



YELLOW

Books at this level present children with new vocabulary. The amount of words per page has slightly increased, with one new word for every twenty familiar words. Non-fiction titles at this level build on children's interests and encourage discussion.

PUPIL TARGETS

- 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

How to support your child with Yellow level books

Your child is now beginning to read with more confidence. As they read aloud, you can help them by:

- Giving them time to sound out words they don't know. If they still struggle, encourage them to try sounding out the whole word, rather than guessing from the pictures or from the first letter.
- Giving them time to recognise and correct their own mistakes.
- Asking them to talk about what's happening in the book, encouraging them to make links to events on previous pages and to say what they think will happen next.

Home Reading bookmarks

Reading Fiction: Questions to ask your child.

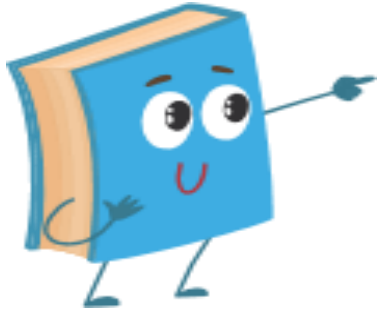
Where and when does the story take place?
What did the character look like and where did the character live?
Who are the key characters in the book?
What do you think might happen next?
What kinds of people are there in the story?
What is happening in this picture?

YELLOW LEVEL

Reading Non-Fiction: Questions to ask your child.

What kind of book is this? How do you know?
What is this book about? What could you find out from this book?
Which parts of the book could help us to find the information we need?
What is a glossary? What is a contents page?
What is an index? How do you use it?
What makes it different from a story?

YELLOW LEVEL



BLUE

Once children can recognise 100 high frequency words, then it's time for Blue. Books at this level will start to become more complex and children will rely less on illustrations. The books in this band also teach children how to read with insight and will encourage them to read with expression.

PUPIL TARGETS

- Choose books that they are interested in from the library
- 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'

How to support your child with Blue level books

Your child is now developing into a more confident reader. As they read, you can help by encouraging them to:

- Sound out quickly under their breath or inside their head, if they need to sound out words.
- Recognise and correct their own mistakes.
- Look at the punctuation marks. You may want to model how to read a page of writing, paying attention to punctuation, such as full-stops and question marks.
- Tell you about what the characters in the story are doing and why they are acting in that way.

Home Reading bookmarks

Reading Fiction: Questions to ask your child.

What is the book about?
Who is the author of the text?
What is the book called?
Tell me something you found out from reading the book
What kind of things would you expect to see in this book?
Find something that interests you from the text. Explain why you chose that particular part.

BLUE LEVEL

Reading Non- Fiction: Questions to ask your child.

What is the book about?
Who is the author of the text?
What is the book called?
Tell me something you found out from reading the book
What kind of things would you expect to see in this book?
Find something that interests you from the text. Explain why you chose that particular part.

BLUE LEVEL



GREEN

Books banded Green will have more characters and different forms of text, such as non-fiction, rhymes, diagrams and verse. They introduce more compound words, some longer sentences and more punctuation.

PUPIL TARGETS

- Talk about each of the characters
- 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

How to support your child with Green level books

Your child is now developing into a more confident reader. As they read, you can help by encouraging them to:

- Sound out quickly under their breath or inside their head, if they need to sound out words.
- Look at the punctuation marks. You may want to model how to read a page of writing, paying attention to punctuation, such as full-stops and question marks.
- Tell you about what the characters in the story are doing and why they are acting in that way.
- Show you how they can find particular things that interest them in non-fiction books.

Home Reading bookmarks

Reading Fiction: Questions to ask your child.

Has the author used a variety of sentence structures?
What makes this a successful story?
How could the story be improved or changed for the better?
What was the most exciting part of the story?
What genre is this story? How do you know?
When the author writes in short sentences, what does this tell you?

GREEN LEVEL

Reading Non-Fiction: Questions to ask your child.

What is the text about?
What kind of things would you expect to see in this book?
State one thing you found out from this book
What is on the cover of the book? What does this tell you about the content inside?
What do the illustrations and diagrams tell you?

GREEN LEVEL



ORANGE

Once children recognise 250 high frequency words they progress to Orange, which introduces new words and reinforces those already encountered. Orange books will have an increased number of words on each page.

PUPIL TARGETS

- Read longer sentences that use 'because', 'if' and 'so'
- 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
- Don't rely on pictures to understand what is happening in a story
- Know what fact, fiction and non-fiction means

How to support your child with Orange level books

Your child is now beginning to read with more independence. They should be feeling more confident and will rarely need to sound out words. You can help them by:

- Listening to them when they read aloud. If they make mistakes, but they keep the sense of the text, don't interrupt. You can revisit that page at the end of the session to check certain words.
- Reminding them of useful strategies if they can't read a word, for example sounding the word out under their breath, dividing a longer word into syllables, or looking at the word without an -ing or an -ed ending
- Not allowing them to spend too long trying to work out a word because they may lose the meaning of what they are reading. Tell them what it says and revisit the word once you have completed the book.
- Encouraging some use of expression, especially for character-speech in fiction books. You may wish to model reading some pages aloud for your child to copy.
- Talking about how characters are feeling.

Home Reading bookmarks

Reading Fiction: Questions to ask your child.

Where and when does the story take place?
What did the character look like and where did the character live? |
What happened in the story?
Explain something that happened at a specific point in the story
Which character did you like in the story and why?

ORANGE LEVEL

Reading Non- Fiction: Questions to ask your child.

What is on the cover of the book? What does this tell you about the content inside?
What is the text about?
What kind of things would you expect to see in this text?
Find something that interests you from the text. Where would you look to find out what a technical word means?
Why have some of the words been written in bold?

ORANGE LEVEL



TURQUOISE

Turquoise books will include an increasing number of adjectives and more descriptive verbs. The number of pictures on each page will decrease, whereas the text amount will increase. High-interest themes such as danger, courage and anger are introduced, and children will be confident with around 450 high frequency words.

PUPIL TARGETS

- 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

How to support your child with Turquoise level books

Your child is now beginning to read with more independence and their books are getting longer. You can help them by:

- Encouraging them to read some pages silently, inside their heads.
- Listening to some pages read aloud, encouraging the use of expression and paying attention to punctuation marks.
- Talking about how events in the book relate to each other and helping your child to understand how the story builds up in a longer book.
- Asking them to tell you about interesting things they found out and to show you where the information is in the book.

Home Reading bookmarks

Reading Non-Fiction: Questions to ask your child.

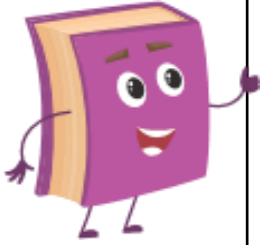
What sort of person do you think would use this book?
When would you use the index page in the book?
When would you use the contexts page in the book?
Which parts of the text help you to find the information you need?
What is a glossary?
Do you think the author of the book is an "expert" about the topic of the book? Why/why not?

TURQUOISE LEVEL

Reading Fiction: Questions to ask your child.

Who would you like to meet most in the story? Why?
How is the main character feeling at the start of the story? Why do they feel that way?
Which questions would you ask?
Predict what you think is going to happen next. Why do you think this?
Have any of the events in the story happened to you? How did you feel?

TURQUOISE LEVEL



PURPLE

Purple books will start to have more of the longer sentences and a wider range of challenging vocabulary. A lot of purple books will start to have shorter chapters to encourage a child's reading ability. Children will have encountered more of the high frequency words by this level, and teachers will be promoting reading for pleasure.

PUPIL TARGETS

- 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
- Explain why they think a book is good or not

How to support your child with Purple level books

Your child is now beginning to read with more independence and their books are getting longer. You can help them by:

- Encouraging them to read some pages silently, inside their heads.
- Listening to them read some pages aloud, encouraging the use of expression and paying attention to punctuation marks.
- Talking about how events in the book relate to each other and helping your child to understand how the story builds up in a longer book.
- Asking them to tell you about interesting things they found out and to show you where the information is in the book.

Home Reading bookmarks

Reading Non-Fiction: Questions to ask your child.

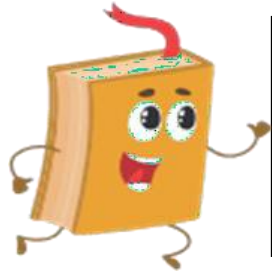
What kind of a text is this? How do you know?
Can you find an example of a page you think has an interesting layout? Why did you choose it?
How does the layout help the reader?
What is the purpose of the pictures?
Why have some of the words been written in **bold**?

PURPLE LEVEL

Reading Fiction: Questions to ask your child.

Where and when does the story take place?
What did the character look like and where did the character live?
What happened in the story?
Explain something that happened at a specific point in the story
Which character did you like in the story and why?

PURPLE LEVEL



GOLD

Gold books have a much more sophisticated style of language and will try to challenge the reader. Children at this reading level will now be able to understand unusual text layouts, complex language and notice the variation between different characters.

PUPIL TARGETS

- Read silently and read aloud with confidence
- Know how to use a contents page, glossary and index
- Use punctuation to help them to read clearly
- Read books that have longer chapters
- Learn new information from reading non-fiction books
- Find information about authors which will help them to select certain books
- Talk about the way a story has been written

How to support your child with Gold level books

Your child is now reading longer books with fewer illustrations, so they continue to need your help to ensure they are getting the full meaning and enjoyment from the text. They may prefer to read one chapter or section at a time, rather than reading the whole book in one session. You can support them by:

- Listening to them to read some pages of the book aloud to you so that you can enjoy hearing them read with expression and pace.
- Asking them to find parts of the text which describe a character or place and talking about the words used in the description.
- Asking for regular updates about what is happening in the book, so that they and you know how the different chapters or sections link.
- Talking about how much they enjoy a book, or a type of book, and encouraging them to look for more books of the type they enjoy.

Home Reading bookmarks

Reading Fiction: Questions to ask your child.

Where and when does the story take place?
What did the character look like and where did the character live?
What happened in the story?
Explain something that happened at a specific point in the story
Which character did you like in the story and why?

GOLD LEVEL

Reading Non-Fiction: Questions to ask your child.

What is on the cover of the book? What does this tell you about the content inside?
What is the text about?
What kind of things would you expect to see in this text? Find something that interests you from the text.
Where would you look to find out what a technical word means?
Why have some of the words been written in bold?

GOLD LEVEL



WHITE

Sentences with two or three clauses and several verbs become more common in White and the length of texts extends to help build reading stamina. Real-life problems are also introduced to encourage empathy.

PUPIL TARGETS

- Find it easy to read silently
- Read for longer periods of time without stopping
- Use a dictionary and thesaurus
- Find certain pieces of information in texts
- Express opinions and ideas about what they have read
- Read a book without any pictures or illustrations
- Understand page features, such as titles, headings and sub-headings

How to support your child with White level books

Your child is now reading longer books with fewer illustrations, so they continue to need your help to ensure they are getting the full meaning and enjoyment from the text. They may prefer to read one chapter or section at a time, rather than reading the whole book in one session. You can support them by:

- Listening to them to read some pages of the book aloud to you so that you can enjoy hearing them read with expression and pace.
- Asking them to find parts of the text which describe a character or place and talking about the words used in the description.
- Asking for regular updates about what is happening in the book, so that they and you know how the different chapters or sections link. Talking about how much they enjoy a book, or a type of book, and encouraging them to look for more books of the type they enjoy.

Home Reading bookmarks

Reading Non-Fiction: Questions to ask your child.

What is on the cover of the book? What does this tell you about the content?

What is the text about? What kind of things would you expect to see in this text?

Find something that interests you from the text. Why have some of the words been written in bold?

WHITE LEVEL

Reading Fiction: Questions to ask your child.

Where and when does the story take place?

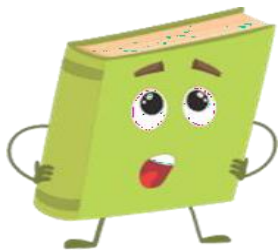
What did the character look like and where did the character live?

What happened in the story?

Explain something that happened at a specific point in the story

Which character did you like in the story and why?

WHITE LEVEL



LIME

Lime provides a variety of chapter books and non-fiction titles. Lime readers should be encouraged to experience different texts, writing styles and genres to develop their own reading tastes. This colour band also includes a variety of topics and issues to provoke discussion.

PUPIL TARGETS

- 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
- Read a variety of fiction, non-fiction, poetry and plays

How to support your child with Lime level books

Although your child is now taking off as a reader, it is still important that you read with them and talk to them about their reading. This reassures them that their reading is still important to you, as well as giving you an opportunity to share an enjoyment of books. You can still help them by:

- Listening to them to read aloud some parts of the text which they particularly enjoy. This may include action or description. Talk about how the writer made those parts so enjoyable.
- Talking about how characters develop or how they react to different people, places or events.
- Reading the book yourself so that you can talk together about the smaller details of the book.

Home Reading bookmarks

Reading Fiction: Questions to ask your child.

Where and when does the story take place?
What did the character look like and where did the character live?
What happened in the story?
Explain something that happened at a specific point in the story
Which character did you like in the story and why?

LIME LEVEL

Reading Non-Fiction: Questions to ask your child.

Why has the writer written this text?
Have you found any of the illustrations, diagrams or pictures useful?
Why/why not
Why did the writer choose to present the information in the way they did? How could the information be presented better?
What makes this text successful?
Can you think of another text that is similar to this one?

LIME LEVEL



BROWN (Big Cat Copper & Topaz)

Brown/Copper/Topaz books will continue to give children a variety of texts they need to become confident and successful readers. A range of characters, topics and text styles help to keep children engaged and encourage discussion.

PUPIL TARGETS

- 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 non-fiction
- Actively enjoy reading for pleasure

How to support your child with Brown/Copper/Topaz level books

Your child may not want to read aloud to you so often now because they probably enjoy silent reading more. This is fine as long as your child continues to read actively when they are not reading aloud and does not just skim over the words. You can help them by:

- Continuing to make a time available for regular quiet reading sessions, and reading your book while your child reads.
- Asking them to choose a part of the text to read aloud, using expression and pausing in suitable places.
- Having a conversation at the end of each reading session: can they tell you what's happening in their book?
- Asking questions which make your child go back to the book to find answers - support them as they develop skills in skimming and scanning to find the information to answer your question.
- Continuing to read aloud to your child at bedtime. This shows them the importance you place on reading as well as developing their language, vocabulary and love of story.

Home Reading bookmarks

Reading Fiction: Questions to ask your child.

Has the author used a variety of sentence structures?
What makes this a successful story?
How could the story be improved or changed for the better?
What was the most exciting part of the story?
What genre is this story? How do you know?
When the author writes in short sentences, what does this tell you?

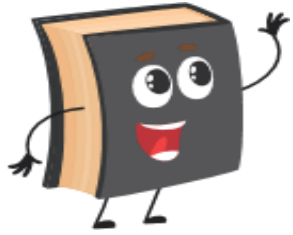
BROWN LEVEL

These bookmarks are for Brown, Copper and Topaz colour bands.

Reading Non-Fiction: Questions to ask your child.

Why has the writer written this text?
Have you found any of the illustrations, diagrams or pictures useful?
Why/why not?
Why did the writer choose to present the information in the way they did?
How could the information be presented better? What makes this text successful?
Can you think of another text that is similar to this one?

BROWN



GREY (Big Cat Ruby & Emerald)

Children reading Grey/Ruby/Emerald banded books will be able to interpret more sophisticated word-play and understand a range of narration styles. Children should now be able to discuss the characters and narrator in much more detail. Children at this level may enjoy silent reading more, so allow time for regular quiet reading sessions.

PUPIL TARGETS

- Develop own opinions of characters in a story
- Explain a character's motivations
- Understand the use of word-plays and puns
- 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

How to support your child with Grey/Ruby/Emerald level books

Your child may not want to read aloud to you so often now because they probably enjoy silent reading more. This is fine as long as your child continues to read actively when they are not reading aloud and does not just skim over the words. You can help them by:

- Continuing to make a time available for regular quiet reading sessions, and reading your book while your child reads.
- Asking them to choose a part of the text to read aloud, using different voices to show their understanding of different characters.
- Having a conversation at the end of each reading session: can they tell you what's happening in their book?
- Asking questions which make your child go back to the book to find answers - support them as they develop skills in skimming and scanning to find the information to answer your question.
- Continuing to read aloud to your child at bedtime. This shows them the importance you place on reading as well as developing their language, vocabulary and love of story.

Home Reading bookmarks

Reading Fiction: Questions to ask your child.

What kinds of people are in the story?
Predict what you think is going to happen next and why?
How is the main character feeling at the start/middle/end of the story?
Why?
Can you find examples of powerful adjectives?
Find an example of a word you don't know the meaning of. Using the text around it, what do you think it means?

GREY LEVEL

These bookmarks are for Grey, Ruby and Emerald colour bands.

Reading Non-Fiction: Questions to ask your child.

Why has the writer written this text?
Have you found any of the illustrations, diagrams or pictures useful? Can you find an example of a page you think has an interesting layout? Why did you choose it?
Where would you look to find out what a technical word means?
What is on the cover of the book? What does this tell you about the content inside

GREY LEVEL



DARK BLUE (Big Cat Sapphire)

Dark Blue/Sapphire books provide a selection of stories and non-fiction books, including a range of content, narrative styles and points of view. This level encourages readers to form opinions and discuss their own reading tastes. These books will have more complex text features, such as an overarching plot and deeper structures of character relationships and themes.

PUPIL TARGETS

- Understand how the use of chapters and paragraphs are used to build up ideas
- Compare and discuss the work of an author whilst discussing the positives and negatives of a book
- Read more elaborate descriptive vocabulary
- Challenge themselves when reading and learn new things from texts
- Observe and explain the purpose, audience and viewpoints of different texts

How to support your child with Dark Blue/Sapphire level books

Books at Dark Blue/Sapphire level are more complex which means that it is important that the reader is conscious of the structure, language and vocabulary the writer is using. Although your child should enjoy them, the books will provide a challenge and need the reader to be alert and willing to learn. You can support them by:

- Continuing to make time available for regular quiet reading sessions, and reading your book while your child reads.
- Sometimes asking them to choose a part of the text to read aloud, showing their understanding by using expression, tone and pace.
- Before a reading session, asking your child to find and note down some particular information. It could relate to the plot or it could be something like: a really good descriptive passage; three words which are adventurous; two words you want to use in your next piece of writing; an example of something typical a character does or says; how one character's reaction to another shows their relationship ...

These types of questions don't mean you have to read the book yourself, but they help to alert your child to its possibilities. Don't forget to discuss what they found!

Home Reading bookmarks

Reading Non-Fiction: Questions to ask your child.

Find an example of a technical word. Where would you look to find out what a technical word means?
How does the layout help the reader?
What are the important points the author is trying to get over to you as the reader?
What is the main idea of this section/paragraph?

DARK BLUE

These bookmarks are for Dark Blue and Sapphire colour bands.

Reading Fiction: Questions to ask your child.

If you were going to interview this character/author, which questions would you ask?
Have you read any other stories that have similar characters to this one?
Is this book written in the first or third person?
What is the main event of the story?
Can you find examples of powerful adjectives?
What makes this a successful story?

DARK BLUE



DARK RED (Big Cat Diamond)

Dark Red/Diamond books encourage children to synthesise information from different places in a text. Children are beginning to recognise how layers of meaning allow for the build-up of humour or tension and can discuss how the author has achieved the effects. Books at this level are written in a much subtler way, meaning that the reader will need to fully engage with a book in order to understand it.

PUPIL TARGETS

- Understand how the use of chapters and paragraphs are used to build up ideas
- Explain and discuss the key features of a text
- Describe how and why the author has written their book and discuss the impact it has on the reader
- Identify how the author conveys messages, moods and attitudes
- Challenge themselves when reading and learn new things whilst reading longer books
- Make own decisions about the types of books they are interested in and want to read

How to support your child with Dark Red/Diamond level books

The books at this level will provide a level of challenge which means that it is important that your child is fully engaged with the process of reading and conscious of the structure, language and vocabulary the writer is using and the impact that this has on the reader. Their understanding will be deepened through opportunities to discuss what they have read. You can help them by:

- Continuing to make a time available for regular quiet reading sessions, and reading your book while your child reads.
- Before a reading session, asking your child to find and note down some particular information. It could relate to the plot, or it could be something like a really good descriptive passage; three words which are adventurous; two words you want to use in your next piece of writing; an example of something typical a character does or says; how one character's reaction to another shows their relationship ... There are lots of questions you can ask which don't mean you have to read the book yourself but help to alert your child to its possibilities. Don't forget to discuss what they found!
- Suggesting that your child invites friends to a 'Book Group'. If they are all reading the same book, you could skim-read the book first and prepare some questions for the book group to discuss. Or perhaps the Book Group could be an opportunity for them to recommend and share new books with each other.

Home Reading bookmarks

Reading Non-Fiction: Questions to ask your child.

Can you point out a word which has a prefix? What does this prefix mean when it is in a front of a word?
What is/are the key idea/s in this paragraph/s?
Why are particular sections/words written in italics/bold?
Why do you think the author chose... as the title/headline/subheading? What different features of this type of text can you identify?

DARK RED

These bookmarks are for Dark Red and Diamond colour bands.

Reading Fiction: Questions to ask your child.

Show a word which has a prefix? What does this prefix mean when in front of a word?
What is the main message/feeling in the story?
Why did the characters behave in the way that they did?
How is character X feeling? What words/phrases does the writer use to let us know this?
How did this text make you feel? Why was that?

DARK RED



BLACK (Big Cat Pearl)

Black/Pearl banded books are the final level of the Book Band grading system. Children reading at this level are strong, confident readers. They select a book by personal preference and often read for pleasure. Black/Pearl books will have very few or no illustrations and have complex text features found in 'real' or non-scheme books. Children at this stage are considered free readers.

PUPIL TARGETS

- Demonstrate a good level of competence in both decoding and comprehension
- Regularly read long chapter books for pleasure
- Read a variety of texts and genres, including a wide range of poetry, plays and textbooks.
- Select their own reading books by using skills, such as reading the blurb and reading a small section of text.
- Recommend books to their peers
- Read poems and plays aloud to show understanding through intonation, tone and volume
- Distinguish between statements of fact and opinion

How to support your child with Black/Pearl level books

The books at this level will provide a level of challenge which means that it is important that your child is fully engaged with the process of reading and conscious of the structure, language and vocabulary the writer is using and the impact that this has on the reader. Their understanding will be deepened through opportunities to discuss what they have read. You can help them by:

- Continuing to make a time available for regular quiet reading sessions, and reading your book while your child reads.
- Before a reading session, asking your child to find and note down some particular information. It could relate to the plot or it could be something like - a really good descriptive passage; three words which are adventurous; two words you want to use in your next piece of writing; an example of something typical a character does or says; how one character's reaction to another shows their relationship ... These types of questions don't mean you have to read the book yourself, but they help to alert your child to its possibilities. Don't forget to discuss what they found!
- Suggesting that your child invites friends to a 'Book Group'. If they are all reading the same book, you could skim-read the book first and prepare some questions for the book group to discuss. Or perhaps the Book Group could be an opportunity for them to recommend and share new books with each other