

Book Bands

Book Band	NC Level	Reading Focus
1 Pink	Working towards level 1	<ul style="list-style-type: none"> • Locate title • Open front cover • Turn pages appropriately • Understand that left page comes before right • Understand that we read print from left to right • Match spoken word to printed word (one-to- one correspondence) • Locate familiar words and use them to check own reading • Use the meaning of the text together with the language patterns (syntax) • Predict the story line and some vocabulary, aided by the illustrations
2 Red	Working towards level 1	<ul style="list-style-type: none"> • Locate title • Locate and recall title • Consolidate secure control of one-to-one matching • Use known words to check and confirm reading • Start to read more rhythmically or use phrasing while maintaining track of the print • Repeat words, phrases or sentences to check, confirm or modify own reading • Predict from meaning, syntax and print to solve new words
3 Yellow	Working within Level 1	<ul style="list-style-type: none"> • 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 letter clusters and use these to get to unknown words, e.g. <i>look, took</i> • 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

4 Blue	Working within Level 1	<ul style="list-style-type: none"> • 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 along with attention to meaning • Use analogy with known vocabulary to solve new words • Manage a greater variety of text types • Discuss content of the text in a manner which indicates precise understanding
5 Green	Working within Level 1	<ul style="list-style-type: none"> • 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 • Manage effectively a growing variety of texts • Discuss and interpret character and plot more fully
6 Orange	Working towards level 2	<ul style="list-style-type: none"> • Get started on fiction after briefer introductions and without relying so heavily on illustrations • Read longer phrases and more complex sentences • Attend to a greater range of punctuation and text layout • Cross-check information from meaning, syntax and print on the run • Search for and use familiar syllables within words to read longer words • Infer meaning from the text • Check information in text with illustrations and comment on content • Begin to use appropriate terminology when discussing different types of text
7 Turquoise	Working towards level 2	<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 a greater range of expression and control • Sustain reading through longer sentence structures and paragraphs • Tackle a higher ratio of more complex words
8 Purple	Working within	<ul style="list-style-type: none"> • 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

	level 2 (2c)	<ul style="list-style-type: none"> Solve most unfamiliar words on the run Adapt to fiction, non-fiction or poetic language with growing flexibility Take more conscious account of literary effects used by writers Begin to make more conscious use of reading to extend speaking and writing vocabulary and syntax
9 Gold	Working within level 2 (2b)	<ul style="list-style-type: none"> 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 Adapt to fiction, non-fiction or poetic language with growing flexibility Take more conscious account of literary effects used by writers Begin to make more conscious use of reading to extend speaking and writing vocabulary and syntax
10 White	Working towards level 3 (2a)	<ul style="list-style-type: none"> Look through a variety of texts with growing independence to predict content, layout and story development 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 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
11 Lime	Working at level 3 (3c)	<ul style="list-style-type: none"> Use experience of reading a variety of material to recognise text type and predict layout and general content. Read silently most of the time, adjusting speed of reading to suit material and monitoring the precise meaning. Rerun to make different interpretations of dialogue, more complex sentences, unfamiliar language, etc. 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. Take note and devise ways to remember the meaning and spelling of unfamiliar words. Express reasoned opinions about what is read and compare texts. Investigate and identify the styles and voice of a range of different text types including plays, poetry, narrative, procedural and explanatory texts.