

Reading at Farthinghoe School  
September 2021

**Light pink: Students working at the light pink book band level will be able to:**

- Hold a book correctly
- Look at the pages in the correct order
- Know the differences between words and pictures
- Understand that each letter is different
- Say who and what the book is about
- Talk about the pictures and create their own stories

**Dark pink: A students progress through their reception level classes, they will be able to:**

- Listen carefully to stories
- Read their own name
- Follow the words on a page in the right direction
- Tell a familiar story in their own words
- Know that letters have different sounds
- Recognise high frequency words

**Red: Red label students will be able to:**

- Find the title of the book
- Use illustrations to help them understand what is happening in a story
- Know what a full stop is
- Sing the alphabet song
- Use phonemes to read words such as 'cat', 'if' and 'up'

**Yellow: The yellow book band represents the end of your student's reception level classes. Once children are reading yellow label books, they will be able to:**

- Retell a story from memory
- Read a book without pointing at the words, unless they get stuck
- Blend phonemes together to understand a word, e.g. d-o-g
- Use punctuation, such as speech marks and question marks
- Notice and correct some of their mistakes
- Sometimes, they can work out what is going to happen next in a story

**Blue: Blue book bands are typically pulled out at the beginning of Year 1. At this level, students can:**

- Start to choose different books to read
- Talk about a story in their own words
- Don't always need pictures to help them understand a story
- Notice and correct some of their mistakes
- Answer questions about the story to show a level of understanding
- Read words such as 'some', 'little', 'when', and 'out'

**Green: (Year 2) Green book band books will get more complex with several characters and different forms of writing. At this stage, children will be able to:**

- Start to read fluently, and use full stops and commas
- Notice rhyming words, even if they are not familiar with them
- Read texts in unusual layouts, such as in speech bubbles and lists
- Use a contents page and glossary in non-fiction books
- Think about the overall plot of the book and talk about how they think it will end

**Orange: (Year 2) Orange book band students will:**

- Read three syllable words out loud
- Use punctuation correctly when reading aloud
- Split a story up into sections and talk about the beginning, middle and end

**Tourquoise: Tourquoise books tend to be introduced at the beginning of Year 2. At this stage, children will be able to:**

- Read silently in their head
- Read a sentence aloud with the correct expression
- Know why certain types of punctuation are used and how it affects the sentence
- Fluently read long sentences and paragraphs
- Decode unusual words by using the sounds they already know
- Read both fiction and non-fiction books

**Purple: When reading the books from the purple stage (end of keystage 1 and the beginning of Year 3), children should be able to:**

- Read silently in their head for longer periods of time
- Read longer books with short chapters
- Read fiction, non-fiction and poetry
- Sound out most unfamiliar words as they read
- Use a dictionary to find the meaning of a word

**Lime: Introduced at the start of year 3. At this point, children should be able to:**

- Notice the smaller details within the book
- Read silently most of the time
- Re-read texts, unfamiliar language and complex sentences
- Use different voices for different characters in a story and performance pieces
- Tell the difference between the narrator's voice and character dialogue
- Understand hidden messages within a text and understand how a character might be feeling
- Read for a longer period without losing concentration
- Use glossary and indexes to locate information quickly

**Brown: Brown book bands are available to students who are moving towards exceeding the expectations of a Year 3 child and for children who are working at the expected level of a child in Year 4.**

- Read fluently and pause reading in a suitable place
- Develop their own opinion about a book and discuss it with other people
- Filter through text and highlight key sections of important information
- Revisit a text and find answers by skimming and scanning each paragraph
- Fully understand each text when reading a variety of fiction, poetry, plays and nonfiction

**Grey: The end of Year 4 To master texts with a grey book band, students should be able to:**

- Explain a character's motivations
- Understand the use of figurative and literal language
- Make notes and highlight the key events in a story
- Talk in different voices to represent each character and narration
- Have a wider knowledge of narration styles

**Dark Blue: Year 5 To master texts with a dark blue book band, students should be able to:**

- Predict a character's motivations in an alternative situation
- Understand the use of word-plays and puns
- Understand the use of figurative and literal language- identifying the grammatical structure of these sentences.
- Talk in different voices to represent each character and narration
- Have a wider knowledge of narration style.

**Dark Red/Black: Year 6 To master texts with a grey book band, students should be able to:**

- At the end of each chapter Predict what might happen from details stated and implied.
- Summarise the main ideas drawn from a text identifying key details that support the main ideas.
- Identify how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language comparing these to a similar text by the same writer and an alternative text from the same genre.