

Avanti Park School

Reading Book Bands and Progression Mapping

Book Band	Phonics Phase	Emerging	Expected	Confident Exceeding	Super Confident Exceeding
Ditties Pages 1 - 12	Phase 1	Reception			
Ditties Pages 1- 12	Phase 2		Reception		
Ditties 13 - 42	Phase 3	Year 1	Reception		
Green	Phase 3 & 4	Year 1	Reception		
Purple	Phase 4		Year 1	Reception	
Pink	Phase 5	Year 2	Year 1	Reception	
Orange	Phase 5	Year 2	Year 1		
Yellow	Phase 5 & 6		Year 2	Year 1	
Blue	Phase 5 & 6		Year 2	Year 1	
Grey	Phase 6		Year 2	Year 1	
From this level, the Read Write Inc programme stops, but books are likely to be banded as below for those who have completed the Read write Inc programme to mark the progression to Free Reader					
White (Level 10)		Year 3	Year 2	Year 2	
Lime (Level 11)		Year 3, Year 4		Year 2	
Brown (Level 12)		Year 4, Year 5	Year 3	Year 2	
Grey (Level 13)		Year 5, Year 6	Year 4	Year 3	Year 2
Dark Blue (Level 14)		Year 6	Year 5	Year 4	Year 3
Dark Red (Level 15)			Year 6	Year 5	Year 4
Black (Level 16)				Year 6	Year 5
Black Plus (Level 17)					Year 6

“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.

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

Ditties or equivalent: Step 1

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

Ditties or equivalent: Step 2

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

Green books

- 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

Purple 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

Pink

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

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

Yellow

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

Blue

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

Grey

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

From this level, the Read Write Inc programme stops, but books are likely to be banded as below for those who have completed the Read write Inc programme to mark the progression to Free Reader

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, Dark Blue, Dark Red 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 or more.

- 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 at Avanti Park School for every child to be reading at age related expectations by the end of the year.

Children need to 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. Reading books will be changed regularly.

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.