



# Reading Guidance

A Guide for Parents  
September 2017

This booklet has been designed in order to help you and your child enjoy reading at home. It aims to provide you with clear information about learning to read and how you can help your child make progress.

At Stone C of E Combined School we aim to develop and foster a love of reading in our children. We use the Book Banding system in order to make sure that the children are reading a book that is an appropriate level for them.

### *What do Book Band levels mean?*

Reading books are graded by difficulty by reading levels known as Book Bands. Each Book Band has its own colour. The chart below gives an indication of the range of Book Band levels at which most children will be reading as they progress through primary school.

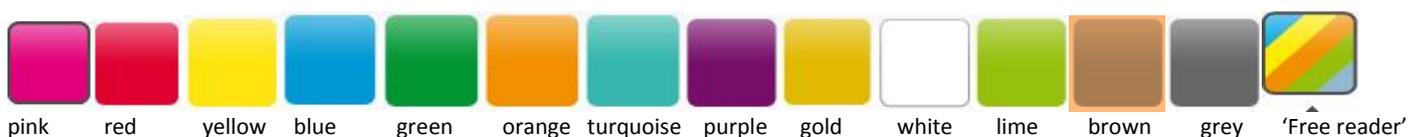
Children tend to learn in fits and starts – periods of growth followed by periods of consolidation when their progress seems to halt for a while. The periods where you don't see rapid progress may be worrying, especially after a 'growth spurt', but they are important as your child develops confidence in using and applying their newly acquired skills. If you are ever worried about your child's progress, please talk to their teacher.

Book Band 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/number stage is very gradual, so that children do not experience great difficulty moving up through the scheme.

Progress through the bands is not automatic and it is important to ensure that children working in the early bands have secure understanding so that they remain in control of the task and well-motivated as they move on to more challenging texts. This is particularly important for children at the early stages of learning English as an additional language. Your child's teacher will constantly be reviewing the book band book that your child will bring home and make a note in their reading record if they have moved up a book band.

As a rough guide, children should be able to read at least 90% of the words on the page without any problem. If the book is too easy, they can become bored. If it's too difficult, they can become frustrated, and may have to concentrate so hard on reading the words that they lose the enjoyment of understanding the story.

### Book Band progression chart:



### *What reading book/s should my child be bringing home?*

#### Reception and Year 1

Until Reception children can blend sounds to make words they will only bring home a library book to share with an adult. After this they will follow the structure below.

#### Children will take home:

1. **'I can' book** - Read, Write book weekly. This will follow on from what your child has been learning in Read Write Inc. phonics and reading sessions that week. This book should be a 'celebration' of what they can read and a chance for them to 'show off' their great reading skills.
2. **'We can' book** - Book Band book/s that will be changed twice weekly if the child has finished reading that book. Please note that we will only know that your child is ready to change their book if their reading record has been signed by an adult to show us that they are ready for a new book.
3. **Library book** to share with an adult at home. This could be read by the adult and/or child.

### **Read Write Inc Phonics Programme:**

Children in the Early Years and Year 1 will be following the RWI phonics and reading programme. RWI is a successful reading programme that enables every child to become a confident and fluent reader at the first attempt. We use this programme to teach our children phonics which in turn enables them to read. It aims to teach all children to read fluently and confidently.

#### The children:

- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts
- learn to read words using sound blending (Fred talk)
- read lively stories featuring words they have learned to sound out

#### How can I use RWI at home?

1. Help your child to learn the Speed sounds- indicating the special friends (pairs/trios of letters that makes a new sound). Please avoid using letter names with early readers. The speed sound charts can be found in your child's RWI book.
2. Help your child learn to read words by sound-blending (FRED TALK)
3. Help your child read short sentences using the above words

Once the children have completed the Read, Write, Inc. programme they will be taking part in Guided Reading sessions at school. In these sessions the teacher/teaching assistant will listen to a group of children reading aloud weekly. The books chosen in this session will challenge the children and aim to develop their vocabulary and comprehension.

#### KS2 and 'Free readers'

Children who read above lime level are reading fairly fluently. In order to consolidate their reading level the children will continue to read books in the **brown** and **grey** book bands before being deemed to be 'free readers'.

**Children reading above grey book band level will be deemed 'free readers'**. Children who are assessed by their class teacher to be reading at this level in KS1 and Lower KS2 will be able to choose a book from our selection of 'free reading' library books that are appropriate for this age of child until their teacher feels that they are ready to choose books from the library independently.

When the teacher feels confident in the child's ability to select appropriate books, the child will select a library book as their 'free reading' book.

#### When will my child be able to change their reading books

Until your child is a 'free reader', reading books will be changed twice a week on a **Monday and Thursday**. They will receive one new book on book change days. Please could you sign your child's reading record to let us know if they are ready for the next book and use the reading record as a means of communicating with the class teacher/teaching assistant about your child's reading.

A member of staff will be checking the children's reading records weekly and will pass on any information to the teaching assistants who are changing the books. The class teacher will make a note in the reading record of what colour book band your child is currently reading and update this when they feel that your child is ready to move onto the next colour.

**Please note:** It is very important to sign your child's reading record, each time you hear your child read and when they are finished the book/s. This will inform us when your child is ready to change their

**books. If you feel that your child would like an additional book to read in the time given, please write this in the reading record and we will give them another book with pleasure.**

In KS1, if your child is assessed to be a 'free reader', they will continue to have their reading record checked and books changed twice a week. They will then be directed to choose a book from our age-appropriate 'free reading' library books box to read at home.

In KS2 'free readers' will be given the opportunity to choose a book in their weekly class library session when the teacher feels that they are ready to do so. **Please do continue to record what your child has read in their reading record. This will help us to monitor what they have read at home see when they have finished their book.**

If KS2 'free readers' have finished reading their book before the next class library session and would like a new book, they are welcome to ask their teacher/teaching assistant at the start of the school day and they will be given the opportunity to change their books wherever possible.

We would really like to open the library at lunch times in order to give the children further opportunities to visit the library and change their books. **If you are able to help us in opening the library between 12.15 and 1:00pm, please speak to Mrs Stewart who will be delighted to hear from you.**

#### Things to Remember

- Do hear your child read every day.
- Little and often is more beneficial than a long session once a week.
- Think about how long you are reading for - the amount of reading time shouldn't exceed your child's span of attention.
- Pick your timing carefully - it's best not to embark on a reading session when your child is tired.
- Every child is an individual - try not to compare your child's progress with other children or with brothers and sisters.

#### Please remember:

- You will be doing your child no favours if you rush them through books. It is not a race; it is a journey! Children learn at different rates just as they learn to walk, dress themselves etc. at different rates. Reading must not be treated as a competition. If children are rushed through the books they will not achieve the enjoyment and understanding necessary. Books that they find too difficult will soon put them off reading.
- The class teacher will write in your child's reading record the colour band they are reading. Please check your child is bringing home the correct book band.
- Please can you remind your child that they should not bring in books from home to read during the school day. We have a brand new, fully stocked library which will provide them with a great range of books to read. This will help us ensure that all children are reading appropriate literature.
- Please continue to read aloud regularly to your child as they move through the school. All children, including 'free readers' and KS2 children, really benefit from hearing more challenging texts being read aloud. This will give them the opportunity to discuss new language, develop their own vocabulary and develop a love of literature. This is also the perfect opportunity to share the classics that you may have read and loved with your child!

**“Parents can instil a love of reading long before a child goes to school and deepen that love of reading as the child grows up.”**

**Enjoy reading with your child and help them become lifelong readers.**

## **How to Support Your Child With Their Reading Using Book Bands:**

### **Pink book band – stage 1**

These books are for children just starting to read. Children are getting used to reading from left to right and matching spoken words to written words. They are usually no more than ten pages with up to five words on a page.

- Locate title, open front cover, turn pages appropriately
- Understand that left page comes before right
- Use meaning together with repeated language patterns (syntax) and some letters to read simple text
- Match spoken word to written word (1:1 correspondence)
- Use a few known CVC words to check own reading
- Read a simple CVC word in the text from left to right

### **Red book band – stage 1+ and 2**

The second step up the ladder as children gain a little more confidence and may know some words by sight. They are usually no more than fifteen pages with one sentence per page.

- 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
- Solve simple CVC words by blending phonemes from left to right and check for meaning and correct syntax, i.e. does it make sense and sound right?
- Start to read more rhythmically or use phrasing while maintaining track of text
- Repeat words, phrases or sentences to check, confirm or modify own reading

### **Yellow book band – stage 3**

Children are beginning to read more varied sentence structures and taking some note of punctuation. They are usually no more than fifteen pages with one or two sentences per page.

- Follow print with eyes, finger pointing only at points of difficulty
- Take more note of punctuation to support the use of grammar and oral language rhythms
- Cross-check all sources of information more quickly while reading
- 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
- Notice relationships between one text and another
- Predict in more detail

### **Blue book band – stage 4**

Children are becoming more confident at reading longer and more varied sentences. They are usually no more than fifteen pages with two or three sentences per page.

- Move through text attending to meaning, print and sentence structure flexibly
- Self-correct more rapidly on the run
- Re-read to enhance phrasing and clarify precise meaning

- Solve new words using print information and understanding of the text to try alternative pronunciations
- Identify constituent parts of unfamiliar words to read correctly
- Manage a greater range of text genre
- Discuss content of the text in a manner which indicates precise meaning

### Green book band – stage 5

Children are starting to read quite fluently and take note of punctuation. They are usually about twenty pages with three or four sentences per page.

- Read fluently with attention to punctuation
- Solve new words using print detail while attending to meaning and syntax
- Track visually additional lines of print without difficulty
- Discuss and interpret character and plot more fully
- Use contents page and glossary in non-fiction books and locate information

### Orange book band – stage 6

Children are starting to read longer and more complex sentences and can understand a range of punctuation. They are usually about twenty pages with four or five sentences per page.

- Get started on fiction after briefer introductions without relying 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 range of punctuation
- Blend phonemes in unfamiliar words more fluently, cross checking with meaning and syntax
- Search for and use familiar syllables within words to read longer words
- Infer meaning from text, check information in text with illustrations, particularly non-fiction, and comment on content
- Begin to use appropriate terminology when discussing different types of text

### Turquoise book band – stage 7

Children can read complex sentences fairly fluently, taking note of punctuation. They use expression and do not rely on illustrations to help them. They are usually about twenty pages with four or five sentences per page.

- Extract meaning from the text while reading with less dependence on illustrations
- Approach different genres with increasing flexibility
- Use punctuation and layout to read with a 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
- Find a way around alphabetically ordered texts such as indexes, glossaries and dictionaries

### Purple book band – stage 8

Children might read silently or quietly at quite a rapid pace, taking note of punctuation. They are usually about twenty five pages with five to ten sentences per page.

- Look through a variety of texts with growing independence to predict content, layout and story development
- Read silently or quietly at a 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 long vowel phonemes, recognising and using them in longer and more complex words
- Adapt to fiction, non-fiction or poetic language with growing flexibility
- Take a more conscious account of literary effects used by fiction writers, and the formal language of different types of non-fiction
- Begin to make more conscious use of reading to extend speaking and writing vocabulary and syntax

### **Gold book band – stage 9**

Children might read silently or quietly at quite a rapid pace, taking note of punctuation. They are usually about twenty five pages with five to ten sentences per page.

- Look through a variety of books with growing independence to predict content and story development, and make full use of non-fiction layout
- Read silently or quietly at a 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 long vowel phonemes, recognising and using them in longer and more complex words
- Adapt to fiction, non-fiction and poetic language with growing flexibility
- Take a more conscious account of literary effects used by writers
- Make more conscious use of reading to extend speaking and writing vocabulary and syntax
- locate and interpret information in non-fiction

### **White book band – stage 10**

Books might have chapters. Children will read silently most of the time. They are interested in longer texts which they can return to easily after a break. They are usually no more than thirty pages and about ten sentences per page.

- Read silently most of the time
- Sustain interest in longer texts, returning to it easily after a break
- Use text more fully as a reference and as a model
- Search for and find information in texts more flexibly
- Notice the spelling of unfamiliar words and relate to known words
- Show increased awareness of vocabulary and precise meaning
- Express reasoned opinions about what is read and compare texts
- Offer and discuss interpretations of text
- Comment on main characters and how they relate to each other
- Suggest alternatives or extensions to events and actions
- Discuss feelings created by stories
- Retelling of stories is balanced and clear

### **Lime book band – stage 11**

Books might have chapters. Children will read silently most of the time. They are interested in longer texts which they can return to easily after a break. They are usually more than thirty pages.

- Begin to read reflectively and to perceive meanings beyond the literal
- Refer to text to support own ideas
- Distinguish main points from examples; fact from opinion
- Devise key questions and words for searching and use several sources
- 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
- Compare/contrast work from more than one source
- 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
- Beginning to sustain narrative and investigative reading

### Brown, Grey and 'Free Readers'

- Books might have chapters.
- Children read silently with confidence and perseverance. Here children will read a wide variety of longer, demanding texts.
- Please continue to listen to children read aloud regularly and talk about the meaning of words and what is happening in the story.

### Learning opportunities:

- 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

If you are available to help us with any of the following, please contact the office as we would welcome any time that you could offer us:

- opening the library between 12:15 and 1:00pm
- listening to children read

We hope that this booklet may answer many of your questions about how to support you child in their exciting reading journey. If you have any questions please do speak to your class teacher.

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