
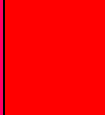





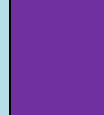



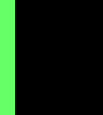


Guide to the Book Band System

											
Stage 1	1+ & 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8	Stage 9	Stage 10	Stage 11	12 & 13

Pink: Children are just starting to read. They are getting used to reading from left to right and matching spoken words to written words. The number of words increases slightly as they progress through the reading level.

Red: Children gain more confidence and may know some words by sight. The growing complexity in the story lines is reinforced through the development of inference and prediction using picture cues.

Yellow: Children are beginning to read more varied sentence structures and taking some note of punctuation. Yellow books require the reader to deploy some inference skills, e.g. for humour, and have more variation in sentence structure, including sentences with more than one clause.

Dark Blue: Children are becoming more confident at reading longer and more varied sentences. Blue band books have a slightly increased number of words and some variation in sentence beginnings. They may use a range of punctuation. The story lines are more complex, including more than one event, and the stories are less dependent on picture cues.

Green: The number of words increases slightly in Green band books. Stories have a wider variety of characters and events which develop over a number of pages. Sentences may include lists of things or actions, and adverbs are used frequently to begin sentences. The books begin to use capital letters to support reading with expression. The growing complexity in the story lines is reinforced through the development of inference and prediction using visual literacy.

Orange: At Orange band, the page count increases to challenge and encourage reading stamina. There is an increased use of dialogue to encourage reading with expression. Orange band books introduce some complex sentences (use of 'if', 'so' and 'because') and include italics to show emphasis. Slightly more literary language

is used. Children are increasingly encouraged to infer meaning from the text in order to gain full enjoyment from the story.

Light Blue: Light Blue band books (otherwise known as **Turquoise** on some charts) include an increasing range of adjectives and more descriptive verbs to replace 'said'. Light Blue books include words chosen for appropriateness and impact rather than decodability, with more extended descriptions. Paragraphs begin to develop and more unusual and challenging vocabulary is included.

Purple: Children might read silently or quietly at a rapid pace, taking note of punctuation. Purple band books include an increased proportion of longer sentences, with a more challenging vocabulary. Some Purple books have short chapters to challenge and encourage reading stamina. Purple books include longer and more complex sentences with the inclusion of complex (i.e. 'when') and simple (i.e. 'and') connectives. Story features such as plot, character and setting are developed in more detail, and the text in the non-fiction books is presented in a variety of ways.

Gold: Children might read silently or quietly at a rapid pace, taking note of punctuation. Gold band books include more sophisticated and challenging vocabulary, including word play and the introduction of figurative language. Some Gold books have longer chapters for more sustained reading. Children reading at this band are confident independent readers who can tackle increasingly complex language, story structures and text layout.

White: 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. In White band books there is a more sophisticated use of narrative voice. Clauses in longer sentences are separated by commas to encourage developing intonation. Some books have longer chapters for more sustained reading. The stories at White band encourage children to empathise with the characters and consider why they behave as they do, and how they change during the course of the story. The non-fiction books are divided into sections that require more sustained reading and there is increased challenge in the layout of the information.

Lime: 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. Lime band books include a widening range of writing styles and an increased variation in sentence structure, including -ing clauses and longer sentences with more than two clauses. Children reading at Lime are able to interpret more sophisticated word

plays and puns. The narrator's voice in a fiction story may be distinguished from the characters' voice through use of language. The story is often told through dialogue and action to 'show' instead of 'tell' as the plot develops.

Black: Children read silently with confidence and perseverance. Children are able to read a wide variety of longer, demanding texts.

Children should be able to:

- 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
- explain a character's motivations
- discuss the points of view of the character and the narrator
- better understand a range of narration styles