

Reading Colour Bands



Book Band	Colour	Description	Phonics Phase	End of KS 1 Standard
	PINK	<ul style="list-style-type: none"> ▪ Title ▪ Open the front cover ▪ Turn pages appropriately ▪ Understand that the left page comes before the right. ▪ Understand that we read from left to right. ▪ Use meaning together with repeated language patterns to predict the storyline. ▪ Start to match spoken word to printed word. ▪ Use a few known words to assist own reading. 	1 -2	PKS
	RED	<ul style="list-style-type: none"> ▪ Locate and recall title ▪ Remind and guide one to one matching on a wide range of texts. ▪ Use known words to check and confirm reading. ▪ Solve simple cvc (consonant/vowel/consonant) words by blending phonemes from left to right and check for meaning, and correct syntax (i.e. checking it makes sense and sounds right). ▪ Start to read more rhythmically or use phrasing while still maintaining the track of the words on the page. ▪ Repeat words, phrases or sentences to check, confirm or modify own reading. 	2 -3	PKS
	YELLOW	<ul style="list-style-type: none"> ▪ Follow the words with eyes, finger pointing only at points of difficulty. 	3-4	PKS

		<ul style="list-style-type: none"> ▪ Take more note of punctuation to support the use of grammar and oral language rhythms. ▪ Skills develop to take note of familiar patterns in unfamiliar words. ▪ Awareness of using the words and the pictures to predict, check their understanding and to attempt unfamiliar words that appear in the text. ▪ Starting to notice links between texts ▪ Predict in more detail. ▪ More variation of sentence structure seen. ▪ Storylines will include more episodes following a time sequence. ▪ Some repetition of phrase patterns, ideas and vocabulary. 		
	BLUE	<ul style="list-style-type: none"> ▪ Moves through text attending to meaning, words and sentence structure flexibly. ▪ Self corrects more rapidly on-the-run. ▪ Solve new words using the words they know and the understanding of the text to try alternative pronunciations. ▪ Re-reads to enhance phrasing and to clarify meaning more precisely. ▪ Reads more unfamiliar words or 2 or more syllables. ▪ Manages to read a wider variety of genre. ▪ Discuss content of the text in more detail to demonstrate understanding. ▪ Greater variation in sentence patterns and content. ▪ More events within a story. 	4-5	PKS
	GREEN	<ul style="list-style-type: none"> ▪ Read fluently with attention to punctuation. ▪ Read unfamiliar words using the surrounding text and phonic knowledge to attend to meaning and syntax (checking it makes sense and sounds right). ▪ Track additional lines of text without too much difficulty. ▪ Manage effectively a growing variety of texts, including non-fiction. ▪ Discuss characters and plot more fully. ▪ Use a contents page and glossary in non-fiction books, and locate information. ▪ Varied and longer sentences. ▪ Little repetition of phrases, but unfamiliar words usually repeated. 	5	PKS/WTS

		<ul style="list-style-type: none"> ▪ Events sustained over several pages ▪ Larger amount of words per page ▪ Some specialised vocabulary 		
	ORANGE	<ul style="list-style-type: none"> ▪ Starts to read with less introduction from an adult and does not rely on illustrations. ▪ Uses a contents page in a non-fiction text to find information. ▪ Reads longer phrases and more complex sentences. ▪ Blends phonemes in unfamiliar words more fluently, checking understanding and syntax. ▪ Attend to a greater range of punctuation and text layout. ▪ Search for and use familiar syllables within words to read longer words. ▪ Infer meaning from a text. ▪ Begin to use appropriate terminology when discussing different types of text. ▪ Stories are longer up to 300 words. ▪ More text and less illustration ▪ More complex sentence structure. 	5-6	WTS
	TURQUOISE	<ul style="list-style-type: none"> ▪ Extract meaning from the text while reading with less dependence on illustrations. ▪ Approach different genres with increasing flexibility. ▪ Use punctuation and text layout to read with greater range of intonation and control. ▪ Sustains reading through longer sentence structures and paragraphs. ▪ Read a higher ratio of more complex words using known vocabulary, phonic knowledge and syllables. ▪ Provide more extended descriptions and elaborate on events. ▪ More text on the page than illustrations. ▪ More unfamiliar and challenging vocabulary, particularly non-fiction. 	5-6	WTS
	PURPLE	<ul style="list-style-type: none"> ▪ Look through a variety of fiction and non-fiction with growing independence to predict content, layout and story development. 	6	WTS/EXS

		<ul style="list-style-type: none"> ▪ Able to read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences. ▪ Read with little or no undue hesitation. ▪ Reading unfamiliar vocabulary using their secure knowledge of phonemes. ▪ Adapt to fiction, non-fiction and poetic language with growing flexibility. ▪ More aware of the effect words have on the reader. ▪ Read with intonation and expression. ▪ More complex sentence structures. ▪ Storylines will be more involved and reflect the feelings of the writer. ▪ Wider range of genre but still with illustrations. ▪ Some books will contain chapters for more sustained reading. 		
	GOLD	<ul style="list-style-type: none"> ▪ Confident and independent reading/reader ▪ Can predict content and story development with growing ease. ▪ Reads silently or quietly and at a more rapid pace with no undue hesitation, taking account of a range of punctuation and using it to keep track. ▪ Reads many unfamiliar words correctly and with ease. ▪ Adapt to fiction, non-fiction and poetic language with growing flexibility. ▪ Developing awareness of the effect reading has on the listener. ▪ Locate and interpret information in non-fiction. ▪ Complex sentence structures. ▪ Storylines will be more involved and reflect the feelings of the writer. 	6	EXS
	WHITE	<ul style="list-style-type: none"> ▪ Reads fluently with no undue hesitation. ▪ Reads with intonation and expression. ▪ Sustains interest in a longer text, returning to it after a short break. ▪ Searches for information with ease. ▪ Uses inference with growing confidence. ▪ Reads unfamiliar vocabulary correctly. ▪ Discussions are more detailed and clear links are made between texts. ▪ Can interpret texts more readily. ▪ Reads chapter books ▪ More than one point of view is expressed within the text. 	6+	EXS/GDS

		<ul style="list-style-type: none"> ▪ Sentences contain subordinate clauses or phrases. ▪ Texts may contain more metaphorical or technical language 		
	LIME	<ul style="list-style-type: none"> ▪ All of the above ▪ Free reader (age appropriate) ▪ Wider range of writing styles presented in texts. ▪ Increasing range of more complex sentences structures. ▪ Sentences contain more than two clauses. ▪ Sophisticated answers to demonstrate a deep appreciation of what the author wishes to convey. ▪ Control when using intonation and expression ▪ Reads silently or quietly and for sustained periods of time. ▪ Offers opinions and reasons about events and character behaviour. 	6+	GDS