

Reading at Glenthorne Primary



Reading through the Book Bands

Here are general guidelines about the book bands used at Glenthorne Primary School and what they represent.

In Reception books have been organised into groups of sounds according to phonic phases. These are suited to the order in which your child will learn their phonics sounds.

In Key Stage One books are organised into coloured book bands. These books may be from Oxford Reading Tree, Big Cat or other publishers.

Each book band requires certain skills to read and understand the content. As book bands increase the level of difficulty increases and the skills required become more complex. As more phonics sounds are introduced to your child in their phonics sessions, these will be found present in the book band they are reading.

Phase 2

s	a	t
p	i	n
m	d	g
o	c	k
ck	e	u
r	h	b
f	ff	l
ll		ss

Phase 3

j	v	w
x	y	z
zz	qu	ch
sh	th	ng
ai	ee	igh
oa	oo	oo
ar	or	ur
ow	oi	ear

Phase 4

st	nd	mp
nt	nk	ft
sk	lt	lp
lf	lk	pt
xt	tr	dr
gr	cr	br
fr	bl	fl
gl	pl	cl

Phase 5

ay	ou	ie
ea	oy	ir
ue	ue	aw
wh	ph	ew
ew	oe	au
ey	a-e	e-e
i-e	o-e	u-e

Books will vary in a number of ways including layout, size, vocabulary and length, to give the children a rich diet of literature. The difference between each colour band is very gradual so that children do not experience great difficulty moving through the scheme.

Children are expected to reach the highest book band at seven or eight years old. Children who read above lime level are reading fairly fluently and although some books are still graded above this point, banding is not as important as children are now reading a wide range of texts.

Please remember that children learn in different ways and at different rates. This is not a race, it is a journey and children should be encouraged regardless of what band they are reading. Progress through the bands is not automatic and it is important to ensure that children have a secure understanding of what they have read and can answer questions clearly before moving up a level. Children should be able to read 90% of the words on the page without any problem and answer questions, inferring from the text before changing book bands.

Most importantly children should enjoy what they are reading and take pleasure out of reading different genres and text types.

Things to remember

- Hear your child read as often as possible preferably 4 times a week.
- Little and often is more beneficial than a long session once a week.
- Think about how long you are reading for- the time should not exceed your child's attention span.
- Pick your timing carefully- reading is tricky when we are tired.
- Record reading in your child's reading record, even if they record this themselves and you sign to show you have listened to them.
- Every child is an individual and should be encouraged whatever book they are reading.
- If you have any questions, please talk to your child's class teacher.

Reception

Little Wandle Colours	What is included in the book?	Suggested ways to support your child
Phase 1	<ul style="list-style-type: none"> Books with no words 	<ul style="list-style-type: none"> Talk about what is happening in the pictures Develop talking in sentences Make predictions about what might happen next
Phase 2 a	<ul style="list-style-type: none"> Phase 2 Phonic sounds s,a,t,p,i,n,m,d,g,o,c,k,ck,e,u,r,h,b,f,l Beginning to introduce tricky words such as the. 	<ul style="list-style-type: none"> Encourage the child to segment (s-a-t) and blend (sat) the words using their phonic knowledge. Recognise and repeat tricky words Discuss the characters, plot and use images to predict what may happen next. Recognise the cover, title and pictures.
Phase 2 b	<ul style="list-style-type: none"> Phase 2 Phonic sounds ,ff,ll,ss,j,v,w,x,y,z,zz,qu,sh,ch,th,ng,nk Beginning to introduce tricky words such as the. 	
Phase 3	<ul style="list-style-type: none"> Phase 3 Phonic sounds Beginning to introduce tricky words such as the. 	<ul style="list-style-type: none"> Encourage the child to segment (sh-o-p) and blend (shop) the words using their phonic knowledge. Recognise and repeat tricky words that cannot be segmented using phonics eg the. Discuss the characters, plot and use images to predict what may happen next. Recognise the cover, title and pictures.
Phase 4	<ul style="list-style-type: none"> Cvcc, ccvc and ccvcc words containing previously taught graphemes. 	<ul style="list-style-type: none"> As above using phonics to segment longer words such as h-a-n-d (hand), d-r-u-m (drum), t-r-u-s-t (trust).

Things to do whilst reading

- Locate the title and front cover
- Turn pages appropriately
- Understand that the left page come before the right
- Understand that we read from left to right
- Match spoken word to written word
- Distinguish between text and pictures
- Use a few known words to assist reading
- Segment and blend unknown words s-a-t (sat).
- Follow print with eyes
- Recognise tricky words that cannot be segmented using phonics eg the, said.
- Begin to recognise punctuation such as full stops and the need for a break.

Questions to ask whilst reading

- Who are the characters?
- What is happening? Why? Where? When
- What do you think may happen next?

Key Stage 1 and Key Stage 2

Book Band	Age expectation	What is included?	How to support your child?
Pink	4-5 Years (Reception)	<ul style="list-style-type: none"> Repetitive words or phrases May include some phase 2 sounds Repetitive story or structure 	<ul style="list-style-type: none"> A repetitive phrase book to share. Discuss the title, front cover, pictures and story Child to join in when recognising words or phrases from the repetition
Red	4-5 Years	<ul style="list-style-type: none"> Phase 2 and phase 3 sounds Words to segment and blend Begins to introduce tricky words such as the 	<ul style="list-style-type: none"> Encourage the child to segment (s-a-t) and blend (sat) the words using their phonic knowledge. Recognise and repeat tricky words that cannot be segmented using phonics eg the. Discuss the characters, plot and use images to predict what may happen next. Recognise the cover, title and pictures.
Yellow	End of Reception/ Beginning of Y1	<ul style="list-style-type: none"> Phase 3 sounds Words to segment and blend Begins to introduce tricky words such as the 	
Blue	5-6 Years (Year 1)	<ul style="list-style-type: none"> Phase 4/5 sounds Requires sound recognition to segment and blend Includes more tricky words 	
Green	5-6 Years	<ul style="list-style-type: none"> Phase 5 sounds Requires sound recognition to segment and blend Includes more tricky words 	<ul style="list-style-type: none"> Encourage the child to segment (p-ai-n) and blend (pain) the words using their increasing phonic knowledge. Recognise digraphs and tri-graphs in words b-ee-ch, l-igh-t. These are 2 and 3 letters which make a sound. Recognise split digraphs where the sound is split by a letter t-i(m)e Recognise and repeat tricky words that cannot be segmented using phonics eg the, and, said. Discuss the characters, plot and use images to predict what may happen next. Begin to increase in fluency. Infer meaning from the text and images. Use non-fiction features when reading non-fiction books.
Orange	5-6 Years	<ul style="list-style-type: none"> Phase 5 sounds including split digraphs Requires sound recognition to segment and blend 	
Turquoise	End of Y1/Beginning of Y2	<ul style="list-style-type: none"> Includes a range of tricky words Increasing use of punctuation 	
Purple	6-7 Years (Year 2)	<ul style="list-style-type: none"> Includes any previously taught graphemes to read more fluently. 	<ul style="list-style-type: none"> Recognise all previously taught graphemes. Read with increasing fluency and less need to segment and blend unknown words aloud. Recognises most tricky words Adapt to fiction and non-fiction Comments on and intercepts plot, feelings, characters, settings and makes prediction using text and images Recognises a range of punctuation and reads appropriately Uses voices for characters Recognises spellings patterns such as suffixes.
Gold	6-7 Years	<ul style="list-style-type: none"> Recognises most tricky words Increasing use of punctuation Increasing use of expression 	
White	6-7 Years	<ul style="list-style-type: none"> Reading fluently with need to segment and blend. Recognises most tricky works 	
Lime	End of Y2/ Beginning of Y3	<ul style="list-style-type: none"> Use of punctuation and expression May include chapters or be a longer book. 	

Free Reader	Year 3 upwards May include the following colours Brown, Copper, Grey, Topaz, Dark blue, Ruby, Dark red, Emerald, Sapphire	<ul style="list-style-type: none">Increasingly challenging vocabulary and cross curricular topics, themes and genres.Read independently using all previously taught strategies.	<ul style="list-style-type: none">Children can now read fluently.Focus on the comprehension skills such as inference.Children should be able to answer a range of questions about what they have read and back up their opinions using evidence from the text.
-------------	---	--	--