

Book Bands

Book Colour Band	Targets for Guided Reading
Lilac	<ul style="list-style-type: none">• Locate title.• Open front cover.• Turn pages appropriately.• Understand that left page comes before right.• Understand that we read print from left to right.• Start to match spoken word to printed word (one-to-one correspondence).
Pink (Band 1)	<ul style="list-style-type: none">• Locate title, open front cover and turn pages appropriately.• Use a few known words to assist own reading.• Understand that left page comes before right.• Use the meaning together with repeated language patterns (syntax) and some letters to read simple text.• Match spoken word to printed (one-to-one correspondence).• Use known words to check own reading.• Read a simple CVC word in the text from left to right.
Red (Band 2)	<ul style="list-style-type: none">• 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 - i.e does it make sense and sound right?
Yellow (Band 3)	<ul style="list-style-type: none">• 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 get to know unknown words, e.g. look, took.• Search for information between one text and another.• Predict in more detail.

Book Colour Band	Targets for Guided Reading
Blue (Band 4)	<ul style="list-style-type: none"> • Move through text attending to meaning, print and sentence structure flexibility. • Self-correct more rapidly on the run. • Solve new words using print information and understanding of the text to try alternative pronunciations. • Re-read to enhance phrasing and to clarify precise meaning. • Identify constituent parts of unfamiliar two-syllable words to read correctly. • Manage a somewhat greater variety of text genre. • Discuss content of the text in a manner that indicates precise understanding.
Green (Band 5)	<ul style="list-style-type: none"> • 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. • Manage effectively a growing variety of texts, including non-fiction. • Discuss and interpret character and plot more fully. • Use contents page and glossary in non-fiction books, and locate information.
Orange (Band 6)	<ul style="list-style-type: none"> • Get started on fiction after briefer introductions and without relying so heavily on illustration. • Examine non-fiction layout and use the contents page to select which section of a book to read. • Read long phrases and more complex sentences. • Blend phonemes in unfamiliar words more fluently, cross-checking with meaning and syntax. • Attend to a greater range of punctuation and text layout. • Search for and use familiar syllables within words to read longer words. • Infer meaning from text. • Check information in text with illustrations, particularly in non-fiction, and comment on content. • Begin to use appropriate terminology when discussing different types of text.

Book Colour Band	Targets for Guided Reading
Turquoise (Band 7)	<ul style="list-style-type: none"> • Extract meaning from the text while reading with less dependence on illustrations. • Approach different genres with increasing flexibility. • Use punctuation and text layout to read with greater range of expression and control. • Sustain reading through longer sentence structures and paragraphs. • Tackle a higher ration of more complex words using known vocabulary, phonic knowledge and syllables. • Find a way around alphabetically ordered texts such as indexes, glossaries and dictionaries.
Purple (Band 8)	<ul style="list-style-type: none"> • Look through a variety of fiction and non-fiction 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 and poetic language with growing flexibility. • Take more conscious account of literacy 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.
Gold (Band 9)	<ul style="list-style-type: none"> • 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 more conscious account of literacy 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.

Book Colour Band	Reading Recovery Level	National Curriculum Level (Working Towards)	Targets for Guided Reading
White (Band 10)	Level 23-24	Level 2A	<ul style="list-style-type: none"> • 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 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.
Lime (Band 11)	Level 25-26	Level 3	<ul style="list-style-type: none"> • Can read a range of appropriate texts fluently and accurately. • Can justify prediction by referring to the story. • Can begin to find meanings beyond the literal. • Can respond to the tension in a story. • Can read ahead to determine direction in meaning. • Can pause appropriately in response to punctuation and/or meaning.

KS2 Reading Scheme

<u>Brown</u> <ul style="list-style-type: none">• Level 8• Level 9• Level 10• Level 11	7-8 years
<u>Grey</u> <ul style="list-style-type: none">• Level 12• Level 13• Level 14	9 years
<u>Dark Blue</u> <ul style="list-style-type: none">• Level 15• Level 16	10 years
<u>Dark Red</u> <ul style="list-style-type: none">• Level 17• Level 18• Level 19• Level 20	10/11 years