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Dear Parents/Carers

New Reading Scheme Organisation at Kelsey

We are excited to be able to introduce you to our newly reorganised Reading Scheme. Included below is some information regarding the new approach we have adopted. We hope that you will find this information useful and informative.

Our new scheme uses coloured book bands. By colour banding our books, we have been able to put a larger variety of books in one level, providing children with greater choice of text and genre. As reading books from across several schemes have been placed together, there will of course be some variation in style and challenge within the same band. Children will be informed which colour book band they are working in and then will regularly be allowed time to visit the library and make their own selection of book to read next.

Our aim is to support the children to develop their love of reading by allowing them to take control of choosing their books. The difference between each colour band is very gradual so that children do not experience difficulty when moving onto the next stage. The children will be taught and supported to select appropriate books for their ability within their band. As a rough guideline, children should be able to read approximately 90% of the words on the page without any problem. If a book is too easy, children become bored. If it is 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 text.

There are general guidelines about which book bands should be covered within each year group. Some colour bands span more than one year group and some overlap. This is because children's reading often develops at different paces and time to consolidate the use of new skills is vitally important. Therefore, it is possible that some children may be reading books from book bands that are different from those in the guidelines for their year group. Progress through the bands is not automatic and it is important to ensure that children have a secure understanding of each band before they are moved on. This will ensure that they remain in control of the reading task presented to them and that they remain motivated to read and enjoy books.

Children are initially taught to read using phonics as the main strategy for decoding words and so will initially take home sound cards and tricky word flash cards alongside wordless books. The aim of this is to support early readers to develop sound recognition and blending and segmenting skills alongside their ability to enjoy a story and explore information presented in picture formats. The early book bands correlate with phonics stages. More information regarding our phonics teaching strategy is available on request.

A word of caution!

You will not be doing your child any favours by rushing them through books. It is not a race; it is a journey! Reading must not be treated as a competition. If children are rushed through books they will not experience the enjoyment and gain the understanding necessary. **Books that they find too difficult will soon put them off reading.**

Things to remember

- **Please do listen to your child read every day.**
- Little and often is more beneficial than a longer session once a week.
- Think about how long you are reading for – the amount of time spent reading should not 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 brothers and sisters.

Included below is information which provides details about each of the different book bands. This is intended to help you to support your child to develop the reading skills necessary for each reading band.

If you have any questions or concerns regarding your child's reading, please don't hesitate to contact their class teacher in the first instance who will be happy to talk them through with you.

Enjoy reading with your children and help them to become lifelong readers!

Thank you for your continued support.

Yours sincerely

MJ Ashmead

M Ashmead
Interim Headteacher

Book Bands Explained

Lilac book band

Aligned with Phase 1 Letters and Sounds

Initially, children are taught to read using phonics following the Letters and Sounds programme. To support the development of decoding skills, children will initially take home sound cards and tricky word flash cards alongside wordless books. The aim of this is to support early readers to develop sound recognition and blending and segmenting skills alongside their ability to enjoy a story and explore information presented in picture formats.

Please support your child by working through the flash cards with them and helping them to remember their tricky words.

When 'reading' the wordless books, it is important to encourage your child to explain what they think might be happening in the story. This will support them in developing their observation and deduction skills. It also provides children with the opportunity to develop physical reading skills such as holding a book the correct way up, turning the pages and understanding that the left page comes before the right.

Reading skills:

- Orienting the book the correct way up
- Turning one page at a time after looking at the information
- Working from left to right across pages
- Using deduction skills to interpret pictorial information

Pink book band

Aligned with Phase 2 Letters and Sounds

For children just starting to read. Children are getting used to reading from left to right and matching spoken words to written words. Usually no more than 10 pages with up to 5 words on a page.

Reading skills:

- Locate title
- Open 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 (syntax) to predict the storyline and then simple text
- Match spoken words to written words
- Use a few known words to assist own reading
- Read a simple Consonant Vowel Consonant (CVC) word in the text from left to right

Red book band

The second step on the ladder, as children gain a little more confidence and may know some words by sight. Usually no more than 15 pages with 1 sentence per page.

Aligned approximately with Phase 3 Phonics.

Reading Skills:

- 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, ie, 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, conform or modify own reading.

Yellow book band

Children are beginning to read more varied sentence structures and taking some note of punctuation. Usually no more than 15 pages with 1 or 2 sentences per page.

Aligned with Phase 3 and 4 of Letters and Sounds

Reading Skills:

- 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

Children are becoming more confident at reading longer and more varied sentences. Usually no more than 15 pages with 2 or 3 sentences per page.

Aligned with Phase 5 of Letters and Sounds

Reading skills:

- 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

Children are starting to read quite fluently and take note of punctuation. Usually about 20 pages with 3 or 4 sentences per page.

Aligned with Phase 5 of Letters and Sounds

Reading skills:

- Read fluently with attention to punctuation
- Solve new words using print detail while attending to meaning and syntax
- Visually track 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

Children are starting to read longer and more complex sentences and can understand a range of punctuation. Usually about 20 pages with 4 or 5 sentences per page.

Aligned with Phase 5 and 6 of Letters and Sounds

Reading skills:

- Able to get started on fiction after briefer introduction 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

Children can read complex sentences fairly fluently, taking note of punctuation. They use expression and do not rely on illustrations to help them. Usually about 20 pages with 4 or 5 sentences per page.

Aligned with Phases 5 and 6 of Letters and Sounds

Reading skills:

- 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 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

Children might read silently or quietly at quite a rapid pace, taking note of punctuation. Usually about 25 pages with 5-10 sentences per page.

Aligned with Phase 6 of Letters and Sounds

Reading skills:

- 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 literacy 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

Children might read silently or quietly at quite a rapid pace, taking note of punctuation. Usually about 25 pages with 5 to 10 sentences per page.

Aligned with Phase 6 of Letters and Sounds.

Reading skills:

- 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 use of reading to extend speaking and writing vocabulary and syntax
- Locate and interpret information in non-fiction

White book band

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. Usually no more than 30 pages and about 10 sentences per page.

Letters and Sounds Phases cease to be relevant

Reading skills:

- Read silently most of the time
- Sustain interest in longer texts, returning to them 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

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. Usually more than 30 pages.

Reading skills:

- Begin to read reflectively and 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
- Refer to text layout and organisation
- Show some awareness of the point of view of the author
- Begin to sustain narrative and investigative reading

To ensure that the children continue to enjoy reading, as they complete the Lime book band, they will be encouraged to choose a book to read from our Reading for Pleasure section of the library. These books do not fall into the book bands categories. This section of the library contains a range of lengths of text and levels of challenge and contain a range of titles including fiction and non-fiction.

Brown book band

Books usually have chapters and vary in length. Children will read silently most of the time and will be able to return easily to the text after a break.

Reading skills:

- Interpret more sophisticated word-play and puns
- Distinguish the narrator's voice in a fiction story from the characters' voices through figurative, idiomatic and literary language
- Understand a story that is told through dialogue and action to 'show' instead of 'tell' the plot

Grey book band

Books usually have chapters and vary in length. Children will read silently most of the time and will be able to easily return to the text after a break.

Reading skills:

- Explain a character's motivations
- Discuss the points of view of the character and the narrator
- Better understand a range of narration styles

Advanced and Extended Readers

Once children have completed the previous book bands, they will be moved onto the Advanced and Extended reading books in Dark Blue and Black book bands.

The books at these levels are written in a much subtler way than in previous levels which means that it is important that the reader is fully engaged with the process of reading and alert to the language and vocabulary the writer is using. This level is more advanced than many books that are sold to adults but these stories are not intended to be just 'leisure reads'. Although your child should enjoy them, the books need the reader to be fully alert and willing to learn.

To ensure that the children continue to enjoy reading, they will continue to be encouraged to choose a book to read from our Reading for Pleasure section of the library. These books do not fall into the book bands categories and contain a range of titles including fiction and non-fiction.

Dark Blue book band

Children will be able to gather information from more than one place in the text and use inference based on what is shown rather than being told. This allows for greater complexity in building character and setting.

Black book band

Children will be able to synthesise information from different places in a text. They are beginning to recognise how layers of meaning allow for the build-up of humour or tension and are able to discuss how the author has achieved the effects.