Reading at Cherry Tree

CHERRY TREE
PRIMARY SCHOOL

Reading band guidance

The Book Band system helps us **to grade our books by difficulty level**. Each level has its own colour and includes a selection of different reading scheme books and 'real' books. The difference between each band is gradual so that children will not experience difficulty when moving from one to the next.

Pink A
- Point to title
- Open front cover
- Turn pages one by one in the right direction
- Understand that we read from left to right
- Use meaning together with repeated language patterns (syntax) to predict the storyline
- Match spoken word to written word
- Read a simple CVC word in the text eg cat, dog, sit

Red book band
- Point to and say the title
- Read simple CVC words by blending phonemes from left to right
- Uses finger to point to each word as they read
- Know some words by sight eg on, the, in
- Repeat words, phrases or sentences to check if they have been read correctly and it makes sense

Yellow book band
- Follow print with eyes, finger pointing only at points of difficulty
- Pause at full stops
- Check reading makes sense by looking at words and pictures
- 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
- Predict what could happen next in more detail

Blue book band
- Read through the book and retell events in detail
- Self-correct quickly as they read along
- Re-read sections to understand what they have read
- Solve new words using phonics and understanding of the text to try alternative pronunciations
- Identify parts of unfamiliar words to read correctly

Green book band
- Read fluently with attention to punctuation eg pause at full stops, use greater expression for exclamation marks
- Solve new words using phonics and understanding of the text
- No longer needs to follow text with their finger as they read
- Discuss the characters and plot in detail
- Use contents page and glossary in non-fiction books to find information

Orange book band
- Examine non-fiction layout and use the contents page to select which sections of a book to read
- Use punctuation to read with expression – exclamation marks, question marks, full stops
- Read unfamiliar words blending the phonemes and looking at other words they may be able to read to help them
- Look for clues in the text and pictures that can be used to answer questions such as How did that make the character feel? What might the character be thinking?
- Begin to use appropriate terminology when discussing different types of text eg contents, blurb, caption

Turquoise book band
- Talk about what has happened in the book using the words rather than the pictures
- Can easily read different books (fiction, non-fiction, poems)

- Use punctuation and layout eg headings and titles to read with a greater range of expression
- Read longer sentences and paragraphs
- Read 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
- Predict what might happen in the book and how the story might develop
- Read silently taking note of punctuation and using it to keep track of longer sentences
- Take a more conscious account of literary effects used by fiction writers, and the formal
- Read fiction, non-fiction and poetry with fluidity
- Begin to recognise good ideas and vocabulary from books that could be used in their own writing

Gold book band
- Look through a variety of books with growing independence to predict content and story development, and make full use of non-fiction layout
- Read most unknown words without asking for help
- Recognise good ideas and vocabulary from books that could be used in their own writing
- Talk about why the author has chosen to use the words that they have
- Locate and interpret information in non-fiction

White book band
- Read silently most of the time
- Beginner chapter books may be included
- Take an interest in longer texts, returning to it easily after a break and remembering what has happened before
- Search for and find information in texts
- Use known words to read unknown words
- Talk about why certain words have been used in a text and what they mean
- Talk about what books you like to read and compare them
- Say what a section of a text means in your own words
- Suggest alternatives or extensions to events and actions

Lime book band
- Begin to understand books where everything is not told to you directly
- Give opinions making reference to what they have read in the book
- Work out facts and opinions
- Use key words to locate information in a text quickly without needing to read it all again
- 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
- 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

Grey book band
- Developing an understanding of books where everything is not told to you directly
- Give opinions making reference to what they have read in the book
- Work out facts and opinions
- Use key words to locate information in a text quickly without needing to read it all again
- 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
- 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
- The content of these books will start to challenge the reader to question and explore meaning

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