

Barham's Reading Progression Book Band Guidance (2019– 2020)

Book Band Colour	Phonic Phase	Year Group Expected
Pink (Band 1)	Phase 2	Reception
Red (Band 2)	Phase 3	
Yellow (Band 3)	Phase 3-4	
Blue (Band 4)	Phase 4-5	Year 1
Green (Band 5)	Phase 5	
Orange (Band 6)	Phase 5	
Turquoise (Band 7)	Phase 5-6	Year 2
Purple (Band 8)	Phase 5-6	
Gold (Band 9)	Phase 6	
White (Band 10)		Year 3
Lime (Band 11)		
Brown (Band 12)		
Grey (Band 13)		Year 4
Black (Band 14)		Year 5
Free Readers (15)		Year 6

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Book Band Colour	Phonic Phase	Year Group Expected	Word Reading	Comprehension
Pink (Band 1)	Phase 2	Reception	I can read phonically regular words of more than 1 syllable I can read many irregular but high frequency words. I can use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.	I can describe the main events in the simple stories they have read.
Red (Band 2)	Phase 3			
Yellow (Band 3)	Phase 3-4			
Blue (Band 4)	Phase 4-5	Year 1	I can match all 40+ graphemes to their phonemes I can blend sounds in unfamiliar words I can read common exception words I can divide words into syllables I can read compound words I can read words with contractions and understand that the apostrophe represents the missing letters I can read phonetically decodable words I can read words that end with 's, -ing, -ed, -est I can read words which start with un- I can add -ing, -ed and -er to verbs. (Where no change is needed to the root word) I can read words of more than one syllable that contain taught GPCs	I can say what I like and do not like about a text I can link what I have heard or read to my own experiences I can retell key stories orally using narrative language I can talk about the main characters within a well-known story I can learn some poems and rhymes by heart I can use what I already know to understand texts I can check that my reading makes sense and go back to correct when it doesn't I can draw inferences from the text and/or the illustrations (beginning) I can make predictions about the events in the text I can explain what I think a text is about I can recognise full stops, question marks and exclamation marks and use them when reading I can make comment on why some words have been used in a text e.g. use of adjectives
Green (Band 5)	Phase 5			
Orange (Band 6)	Phase 5			
Turquoise (Band 7)	Phase 5-6	Year 2	I can decode automatically and fluently without overt sounding or blending e.g. 90 words per minute I can blend sounds in words that contain the graphemes for all 40+ phonemes I can recognise and read alternative sounds for graphemes I can read accurately words of two or more syllables that contain the same GPCs I can read words with common suffixes I can read most common exception words I can read and comment on unusual correspondence between grapheme and phoneme I can sound out most unfamiliar words quickly and accurately I can read most suitable books accurately, showing fluency and confidence I can comment on the plot, setting and character in familiar and unfamiliar stories I can comment on features of non-fiction texts Working at greater depth within the expected standard I can make inferences on the basis of what is said and done I can predict what might happen on the basis of what has been read so far I can make links between the book I am reading and other books I have read	I can talk about and give an opinion on a range of texts I can discuss the sequence of events in books and how they relate to each other I use prior knowledge, including context and vocabulary, to understand texts I can retell stories, including fairy stories and traditional tales I can read for meaning and check that the text makes sense. I go back and re-read when it does not makes sense I can find recurring language in stories and poems I can comment on word choice e.g. choice of adjective I can discuss the meaning of unknown words and link them to words I know I can talk about my favourite words and phrases in stories and poems I can recite some poems by heart, with appropriate intonation I can answer questions and make simple inferences I can make predictions using evidence from the text to support my ideas I can draw simple inferences from illustrations, events, characters' actions and speech
Purple (Band 8)	Phase 5-6			
Gold (Band 9)	Phase 6			
White (Band 10)				
Lime (Band 11)		Year 3	I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words I can read further exception words, noting the unusual correspondences between spelling and sound I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words	I read a range of fiction, poetry, plays, and non-fiction texts I can discuss the texts that I read I can read aloud and independently, taking turns and listening to others I can identify language features e.g. types of word and how they capture the readers' attention I can explain the difference that adjectives and verbs make I can explain how non-fiction books are structured in different ways and can use them effectively

Brown (Band 12)		<p>I can explain some of the different types of fiction books (genres)</p> <p>I can ask relevant questions to get a better understanding of a text</p> <p>I can predict what might happen based on details I have I can draw inferences such as inferring a characters' feelings, thoughts and motives from their actions</p> <p>I can use a dictionary to check the meaning of unfamiliar words</p> <p>I can identify the main point of a text</p> <p>I can explain how structure and presentation contribute to the meaning of texts</p> <p>I can use non-fiction texts to retrieve information</p> <p>I can make connections with other texts I have read I can identify ideas from more than one paragraph and summarise</p> <p>I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>
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Grey (Band 13)	Year 4	<ul style="list-style-type: none"> • I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words • I can read further exception words, noting the unusual correspondences between spelling and sound • I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words 	<ul style="list-style-type: none"> • I know which books to select for specific purposes, especially in relation to science, geography and history learning • I can use a dictionary to check the meaning of unfamiliar words • I can discuss and record words and phrases that writers use to engage and impact on the reader • I can identify some of the literary conventions in different texts • I can identify the (simple) themes in texts • I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • I can explain the meaning of words in context • I can identify where a writer has used precise word choices for effect to impact on the reader • I can identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation • I can infer meanings and begin to justify them with evidence from the text • I can ask relevant questions to improve my understanding of a text • I can predict what might happen from details stated and from the information I have deduced • I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action • I can identify some text type organisational features, for example, narrative, explanation and persuasion • I can retrieve information from non-fiction texts • I can build on others' ideas and opinions about a text in discussion • I can justify inferences with evidence from the text and take meaning from the whole text
Black (Band 14)	Year 5	<ul style="list-style-type: none"> • I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words • I can read further exception words, noting the unusual correspondences between spelling and sound • I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words • I can re-read and read ahead to check for meaning 	<ul style="list-style-type: none"> • I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories from other cultures and traditions • I can discuss the features of a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions • I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are • I can use more than one source when carrying out research • I can identify important ideas, events and characters; and discuss their significance • I can use character, feelings, motives, actions and thoughts to infer meaning • I can pick out relevant points in a text • I can back up key points using quotes from the text • I can ask questions to improve my understanding • I can predict what might happen from what is stated or implied • I can suggest alternative words with similar meanings • I can identify how language contributes to meaning • I can recite poems by heart, e.g. narrative verse, haiku • I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action • I can formulate an opinion and give reasoned justification for my views
Free Readers (15)	Year 6	<ul style="list-style-type: none"> • I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words • I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia • I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words • I can read fluently, using punctuation to inform meaning and with intonation that shows understanding 	<ul style="list-style-type: none"> • I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories from other cultures and traditions • I can discuss the features of wide range of books and text types, including myths, legends and traditional stories from other cultures • I can read books that are structured in different ways(including whole novels) and evaluate how effectively texts are structured and presented • I can work out the meaning of words from context • I can recognise texts that contain features from more than one text type • I know conventions of different styles of writing and suggest how these effect the nature of the story • I can distinguish between statements of fact and opinion • I can read non-fiction texts and retrieve / record relevant information from a variety of non-fiction genres • I read accurately and use strategies to check that I understand • I can identify key points and themes in texts using quotations for illustration • I can identify and discuss the conventions in different text types • I can justify inferences with evidence from a text including direct quotes • I can make detailed predictions what might happen from what is stated or implied • I can compare characters considering different accounts of the same events and discuss viewpoints (both fictional and author viewpoint) • I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • I can use technical terms when discussing text such as simile, metaphor, imagery, style, effect

Reading at Barham

Reading through the Book Bands

"Parents can instill a love of reading long before a child goes to school and deepen that love of reading as the child grows up."

Enjoy reading with your child and help them become lifelong readers.

There are general guidelines about which book bands should be covered in each year group. Children working at the average level for their age should be reading books of those colour book bands. Please remember that children learn in different ways and make progress at different times. It is possible that there may be seven year olds on book band red and five year olds on book band turquoise.

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 additional language.

Obviously this guidance can only give a rough idea of the right reading level for your child. There will be a wide range of reading abilities in any year group or class. As a rough guide, children should be able to read at least 90% of the words on the page without any problem. If the book is too easy, they can become bored. If it's too difficult, they can become frustrated, and may have to concentrate so hard on reading the words that they lose the enjoyment of understanding the story.

A Word of Caution

You will be doing your child no favours if you rush them through books. It is not a race, it is a journey! Children learn at different rates just as they learn to walk, dress themselves etc. at different rates. Reading must not be treated as a competition. If children are rushed through the books they will not achieve the enjoyment and understanding necessary. Books that they find too difficult will put them off reading!

Things to Remember

Do hear your child read every day - little and often is more beneficial than a long session once a week.

Think about how long you are reading for - the amount of reading time shouldn't exceed your child's span of attention.

Pick your timing carefully - it's best not to embark on a reading session when your child is tired.

Every child is an individual - try not to compare your child's progress with other children or with brothers and sisters.

Book Band Guidelines

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Below		Red	Green	Gold	White	Brown	Sapphire	Black
Working towards	Lilac	Yellow	Orange	White	Lime	Grey	Ruby	Black
Working at	Pink	Blue	Turquoise	Lime	Brown	Sapphire	Black	Black
Exceeding	Red	Green	Purple	Brown	Grey	Ruby	Black	Black

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

Pink book band

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.

- Find title
- Open front cover
- Turn pages
- Understand that left page comes before right
- Understand that we read from left to right
- Use meaning together with repeated language patterns (syntax) to predict the storyline
- Match spoken words to written words
- Use a few known words to help with own reading
- Use meaning together with repeated language patterns (syntax) and some letters to read simple text
- Match spoken word to written word (one-to-one correspondence)
- Use a few known words to check own reading
- Read a simple CVC word in the text from left to right

Red book band

The second step up the ladder as children gain a little more confidence and may know some words by sight. Usually no more than 15 pages with 1 sentence per page.

- Find and remember title
- Develop secure control of one-to-one correspondence 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?
- Start to read more rhythmically or use phrasing while keeping track of text
- Repeat words, phrases or sentences to check, confirm or modify own reading

Yellow Book band

- Children are beginning 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
- Take more note of punctuation to support the use of grammar and spoken language rhythms
- Check all sources of information more quickly while reading (e.g. pictures, text)
- 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
- Notice relationships between one text and another
- Predict in more detail

Blue book band

- Children are becoming more confident at reading longer and 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
- Self-correct more quickly while reading
- Re-read to improve phrasing and clarify exact meaning
- Solve new words using print information and understanding of the text to try alternative pronunciations
- Identify different parts of unfamiliar words to read correctly
- Able to read a greater range of text genres
- Discuss content of the text in a way which shows understanding of precise meaning

Green book band

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

- Read fluently with attention to punctuation
- Solve new words using print detail while attending to meaning and syntax
- Track additional lines of print visually (with eyes only) without difficulty
- Discuss and understand character and plot more fully
- Use contents page and glossary in non-fiction books to find information

Orange book band

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.

- Get started on fiction after briefer introductions without relying on illustrations
- Examine non-fiction layout and use the contents page to select which sections of a book to read
- Read longer phrases and more complex sentences
- Pay attention to a range of punctuation
- Blend phonemes in unfamiliar words more fluently, cross checking with meaning and syntax
- Search for and use familiar syllables within words to read longer words
- Understand meaning from text, check information in text with illustrations, particularly nonfiction, and comment on content

Turquoise book band

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.

- Take meaning from the text while reading with less dependence on illustrations
- 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
- Tackle 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

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.

- Look through a variety of texts with growing independence to predict content, layout and story development and make full use of non-fiction layout
- Read silently or quietly at a faster pace, taking note of punctuation and using it to keep track in longer and more complex words
- Solve most unfamiliar words while reading by blending long vowel phonemes, recognizing and using them in longer and more complex words
- Adapt to fiction, non-fiction and poetic language with growing flexibility
- Understand how literary effects are used by writers
- Use reading to extend speaking and writing vocabulary and syntax
- Find and understand information in non-fiction texts

Gold book band

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. • 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 faster pace, taking note of punctuation and using it to keep track of longer sentences
- Solve most unfamiliar words while reading by blending long vowel phonemes, recognizing and using them in longer and more complex words
- Adapt to fiction, non-fiction and poetic language with growing flexibility
- Understand how literary effects are used by writers
- Use reading to extend speaking and writing vocabulary and syntax
- Find and understand information in non-fiction

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.

- Read silently most of the time
- Keep interest in longer texts, returning to it easily after a break
- Use text more fully as a reference and 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 opinions (and give reasons for them) about what is read and compare texts
- Offer and discuss interpretations of text
- Comment on main characters and how they relate to each other
- Suggest alternatives or extensions of events and actions
- Discuss feelings created by stories
- Retelling of stories is balanced and clear

Lime 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 more than 30 pages.

- Begin to read reflectively and to understand meanings beyond the literal meaning
- Refer to text to support own ideas
- Distinguish main points from examples; fact from opinion
- Create key questions and words for searching and use several sources of information
- Begin to read in different ways for different purposes, e.g. skimming for relevance, scanning for specific details, reflective reading for fuller comprehension
- Compare/contrast work from more than one source
- Read aloud with expression and intonation using punctuation
- Pupils can refer to text layout and organisation
- Pupils show some awareness of the point of view of the author
- Beginning to sustain narrative and investigative reading

Brown, Grey, Sapphire, Ruby and Black

Books might have chapters. Children read silently with confidence and perseverance. A wide variety of longer, demanding texts, usually with around 30 - 50 pages.

- Sustain confidence and perseverance when reading longer, demanding texts
- Begin to use deduction and inference with more mature fiction and poetry
- Begin to understand 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
- Pupils can identify the purpose of a text

It is our aim for every child to be reading at age related expectations by the end of the year.

Children must read for at least 20 minutes daily to help them progress in their reading. The reading curriculum is challenging but we believe it's achievable for our hardworking pupils. We need you to help your child by listening to them reading and asking questions about what they have read, using this guide to help you. It is really important that you sign the reading journal daily with comments on their reading. We are happy to change books on daily basis if your child selects a short book. For longer books we would allow up to a week. It might be your child hasn't quite finished the book after a week but we would like to know if the book is too challenging, too easy or your child is simply not enjoying the book.

We appreciate your continued support in helping the children to make progress with their reading.



Glossary

B

Blending - to bring together individual sounds to pronounce a word

C

CVC words — a word that is made up of a consonant, vowel and consonant. Cat, hot, tip, man and hut are all CVC words.

D

Deduction — understanding something using evidence from the text

E

Expression — showing the feeling of what is being read

F

Figurative language — using figures of speech to be more effective or persuasive for example: metaphors and similes.

Fluent/fluently — the ability to read with speed, accuracy and expression.

G

Genres — a book category e.g. adventure, science-fiction

I

Illustrations — pictures

Inference — using evidence from the text along with what you already know to find an answer

Intonation — the pattern or melody of pitch changes in speech

L

Literal meaning — the obvious meaning of a word or phrase. (The opposite to figurative)



Literary effects — typical structures used by writers to show meaning

O

One-to-one correspondence - matching an object to an object (e.g. a written word to a spoken word)

P

Phonemes — a speech sound (part of a word)

Phrasing — pausing or stopping when reading to chunk the text into meaningful phrases

Plot — the events that make up a story

Pronunciation — the way a word is said

S

Sentence structures — the way a sentence is arranged

Syllables — a unit of sound which forms part of a word

Syntax — the sequence in which words are put together to form sentences