and use these to read unknown words (e.g. look-took)**
- **Search for information in print to predict, confirm or attempt reading new words**
- **Notice similarities between one text and another**
- **Predict in more detail**

Yellow Book Characteristics:

- **Some repetition of phrase patterns, ideas and vocabulary**
- **More variation of sentence structure**
- **Story lines are longer and follow a time sequence**
- **Stories may include imaginary happenings in framework of familiar experiences**
- **Non-fiction text use personal experience and children's language patterns**
- **Illustrations support the text closely**

Blue Book Band



Your child needs to:

- Move through text attending to meaning, print and sentence structure flexibly
- Self-correct more rapidly while reading
- Re-read to enhance phrasing and clarify precise meaning
- Read new words using print information along with attention to meaning
- Use knowledge of known vocabulary to read and understand new words
- Begin to read a greater variety of genres
- Discuss content of the text which indicates precise understanding

Blue Book Characteristics:

- Great variation in sentence patterns and content
- Literary language integrated with natural language
- Repeated language patterns are longer and act as refrains
- Up to 6 lines of text per page
- Stories include more events
- Non-fiction texts include some abstract terms and impersonal sentence structures
- Illustrations support story line rather than convey precise meaning
- Similar-looking words appear in text

Green Book Band



Your child needs to:

- Read fluently with attention to punctuation
- Read new words using print detail while thinking about meaning and known vocabulary
- Visually track lines of print without difficulty
- Confidently read a growing variety of texts
- Discuss and interpret character and plot more fully

Green Book Characteristics:

- Sentences are varied and longer than previous book bands
- Little or no repetition of phrases
- More varied and larger number of characters involved
- Events sustained over several pages
- Less familiar or more specialised vocabulary used
- Illustrations may only provide moderate support for the text

Orange Book Band



Your child needs to:

- Read without relying on illustrations
- Read longer phrases and more complex sentences
- Read and respond to a range of punctuation
- Cross-check information from meaning, knowledge of vocabulary and print while reading
- Read longer words by searching for familiar syllables within the word
- Infer meaning from the text

Orange Book Characteristics:

- Stories contain 250-300 words
- Increased proportion of space allocated to print rather than pictures
- Illustrations support overall meaning of text
- Increased amount of literary language used
- More complex sentence structure
- Non-fiction texts contain more formal sentences and a widening range of unfamiliar terms

Turquoise Book Band



Your child needs to:

- Extract meaning from the text while reading with less dependence on illustrations
- Read different genres with increasing flexibility
- Use punctuation and text layout to read with a greater range of expression
- Sustain reading through longer sentence structures and paragraphs
- Attempt to read a larger number of more complex words

Turquoise Book Characteristics:

- Stories contain elaborate episodes and events
- Texts includes extended descriptions
- Extended use of literary language
- May contain full pages of print
- Vocabulary is more unusual and challenging
- Illustrations provide a low level of support in fictional texts
- Non-fiction texts contain longer, more formal sentences and a widening range of unfamiliar terms

Purple Book Band



Your child needs to:

- Look through a variety of texts with growing independence to predict content, layout and story development
- Read silently or quietly at a rapid pace, taking note of punctuation
- Read many unfamiliar words while reading
- Adapt to fiction, non-fiction or poetic language with growing flexibility
- Take more conscious account of literary effects used by writers
- Begin to make more conscious use of reading to extend speaking and writing vocabulary

Purple Book Characteristics

- Longer, more complex sentence structure
- Story plot may reflect the feeling of the writer
- Varied text genres, but all still include illustrations
- Some books contain chapters for more sustained reading
- Stories include distinctive and rounded characters
- Wide range of terminology and vocabulary used
- Non-fiction texts cover an increasing curriculum range and different text formats

Gold Book Band



Your child needs to:

- Look through a variety of texts with growing independence to predict content, layout and story development
- Read silently or quietly at a rapid pace, taking note of punctuation and using it to keep track of longer sentences
- Read most unfamiliar words while reading
- Adapt to fiction, non-fiction or poetic language with flexibility
- Take conscious account of literary effects used by writers
- Make more conscious use of reading to extend speaking and writing vocabulary
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Gold Book Characteristics:

- Longer and complex sentence structure
- Wide variety of text genres which still include some illustrations
- Books contain chapters for sustained reading
- Stories include distinctive and rounded characters
- Texts include a much wider range of terminology and vocabulary
- Non-fiction texts cover an increasing curriculum range

White Book Band



Your child needs to:

- Read silently most of the time
- Sustain interest in longer text, returning to it easily after a break
- Use text more fully as a reference
- Search for and find information in texts with ease
- 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
- Offer and discuss interpretations of text

White Book Characteristics:

- Wide range of genre and writing style
- Story line or theme may be sustained over a longer period of time with chapters or sub-sections of text
- Sentence structures may be longer with more subordinate phrases or clauses
- Characters are more fully developed
- Information or action will be implied rather than spelled out
- Texts will include metaphoric or technical language
- Non-fiction texts include more detailed information

Lime Book Band



Your child needs to:

- 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
- 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
- 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

Lime Book Characteristics:

- Usually more than 30 pages in length and contain chapters
- Wide range of genre and writing style
- Story line or theme is sustained over a longer period of time
- Sentence structures are long with more subordinate phrases or clauses
- More than one point of view expressed within the text
- Texts will include metaphoric or technical language
- Non-fiction texts include detailed information

Supporting Your Child With Reading



Correcting Mistakes

If your child makes a mistake let them read on to the end of the sentence to allow them an opportunity to self-correct.

If your child hesitates, allow thinking time before prompting (6-10 seconds).

Prompt using the following questions:

- What word would make sense?
- What is happening in the story?
- Do you know a word that starts with those letters?
- If the word was what would you expect to see at the beginning/end?
- What can you hear at the beginning/middle/end?

New or Tricky Words

If you know your child will not be able to decode a word because it is beyond their phonic knowledge, tell them the word as this will allow them to maintain pace and confidence.

If the child is struggling with the same word throughout the text, tell them the word rather than allow guessing which may lead to confusion. After reading, teach the word as part of a phrase as this will help the child to build up links in their memory.

Encouraging Self-Correcting

Encourage your child to check all the available information:

- Try that again
- Does that sound right? (structure)
- Does it make sense? (meaning)
- Does it look right? (visual)
- Look at the pictures (meaning)
- You made a mistake on that page/in that sentence. Can you find it?

Praising Good Reading Behaviours

Praise your child's effort. If a reasonable attempt is made, praise it and then help the reader to be accurate. Make sure your praise is specific. Don't just say "Well done!" Praise using the following ideas:

- Well done you noticed....
- I like the way you.....
- Great, how did you know it was ...? (after the child has self-corrected)
- I was impressed with the way you found out what was wrong/worked out this part by yourself.