

Book Band	SJS Reading Objectives Objectives derived from: ^ = EYFS 30-50 month ~ = EYFS 40-60 months ʌ = Early Learning Goals P = P Scales, attainment targets with special educational needs Dec 2015 * = Book Banding Learning Opportunities Which Book and Why ISBN:978-1-78277-022-0 # = National Curriculum Programmes of Study - statutory requirement for reading Years 1-6	Achieved the target
Pink F2	locate the title * ^	
	open front cover * ^ P7	
	turn pages appropriately * ^ P6	
	understand that left page comes before right * ^ P7	
	understand that we read print from left to right * ~ P7	
	match spoken to printed word (one-to-one correspondence) across 2-3 lines of print * ~	
	confirm this matching using a few known words or letters * ~ P8	
	read simple CVC words * ~ P8	
	show some awareness of mismatches between reading attempts and the printed text * ~	
	work out the storyline by gathering information from illustrations and repeated language patterns * ~ ʌ P7	
Red F2	locate and recall title *	
	consolidate secure control of one-to-one matching on a wide range of texts *	
	use known words to check and confirm reading * ~ ʌ	
	solve simple words by blending phonemes from left to right and check for meaning and correct syntax * ~ ʌ	
	begin to notice own errors *	
	start to read in a more phrased manner while maintaining track of the print *	
Yellow Y1	repeat words, phrases, or sentences to check, confirm, or modify own reading *	
	follow print with eyes, finger-pointing only at points of difficulty *	
	take more note of punctuation to support use of grammar and oral language rhythms *	
	cross-check sources of information while reading, and sometimes self-correct *	
	note familiar words and phonemes and use these to get to unknown words * #1	
	search for information in print to attempt and confirm new words while reading * #1	
	notice relationships between one text and others *	
	link what I read or hear to my own experiences #1	
	recognise and join in with predictable phrases #1	
	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught #1	
	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word #1	
	read other words of more than one syllable that contain taught GPCs #1	
Blue Y1	re-read books to build up fluency and confidence in word reading #1	
	move through text attending to print, meaning and sentence structure flexibly * #1	
	self-correct more often *	
	solve new words using print information and understanding of the text to try alternative pronunciations where appropriate * #1	
	re-read to enhance phrasing and clarify precise meaning * #1	
	identify constituent parts of unfamiliar two-syllable words to read correctly * #1	
	discuss content of the text in a manner that indicates precise understanding * #1	
	manage a greater variety of text genre and become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics * #1	
	learn to appreciate rhymes and poems and recite some by heart * #1	
	draw on what I already know or on background information and vocabulary provided by the teacher * #1	
	participate in discussion about what is read to them, taking turns and listening to what others say * #1	
	explain clearly their understanding of what is read to them * #1	

Green Y1	discuss the significance of the title and events * #1	
	read fluently with attention to punctuation *	
	solve new words using print detail while attending to meaning and syntax *	
	self-correct on-the-run * #1	
	automatically track additional lines of print visually and without difficulty *	
	manage effectively a growing variety of texts, including non-fiction * #1	
	discuss and interpret character and plot more fully * #1	
	use contents page and glossary in non-fiction books and locate information *	
	discuss word meanings, linking new meanings to those already known #1	
	read words with contractions (e.g. I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s) #1	
Orange Y1	read words containing taught GPCs and -s, -es, -ing, -ed, -er, and -est endings #1	
	get started on fiction after briefer introductions and without relying so heavily 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 greater range of punctuation and text layout *	
	cross-check information from print, meaning, syntax and self-correct on-the-run * #1	
	search for and use familiar syllables within words to read longer words * #1	
	infer meaning from text * #1	
Turquoise Y1	check information in text with illustrations, particularly in non-fiction and comment on content *	
	begin to use appropriate terminology when discussing different types of text * #1	
	extract meaning from the text while reading with less dependence on illustrations * #1	
	approach different genres with increasing flexibility * #1	
	use punctuation and text layout to read with 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 * #1	
	monitor own reading, checking and self-correcting while considering text meaning * #1	
	navigate around alphabetically ordered texts such as indexes, glossaries and dictionaries*	

Purple Y2	look through a variety of fiction and non-fiction with growing independence to predict content, layout and story development * #2	
	adapt to fiction, non-fiction and poetic language with growing flexibility * #2	
	become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales #2	
	read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences * #2	
	begin to make more conscious use of reading to extend speaking and writing vocabulary and syntax * #2	
	discuss the sequence of events and how items of information are related #2	
	understand the books I read and listen to by drawing on what I already know or on background information and vocabulary provided by the teacher #2	
	check that text makes sense as I read and correct inaccurate reading #2	
	make inferences on what is being said and done #2	
	answer and ask questions #2	
	discuss the meanings of words linking new meanings to known vocabulary #2	
	take more conscious account of literary effects used by fiction writers, and the formal language of different types of non-fiction *	
	continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear #2	
	solve most unfamiliar words on-the-run by blending less common digraphs and recognising alternative spellings to read longer and more complex words * #2	
	read words containing common suffixes #2	
	read most words quickly and accurately #2	
Gold Y2	look through a variety of books with growing independence to predict content and story development and make full use of non-fiction layout * #2	
	read silently or quietly at 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 less common digraphs and recognising alternative spellings to read longer and more complex words * #2	
	discuss favourite words and phrases #2	
	adapt to fiction, non-fiction and poetic language with growing flexibility * #2	
	take more conscious account of literary effects used by writers * #2	
	make more conscious use of reading to extend speaking and writing vocabulary and syntax * #2	
	discuss and clarify meanings of words, linking new meanings to known vocabulary * #2	
	locate and interpret information in non-fiction * #2	
	listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently #2	
	participate in discussion about books, poems and other works that are heard and read, taking turns and listening to what others say #2	
	explain and discuss understandings of books, poems and other material, that is heard and read #2	

White Y3	read silently most of the time *	
	sustain interest in longer text, returning to it easily after a break *	
	use text more fully as a reference and as a model * #3/4	
	search for and find information in texts more flexibly * #3/4	
	express reasoned opinions about what is read and compare texts * #3/4	
	offer and discuss interpretations of text * #3/4	
	listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books #3/4	
	be familiar with a wide range of books, including fairy stories, myths and legends and retell some of these orally #3/4	
	ask questions to improve understanding of a text #3/4	
	predict what might happen from details stated and implied #3/4	
	talk with others about what has been read or heard, taking turns and listening to what others say #3/4	
	notice the spelling of unfamiliar words and relate to known words * #3/4	
	show increased awareness of vocabulary and precise meaning * #3/4	
	discuss words that capture interest and imagination #3/4	
	apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words they meet #3/4	
	read further exception words, noting the unusual correspondences between spelling and sound and where they occur in the word #3/4	

Lime Y4 (Y3 Summer)	use experience of reading a variety of material to recognise text type and predict layout and general content * #3/4	
	read silently most of the time, adjusting speed of reading to suit material - monitoring the precise meaning *	
	rerun to make different interpretations of dialogue, more complex sentences, unfamiliar language etc. * #3/4	
	sustain interest in longer texts, returning easily to them after a break *	
	make use of blurbs, chapter headings, glossaries, indexes and procedural texts to search for and locate information quickly and accurately * #3/4	
	take note and devise ways to remember the meaning and spelling of unfamiliar words * #3/4	
	express reasoned opinions about what is read and compare texts * #3/4	
	investigate and identify the styles and voice of a range of different text types including plays, poetry, narrative, procedural and explanatory text s * #3/4	
	sustain meaning over several phrases and inserted clauses to fully comprehend the writer's message in longer and more complex sentence *	
	draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence #3/4	
	apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words they meet #3/4	
	read further exception words, noting the unusual correspondences between spelling and sound and where they occur in the word #3/4	
Brown Y4	check that text makes sense, discuss understanding and explain meaning of words in context #3/4 & 5/6	
	identify the main ideas drawn from more than one paragraph and summarise #3/4	
	recognise different forms of poetry (i.e. free verse, narrative poetry) #3/4	
	identify how language, structure and presentation contribute to meaning #3/4 & 5/6	
	identify themes and conventions in a wide range of books and writing #3/4	
	prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and actions #3/4	
	apply a growing knowledge of root words, prefixes and suffixes in <u>English Appendix 1</u> to understand the meaning of new words they meet #3/4 & 5/6	
	read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word #3/4	

Grey Y5	draw inferences such as inferring from character's feelings, thoughts, motives, actions and justify inferences with evidence #5/6	
	read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference or text books #5/6	
	continue to read books that are structured in different ways and read for a range of purposes #5/6	
	predict what might happen from details stated and implied #5/6	
	summarise the main ideas drawn from more than one paragraph, identifying key details that support summary #5/6	
	apply a growing knowledge of root words, prefixes and suffixes in <u>English Appendix 1</u> , to understand the meaning of new words they meet #5/6	
Dark Blue Y6 (Y5 Summer)	make comparisons within and across books #5/6	
	distinguish between statements of fact and opinion #5/6	
	ask questions to improve understanding #5/6	
	increase familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions #5/6	
	participate in discussions about books that are heard and read building on own and others ideas and challenging views cautiously #5/6	
	learn a wider range of poetry by heart #5/6	
Burgundy Y6	apply a growing knowledge of root words, prefixes and suffixes in <u>English Appendix 1</u> , to understand the meaning of new words they meet #5/6	
	identify and discuss themes and conventions in and across a wide range of writing #5/6	
	discuss and evaluate how authors use language including figurative language considering the impact on the reader #5/6	
	explain and discuss understanding of what is read including through formal presentations and debate maintaining focus on the topic and using notes where necessary #5/6	
	provide reasoned justifications for views #5/6	
	recommend books to peers, giving reasons for choices #5/6	
	prepare poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear #5/6	

Teacher Assessment of READING Cross-Reference

Year group	School term	Approx. Phonic Phase	Book Band
F2 Reception 4 - 5 years	Autumn	2	PINK
	Spring	3	RED
	Summer		
1 5 - 6 years	Autumn	3/4	YELLOW
		4/5	BLUE
	Spring	5	GREEN
	Summer	5/6	ORANGE
			TURQUOISE
2 6 - 7 years	Autumn	6	PURPLE
	Spring		GOLD
	Summer		
3 7 - 8 years	Autumn	-	WHITE
	Spring		
	Summer		LIME
4 8 - 9 years	Autumn	-	
	Spring		BROWN
	Summer		
5 9 - 10 years	Autumn	-	GREY
	Spring		
	Summer		DARK BLUE
6 10 - 11 years	Autumn	-	
	Spring		BURGUNDY
	Summer		

Books with a reading challenge beyond **BURGUNDY**
are either Book Banded **BLACK** or are not
Book Banded

Poetry is generally Book Banded **CREAM**

Year group	National Expectations
EYFS F2 Reception 4 - 5 years	Pupils assessed as having achieved a good level of development at the end of EYFS will have secured the Reading Objectives within PINK and RED and will be able to read a range of PINK and RED texts with fluency and understanding. Some will be beginning to secure YELLOW Reading Objectives so, will be accessing YELLOW texts.
1 5 - 6 years	Pupils assessed as being 'on track' to achieve the expected standard at the end of KS1 will have secured the Reading Objectives within TURQUOISE and will be able to read a range of TURQUOISE texts with fluency and understanding. They will be beginning to secure PURPLE Reading Objectives so, will be accessing PURPLE texts.
2 6 - 7 years	Pupils assessed as having achieved the expected standard at the end of KS1 will have secured the Reading Objectives within GOLD and will be able to read a range of GOLD texts with fluency and understanding. They will be beginning to secure WHITE Reading Objectives so, will be accessing WHITE texts.
3 7 – 8 years	Pupils assessed as being 'on track' to achieve the expected standard at the end of KS2 will have secured the Reading Objectives within WHITE and will be able to read a range of WHITE texts with fluency and understanding. They will be beginning to secure LIME Reading Objectives so, will be accessing LIME texts.
4 8 – 9 years	Pupils assessed as being 'on track' to achieve the expected standard at the end of KS2 will have secured the Reading Objectives within BROWN and will be able to read a range of BROWN texts with fluency and understanding. They will be beginning to secure GREY Reading Objectives so, will be accessing GREY texts.
5 9 - 10 years	Pupils assessed as being 'on track' to achieve the expected standard at the end of KS2 will have secured the Reading Objectives within GREY and will be able to read a range of GREY texts with fluency and understanding. They will be beginning to secure DARK BLUE Reading Objectives so, will be accessing DARK BLUE texts.
6 10 - 11 years	Pupils assessed as having achieved the expected standard at the end of KS2 will have secured the Reading Objectives within BURGUNDY texts and will be able to read a range of BURGUNDY texts with fluency and understanding. They will be accessing a range of BLACK texts.

PINK

- understand stories make sense and sound right
- find the title, turn the pages, start reading on the left
- read each word as they point to them
- guess what might happen in a book
- use what they know about letter sounds to read words
- ✓ ask them about the story and talk about the pictures
- ✓ say 'Where do we start reading?'
- ✓ let them hold the book and turn the pages themselves
- ✓ if they get stuck ask, 'what would make sense?' or say, 'sound it out' or 'go back and try again'
- ✗ adults interrupting and pointing is not helpful

RED

- make sure it makes sense and sounds right
- make the reading sound like talking – not like a robot
- find the title, turn the pages, start reading on the left
- read words they know automatically
- re-tell the story including all the main parts
- ✓ if the reading doesn't make sense ask them what they can do to fix it
- ✓ if they get stuck say, 'go back and try that again' or 'sound it out'
- ✗ telling them about **all** their mistakes is unhelpful

YELLOW

- listen to their reading, notice mistakes and correct
- use their eyes to follow the sentence
- make the reading sound interesting using punctuation
- relate the story to own experiences and other stories
- retell the story in detail
- ✓ say, 'You said ... Did that sound right? Fix it!'
- ✓ show different ways to read new words: what word would fit, sound it out, chunk it – play/ing, to/day
- ✓ ask, 'What might happen next?'
- ✓ let them read the book again to make it sound smooth
- ✗ using a finger to point can make reading sound robotic

BLUE

- read longer and more complicated books
- be able to say why they like or don't like the book
- take turns to talk about a wide range of stories
- notice and fix mistakes quickly
- re-read to make it make sense and sound like talking
- ✓ ask, 'What's your favourite part?', 'Why?'
- ✓ say, 'Check it', 'Does it make sense **and** look right?'
- ✓ tell them to go back and try it again to check
- ✓ show how punctuation changes the way you read
- ✗ sounding out some words is not helpful – *said, was, come*

GREEN

- read different sorts of books – fiction and non-fiction
- read at good speed using punctuation and expression
- retell a story and be able to talk about the title, main events and the characters
- use the contents page and glossary in non-fiction
- talk about new words and what they mean
- ✓ say, 'Does it make sense, sound right **and** look right?'
- ✓ ask how the characters felt or why things happened
- ✓ show how reading at a good pace makes it interesting
- ✓ check they understand the ideas in non-fiction books
- ✗ telling them they should 'know a word' only helps if they have learnt it or solved it before

ORANGE

- read longer books/stories with fewer pictures
- check that what is being read makes sense, sounds right and looks right without adult help
- notice punctuation and how the book is set out
- break longer words into chunks i.e. yes/ter/day
- know that they need to 'read between the lines' and use clues to understand the story
- ✓ find and talk about information from non-fiction books
- ✓ talk about unusual words and their meaning - *glacier*
- ✓ ask what sort of book it is – fiction, non-fiction, poetry
- ✓ look for words within words i.e. playground
- ✗ sounding out all the letters in long words does not help

TURQUOISE

- understand everything that is being read without relying on illustrations
- read different types of books with a full page of text
- read with a range of expression by paying attention to punctuation and text layout
- read more unusual words while checking the meaning
- use alphabetical order to find information
- ✓ ask, 'Has that ever happened to you?'
- ✓ talk together about books they have read or heard
- ✗ don't ask them to read unusual words in a list – it is best to read unusual words in text

PURPLE

- guess what a book might be about before reading and ask questions when reading
- notice familiar phrases in different books - *Once upon a time, One day, Long ago*
- read quietly or silently at a good speed noticing and correcting errors
- work out unknown words quickly
- notice books can be set in different times and places
- ✓ ask, 'Why did the writer use this word?'
- ✓ talk about how the writer wanted you to feel
- ✗ be careful – they may sometimes read unfamiliar words but may not know their meaning

GOLD

- know what a book is about, from looking at the title, sub-headings and layout
 - independently find information in non-fiction books
 - read silently or quietly at a fast speed using punctuation to support understanding
 - be able to solve new or unfamiliar words fast
 - talk about what has been read, taking turns and listening to others
-
- ✓ ask, 'What have you learnt from the book?'
 - ✓ say, 'Find the part of the story where...'
-
- ✗ reading all the words correctly but not listening to what is being read is unhelpful

WHITE

- read silently most of the time, noticing new words and thinking about their meaning
 - read for longer periods of time and return to a book after a break – remembering what has happened
 - notice the spelling patterns of unfamiliar words
 - talk with others about what has been read
 - think what might happen from what has been read
-
- ✓ say, 'Find the word that means....'
 - ✓ ask, 'What words were used to describe...?'
-
- ✗ be careful – how you feel about a book may not be how they feel. We all like different things

LIME

- recognise text types, predict layout, general content
 - read silently, asking questions to monitor meaning - returning easily to a text after a break
 - rerun more complex sentences and unfamiliar language to understand and interpret meaning
 - make use of blurbs, chapter headings, indexes and glossaries to find information quickly and accurately
 - express reasoned opinions about what is read
-
- ✓ ask, 'Which part of the book tells you about...?'
 - ✓ ask, 'Tell me why he or she did that.'
-
- ✗ they may understand all the words but not the story

BROWN

- read and search longer texts for detailed information looking at language, structure and presentation
 - use the context of the story to work out meanings of unfamiliar words and discuss understanding
 - summarise the ideas from more than one paragraph
 - find specific information from non-fiction texts
 - read and perform plays and poems
-
- ✓ ask, 'What makes you think/feel...?'
 - ✓ encourage them to ask questions as they read the text
-
- ✗ but don't assume that answering questions means they understand the real meaning of the text

GREY

- search text by scanning to find detail
 - identify words that are used to give effect
 - relate information from one text to another
 - read between the lines to discover a character's feelings, thoughts, motives from what they say and do
 - read and discuss a wide range of fiction, poetry, plays, non-fiction, reference or text books
-
- ✓ say, 'Find the part that tells you....' or 'Where in the story does the author make you think...'
 - ✓ ask, 'What is the main idea on this page or chapter?'
-
- ✗ they may prefer a particular type of book so will need encouragement to read different types of books

DARK BLUE

- make comparisons within and across books
 - ask questions to themselves and others to improve understanding
 - understand the difference between fact and opinion
 - read a wide range of books – myths, legends, traditional stories, modern fiction, books from their own culture and the culture of others
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- ✓ encourage them to ask or use reference resources when they are unsure about unfamiliar vocabulary
 - ✓ discuss what is read to build on and challenge their ideas
-
- ✗ don't assume that all cultural references are understood

BURGUNDY

- recommend books and give reasons for their choices
 - identify and discuss themes, conventions and language across a range of books
 - read and perform plays and poems showing understanding and making meaning clear to others
 - follow the stages of a process or argument
-
- ✓ ask, 'Find more than one reason to support your opinion'
 - ✓ ask, 'Why would you recommend this book to others?'
-
- ✗ don't assume that everything 'read' is understood