Trinity St Peter's CE Primary School

Reading Book Banding Information for Parents

- At Trinity St Peter's our reading books are banded into categories of reading ability in accordance with national expectations

- By colour banding our books we have been able to put a bigger variety of books in one level, providing children with greater choice of text and genre.

- In Reception, children start reading using Jelly and Bean decodable reading books. They then move onto the book banded Oxford Reading Tree scheme.

- Once Band 12 has been reached, children will then transfer onto Oxford Reading Tree – Treetops Stages throughout Key Stage 2 and then onto free readers / classroom library books once they have demonstrated their ability to read

Below are the reading strategies and levels associated with each band.

Colour Band	Read, Write Inc. Book Colour and Speed Set Number	Year Group	Reading Strategies for this band
Pink	Red Speed Set 1 m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk	Reception	- Locate title, Open front cover, Turn pages appropriately - Understand that left page comes before right - Understand that we read print from left to right - Match spoken word to printed word - Locate familiar word and use to check own reading - Use the meaning of the text - Use language patterns (print syntax) - Predict the story line and some vocabulary
Red	Green Speed Set 1 m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk	Reception	- Locate and recall title - Have secure control of one-to-one letter matching - Use known words to check and confirm reading - Start to read more rhythmically or use phrasing - Repeat words, phrases or sentences to check, confirm or modify own reading - Predict from meaning, syntax and print to solve new words
Yellow	Purple Speed Set 2	Reception	- Follow print with eyes only, finger pointing only at points of difficulty Take more note of punctuation to support the use of grammar and oral language rhyme - Cross check all sources of information more quickly while reading

 	ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy		• Note familiar words and letter clusters and use these to get unknown words e.g. Look-took • 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	Pink/Orange Speed Set 2 ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy	Reception	• Move through text attending to meaning, print and sentence structure flexibly • Self-correct more rapidly on the run • Re-read to enhance phrasing and clarify precise meaning • Solve new words using print information and understanding of the text to try alternative pronunciations • Identify constituent parts of unfamiliar words to read correctly • Manage a greater range of text genre • Discuss content of the text in a manner which indicates precise meaning
Green	Yellow Speed Set 3 ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, -tion, -tious/cious/	Year 1	• 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 • Discuss and interpret character and plot more fully • Use contents page and glossary in non-fiction books and locate information
Orange	Yellow/Blue Speed Set 3 ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, -tion, -c/tious	Year 1	• 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 • Attend 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 • Infer meaning from text, check information in text with illustrations, particularly non-fiction, and comment on content • Begin to use appropriate terminology when discussing different types of text
Turquoise	Blue All speed sets to develop fluency.	Year 1	• Extract 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 a higher ratio 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	Blue All speed sets to develop fluency.	Year 2	• Look through a variety of texts 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 or poetic language with growing flexibility • Take a more conscious account of literary 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	Grey All speed sets to develop fluency.	Year 2	• 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 a more conscious account of literary 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
White	Grey All speed sets to develop fluency.	Year 2	• Read silently most of the time • Sustain interest in longer texts, 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 • Comment on main characters and how they relate to each other • Suggest alternatives or extensions to events and actions • Discuss feelings created by stories • Retelling of stories is balanced and clear

Lime		Year 2	• Begin to read reflectively and to perceive meanings beyond the literal • Refer to text to support own ideas • Distinguish main points from examples; fact from opinion • Devise key questions and words for searching and use several sources • 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 • Compare/contrast work from more than one source • 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 • Beginning to sustain narrative and investigative reading
Brown Grey		Year 3/4	• Listen to and discuss wide range of fiction, poetry, plays, non-fiction and reference books • Reads books that are structured in different ways • Uses dictionary to check meaning of words they have read • Increase familiarity with a wide range of books, including fairy tales, myths and legends • Identifies themes and conventions in a wide range of books • Discusses words and phrases that capture either interest • Check text makes sense to them – discuss their understanding • Ask questions to improve their understanding of a text • Draw inferences such as inferring characters feelings, thoughts and motives from their actions and justify inferences with evidence • Predict what might happen from details stated and implied • Identify main ideas from more than one paragraph and summarise • Retrieve and record information from non-fiction