

KS1 Book Band Guidance

Below gives an indication of the sorts of reading behaviours we would expect to see according to your child's book band level. This is not exhaustive. Other factors are taken into account in order to determine an appropriate book band for your child, particularly their ability use their reading skills as part of the writing process.

Key Behaviours	
Pink	<p>Handling books appropriately. Controlling left to right, return sweep and top to bottom movement. Paying close attention to the print. Locating known words and letters. Using oral language in relation to the text. Matching language to print. Checking one's own reading and noticing when word-by-word matching breaks down.</p>
Red	<p>Using print information (alphabetic code) and blending real words. Using print information to check and confirm reading. Using known words and letters as anchors in text. Solving simple unknown words by decoding (CVC). Predicting the general sequence of a report from events. Beginning to read with fluency, particularly when rereading. Repeating words and phrases to check and confirm reading.</p>
Yellow	<p>Using known grapheme-phoneme correspondences to decode unknown words. Searching for information in print to predict events in recounts and reports. Checking on one's own reading using grapheme-phoneme correspondence. Using patters of language to begin to read with phasing. Noticing relationship (in content and layout) between one text and another</p>
Blue	<p>Solving new words using print information. Self-correcting rapidly on the run. Moving through text, attending to meaning, print, and sentence structure flexibly. Rereading to enhance phrasing and to clarify precise meaning. Reading from a greater variety of text genres. Discussing the content of the text in a manner that indicates precise understanding. Reading from non-fiction text using abstract terms and impersonal sentence structures. Tracking 6-8 lines of text on a page</p>
Green	<p>Solving new words using print information. Reading fluently with attention to punctuation. Tracking many lines of text without difficulty. Discussing and interpreting text layout more fully. Using contents page and glossary to locate information in non-fiction texts</p>
Orange	<p>Briefer preparation needed to read independently. Examining non-fiction layouts and using contents page to select which section of text to read. Reading longer phrases and more complex sentences. Attending to a greater range of punctuation and text layout. Searching for and using known syllables to read longer words. Beginning to use inference more consistently. Checking information with illustrations to check reading of non-fiction texts. Beginning to use some terminology appropriately when discussing types of text.</p>
Turquoise	<p>Approaching genre with increasing flexibility. Using punctuation and text layout to read with expression. Sustaining reading through longer sentences structures and paragraphs. Navigating alphabetically ordered texts such as indexes, glossaries, and dictionaries.</p>
Purple	<p>Looking through a variety of non-fiction texts with growing independence to predict content, layout, and structure. Taking more conscious control of literary effects and language used in different types of non-fiction. Beginning to make more conscious use of reading to extend speaking and writing vocabulary and syntax.</p>
Gold	<p>Looking through a variety of books with growing independence and making full use of non-fiction layouts. Reading silently at a more rapid pace. Solving most unfamiliar words on the run. Adapting to non-fiction language with growing flexibility. Locating and interpreting information.</p>
White	<p>Reading silently most of the time. Sustaining interest in text, being able to return to it easily after a break. Using text as a reference and a model. Searching for and finding information in texts more flexibly. Expressing reasoned opinions about what is read and comparing texts. Offering and discussing interpretations of text</p>
Lime	<p>Reading a variety of material and showing an ability to recognize text-type and predict layout and general content. Reading silently most of the time, adjusting speed of the reading to suit genre and purpose. Rerunning to make different interpretations of dialogue, complex sentences, unfamiliar language, etc. Sustaining interest in longer texts, returning easily to them after a break. Making use of blurbs, chapter headings, glossaries, indexes, and procedural texts to search for and locate information quickly and accurately. Taking note and devising ways to remember the meaning and spelling of unfamiliar words (including subject-specific and technical vocabulary). Expressing reasoned opinions about what is read, and comparing texts. Investigating and identifying the styles and voice of a range of texts types including plays, poetry, narrative, procedural, and explanatory texts.</p>