



Reading Book Bands Explained

Pink A

- Point to title
- Open front cover
- Turn pages one by one in the right direction
- Understand that we read from left to right
- Use meaning together with repeated language patterns (syntax) to predict the storyline
- Match spoken word to written word
- Read a simple CVC word in the text eg cat, dog, sit
-

Red book band

- Point to and say the title
- Read simple CVC words by blending phonemes from left to right
- Uses finger to point to each word as they read
- Know some words by sight eg on, the, in
- Repeat words, phrases or sentences to check if they have been read correctly and it makes sense

Yellow book band

- Follow print with eyes, finger pointing only at points of difficulty
- Pause at full stops
- Check reading makes sense by looking at words and pictures
- 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
- Predict what could happen next in more detail

Blue book band

- Read through the book and retell events in detail
- Self-correct quickly as they read along
- Re-read sections to understand what they have read
- Solve new words using phonics and understanding of the text to try alternative pronunciations
- Identify parts of unfamiliar words to read correctly

Green book band

- Read fluently with attention to punctuation eg pause at full stops, use greater expression for exclamation marks
- Solve new words using phonics and understanding of the text
- No longer needs to follow text with their finger as they read
- Discuss the characters and plot in detail
- Use contents page and glossary in non-fiction books to find information

Orange book band

- Examine non-fiction layout and use the contents page to select which sections of a book to read
- Use punctuation to read with expression – exclamation marks, question marks, full stops
- Read unfamiliar words blending the phonemes and looking at other words they may be able to read to help them
- Look for clues in the text and pictures that can be used to answer questions such as How did that make the character feel? What might the character be thinking?
- Begin to use appropriate terminology when discussing different types of text eg contents, blurb, caption

Turquoise book band

- Talk about what has happened in the book using the words rather than the
- 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
- Read 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

- Predict what might happen in the book and how the story might develop
- Read silently taking note of punctuation and using it to keep track of longer sentences
- Take a more conscious account of literary effects used by fiction writers, and the formal
- Read fiction, non-fiction and poetry with fluidity
- Begin to recognise good ideas and vocabulary from books that could be used in their own writing

Gold book band

- Look through a variety of books with growing independence to predict content and story development, and make full use of non-fiction layout
- Read most unknown words without asking for help
- Recognise good ideas and vocabulary from books that could be used in their own writing
- Talk about why the author has chosen to use the words that they have
- Locate and interpret information in non-fiction

White book band

- Read silently most of the time
- Beginner chapter books may be included
- Take an interest in longer texts, returning to it easily after a break and remembering what has happened before
- Search for and find information in texts
- Use known words to read unknown words
- Talk about why certain words have been used in a text and what they mean
- Talk about what books you like to read and compare them
- Say what a section of a text means in your own words
- Suggest alternatives or extensions to events and actions

Lime book band

- Begin to understand books where everything is not told to you directly
- Give opinions making reference to what they have read in the book
- Work out facts and opinions
- Use key words to locate information in a text quickly without needing to read it all again
- 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
- Pupils can refer to text layout and organisation
- Pupils show some awareness of the point of view of the author

Free Readers

- Sustain confidence and perseverance when reading longer, demanding texts
- Begin to use deduction and inference with more mature fiction and poetry
- Begin to perceive how an author develops: plot, characters, meanings beyond the literal, figurative language
- Distinguish fact from opinion, point from example, relevant from irrelevant
- Select key points of a text and summarise
- Can refer to the impact of structure and organisation of texts
- Can refer to text to explain their views
- Identify themes
- Identify impact of word choices
- Secure the skills of skimming and scanning and recursive reading
- Pupils can identify the purpose of a text