

Book Band Descriptors

Pink		Red			Yellow			Blue		
1	2	3	4	5	6	7	8	9	10	11
<ul style="list-style-type: none"> • Locate title, open front cover and turn pages appropriately • Understand that left page comes before right • Understand that we read print from left to right • Use meaning together with repeated language patterns (syntax) and some letters to read simple text and predict the storyline • Match spoken word to printed word (one-to-one correspondence) • Use a few known words to assist own reading • Read a simple CVC word in the text from left to right 		<ul style="list-style-type: none"> • Locate and recall title • Consolidate secure control of 1:1 matching on a wide range of texts • Use known words to check and confirm reading • Start to read more rhythmically or use phrasing while maintaining track of print • Repeat words, phrases or sentences to check, confirm or modify own reading 			<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 whilst reading • Note familiar words and graphemes and use to get to unknown words, e.g. look, took • 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 			<ul style="list-style-type: none"> • Move through text attending to meaning, print and sentence structure flexibly • Self-correct more rapidly on the run • Solve new words using print information along with attention to meaning • Re-read to enhance phrasing and clarify precise meaning • Identify constituent parts of unfamiliar two-syllable words to read quickly • Manage a greater variety of text types • Discuss content of the text in a manner which indicates precise understanding 		

Book Band Descriptors

Green			Orange		Turquoise		Purple	
12	13	14	15	16	17	18	19	20
<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 including non-fiction • Discuss and interpret character and plot more fully • Use contents page and glossary in non-fiction books and locate information 			<ul style="list-style-type: none"> • Get started on fiction after briefer introductions and without relying heavily on illustrations • Examine non-fiction layout and use in the contents page to select which sections of a book to read • Read longer phrases and more complex sentences • Blend graphemes in unfamiliar words more fluently, cross-checking with meaning and syntax • Attend to a greater range of punctuation and text layout • Search for and use familiar syllables • Infer meaning from text • Check information in text with illustrations particularly in non-fiction, and comment on content • Begin to use appropriate terminology when discussing different types of text 		<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 using known vocabulary, phonic knowledge and syllables • Find a way around alphabetically ordered texts such as indexes, glossaries and dictionaries 		<ul style="list-style-type: none"> • Look through a variety of texts with a growing independence to predict content 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 unfamiliar words on the run by blending long vowels and graphemes, recognising and using them in longer and more complex words • Adapt to fiction, non-fiction and poetic language with growing flexibility • Take more conscious account of literacy effects used by 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 	

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Gold		White		Lime		Ruby	
21	22	23	24	25	26	27	28
<ul style="list-style-type: none"> • Look through a variety of texts with a 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 • Adapt to fiction, non-fiction and poetic language with growing flexibility • Take more conscious account of literacy effects used by writers • Begin to make more conscious use of reading to extend speaking and writing vocabulary and syntax • Locate and interpret information in non-fiction 		<ul style="list-style-type: none"> • 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 		<ul style="list-style-type: none"> • Use experience of reading a variety of materials 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 and unfamiliar language • Sustain interest in longer texts, returning easily to them after a break • Make use of blurb, chapter headings, glossaries, indexes and procedural texts to search for and locate information quickly and accurately • Take note and devise ways of remembering the meaning and spelling of unfamiliar words • Express reasons for opinions 		<ul style="list-style-type: none"> • Understand how simple and complex sentences influence meaning • Infer reasons for actions and events based on evidence from the text • Understand how paragraphs are used to order and build up ideas • Comment on the choice of language to create moods and build tension • Locate information using skimming, scanning and text marking • Distinguish between fact and opinion • Identify features of different fiction genres • Comment upon the use of the author's language 	

Book Band Descriptors

Sapphire		Free Reader
29	30	30+
<ul style="list-style-type: none">• Select and read a range of appropriate texts fluently and accurately• Justify opinions and elaborate by referring to the text• Show understanding of significant ideas, themes, events and characters• Empathise with different characters' points of view• Infer meaning using evidence from the text and wider experiences• Use clues from action, dialogue and description to interpret meaning• Compare, contrast and evaluate different non-fiction texts• Find and comment on examples of how authors express different moods, feelings and attitudes		