

BOOK BAND BOOK MARKS

Reading books are graded by difficulty by reading levels known as Book Bands. Each Book Band has its own colour.

As children move through the book bands we provide short prompts and ideas to help children with their reading at home.

| Book Band Colour | FS2 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------------|-----|--------|--------|--------|--------|--------|--------|
| Lilac | | | | | | | |
| Pink 1a | | | | | | | |
| Pink 1b | | | | | | | |
| Red 1a | | | | | | | |
| Red 1b | | | | | | | |
| Yellow | | | | | | | |
| Blue | | | | | | | |
| Green | | | | | | | |
| Orange | | | | | | | |
| Turquoise | | | | | | | |
| Purple | | | | | | | |
| Gold | | | | | | | |
| White | | | | | | | |
| Lime | | | | | | | |
| Copper | | | | | | | |
| Topaz | | | | | | | |
| Ruby | | | | | | | |
| Emerald | | | | | | | |
| Sapphire | | | | | | | |
| Diamond | | | | | | | |
| Pearl | | | | | | | |
| Library | | | | | | | |

Name: _____

PINK

- Understand stories make sense and sound right
 - Find the title, turn the pages, start reading on the left
 - Read each word as they point to them
 - Guess what might happen in a book
 - Use what they know about letter sounds to read words
- ✓ Ask them about the story and talk about pictures
 - ✓ Say 'Where do we start reading?'
 - ✓ Let them hold the book and turn the pages themselves
 - ✓ If they get stuck ask 'what would make sense? Or say 'sound it out' or 'go back and try again'
- × interrupting and pointing for students is not helpful

Notes

Name:

RED

- Make sure it makes sense and sounds right
 - Make the reading sound like talking- not like a robot
 - Find the title, turn the pages, start reading on the left
 - Read words they know automatically
 - Re-tell the story including all the main parts
-
- ✓ If the reading doesn't make sense, ask them what they can do to fix it
 - ✓ If they get stuck say 'go back and try that again' or 'sound it out'
-
- × telling them about all the mistakes they make is not helpful

Notes

Name:

YELLOW

- Listen to their reading, notice mistakes and correct
 - Use their eyes to follow the sentence
 - Make the reading sound interesting using punctuation
 - Re-tell the story in detail
-
- ✓ Say 'You said ___ did that sound right? Fix it'
 - ✓ Show them the different ways they can read new words (what word would fit, sounding out, chunking etc)
 - ✓ Ask 'What might happen next?'
-
- × using a finger to point makes reading sound like a robot

Notes

Name:

BLUE

- Read longer and more complicated books
- Be able to say why they like or don't like the book
- Notice and fix mistakes
- Re-read to make it make sense and sound like talking

-
- ✓ Ask 'What's your favourite part? Why?'
 - ✓ Say 'Check it, does it make sense and look right?'
 - ✓ Tell them to go back and try it again to check
 - ✓ Show how punctuation changes the way you read

× sounding out some words is not helpful - eg *said, was, come* cannot be sounded out

Notes

Name:

GREEN

- Read different sort of books (fiction, non-fiction, poems)
- Read at a good speed using pronunciation and expression
- Retell a story and be able to talk about the main events and characters
- Use the contents page and glossary in non-fiction

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- ✓ Say "Does it make sense, sound and look right"
 - ✓ Ask how the characters felt or why things happened
 - ✓ Show how reading at a good pace makes it interesting
 - ✓ Check they understand the ideas in non-fiction books

× saying 'you should know this word' is not always helpful

Notes

Name:

ORANGE

- Read longer books/ stories with fewer pictures
- Check that what is being read makes sense/ sounds right without adult help
- Pay attention quickly to punctuation
- Break longer words into chunks eg yes/ter/day
- Know they need to 'read between the lines'

- ✓ Tell the pupil unusual words eg 'glacier'
- ✓ Show them how to use their fingers to break up longer more complex words

× sounding out all the letter in long words does not always help

Notes

Name:

TURQUOISE

- Understand everything that is being read without relying on illustrations
- Read different types of books with a full page of text
- Read with expression by paying attention to punctuation
- Read more unusual and tricky words
- Use alphabetical order to find information

- ✓ Ask 'Did that happen to you?' 'Have you been there'
- ✓ Talk about the favourite books they have read

× students can read unusual words in a story - don't ask them to read unusual words in a list

Notes

Name:

PURPLE

- Guess what a book might be about
 - Notice familiar phrases in different books - Once upon a time, One day, long ago.
 - Read quietly or silently and at a good speed
 - Work out unknown words quickly
 - Notice books can be set in different times and places
-
- ✓ Ask 'why did the writer use this word?'
 - ✓ Talk about how the writer wanted you to feel
-
- × be careful- pupils may sometimes read unfamiliar words in a story but may not know their meaning

Notes

Name:

GOLD

- Know what a book is about, from looking at titles, sub-headings and layout
 - Independently find information in non-fiction books
 - Read silently or quietly at a fast speed
 - Be able to read new or familiar words fast
-
- ✓ Ask 'What's have you learnt from the book'
 - ✓ Talk to them about the meaning of unfamiliar words
 - ✓ Say 'find the part of the story where...'
-
- × reading all the words correctly but not listening to what is being read is unhelpful- reading is about understanding

Notes

Name:

WHITE

- Read silently most of the time
 - Read for longer periods of time and return to a book after break
 - Notice the spelling patterns of unfamiliar words
 - To talk with others about what has been read
 - Read and understand books with no illustrations
- ✓ Ask about why the writer has set the book out like this
- ✓ Say 'Find the word that means.....'
- ✓ Ask, 'What words were used to describe...?'

× be careful- how you feel about a book may not be how the student feels. We all like different things.

Notes

Name:

LIME

- Recognise text types, predict layout, general content
 - Read silently, monitoring precise meaning
 - Rerun more complex sentences and unfamiliar language
 - Make use of chapter headings, indexes to search and find information quickly and accurately
 - Express reasoned opinions about what is read
- ✓ Ask 'Which part of the book tells you about...?'
- ✓ Ask 'What word or phrase are you not sure about?'

× they may understand all words but not the context

Notes