

Skills within coloured book bands

- **Lilac**
- Know which way a book is held
- Locate title
- Open front cover – know that books are read from front to back
- Turn pages appropriately
- Match spoken word to printed word (one to one correspondence)
- Use picture clues to retell the story - discuss what is happening in the story using the pictures, add depth to the story through the pictures, reinforce that pictures and words are connected, there is no right or wrong way to retell the story
- In these books the only words are usually in the title:
- Know that text is read from left to right
- Recognise letter sounds/shapes in words
- Distinguish between a word, letter and a space
- Use finger pointing to follow the text
- **Pink**
- Know which way a book is held
- Locate title
- Open front cover – know that books are read from front to back
- Turn pages appropriately
- Know that text is read from left to right
- Match spoken word to printed word (one to one correspondence)
- Locate familiar words – read a few common high frequency words, recognise a repeated word
- Use picture clues to help reading and add more understanding to the story
- Recognise the first letter sound of a word
- Blend sounds to read CVC and VC words
- Read simple sentences and understand their meaning
- Recall the main points of a text
- Distinguish between a word, letter and a space
- Predict the story line and some vocabulary – aided by illustrations
- Use finger pointing to follow the text
- **Red**
- Locate title (and recall title)
- Consolidate secure control of one to one matching
- Blend sounds to read CVC words
- Use some simple two letter graphemes to read (e.g. th, sh, ch, ng)
- Recognise the first and last letter sounds of a word
- Use known words to check and confirm reading
- Read common high frequency words
- Recognise a word or phrase that is repeated in a book
- Read simple sentences and understand their meaning
- Recall the main points of text
- Use picture cues to help reading and add understanding

- Distinguish between a word, letter and a space
- Know that there are different kinds of books (e.g. story, information, dictionary, poetry)
- Start to read more rhythmically
- Use finger pointing to follow the text
- **Yellow**
 - Blend sounds to read CVC words
 - Blend and read simple words using adjacent consonants
 - Read high frequency words
 - Use picture cues to help reading
 - Read simple sentences and understand their meaning
 - Recall the main points of text
 - Use the structure of the story when re-telling it
 - Listen to familiar texts and express likes and dislikes
 - Distinguish between a word, letter and a space
 - Understand and use correctly terms referring to the conventions of print – book, cover, beginning, end, page, word, letter, line
 - 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
 - Note familiar word and letter clusters and use these to get to unknown words (e.g. look, took)
 - Search for information in print to predict, confirm and attempt new words while reading
 - Notice relationships between one text and another
 - Predict in more detail
- **Blue**
 - Blend sounds to read cvc words
 - Blend and read simple words using adjacent consonants
 - Read high frequency words
 - Use picture cues to help reading
 - Read simple sentences and understand their meaning
 - Recall the main points of a text
 - Use the structure of the story when re-telling it
 - Listen to familiar texts and express likes and dislikes
 - Distinguish between a word, letter and a space
 - Understand and use correctly, terms referring to the conventions of print – book, cover, beginning, end, page, word, letter, line
 - Move through text attending to meaning, print and sentence structure flexibly
 - Self-correct more rapidly
 - 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
- **Green**
- Read simple phonically decodable two and three syllable words
- Recognise common grapheme and common alternative pronunciations (e.g. ow can be pronounced differently as in cow or low)
- Use knowledge of letters, sounds and words to establish meaning when reading aloud
- Begin to read with phrasing and fluency to support meaning
- Understand what a pronoun refers to across a sentence (e.g. The dog barked. He was hungry.)
- Answer simple literal retrieval questions about a text – the answer is on the page
- Use knowledge of repeated patterns, characters and settings to predict and aid reading
- Understand some differences between fiction and non-fiction and make predictions based on title, cover and blurb
- Choose and talk about a favourite book from a selection
- Recognise and respond to language patterns in texts
- Read fluently with attention to punctuation
- Solve new words using print detail and attending to meaning
- Track visually additional lines of print without difficulty
- Manage effectively a growing variety of texts
- Discuss and interpret character and plot more fully
- **Orange**
- Read simple phonically decodable two and three syllable words
- Recognise common grapheme and common alternative pronunciations (e.g. ow can be pronounced differently as in cow or low)
- Use knowledge of letters, sounds and words to establish meaning when reading aloud
- Begin to read with phrasing and fluency to support meaning
- Understand what a pronoun refers to across a sentence (e.g. The dog barked. He was hungry.)
- Answer simple literal retrieval questions about a text – the answer is on the page
- Use knowledge of repeated patterns, characters and settings to predict and aid reading
- Understand some differences between fiction and non-fiction and make predictions based on title, cover and blurb
- Choose and talk about a favourite book from a selection
- Recognise and respond to language patterns in texts

- Get started on fiction after briefer introductions and without relying so heavily on illustrations
- Read longer phrases and more complex sentences
- Search for and use familiar syllables within words to read longer words
- **Turquoise**
- Integrate phonic strategies with cues from the meaning and language structure e.g. knowledge of the
- text and sentence structures.
 - Sustain reading with phrasing and fluency to support meaning.
 - Blend phonemes to help read unfamiliar words in texts.
 - Recall the main events or facts.
 - Make simple comments on obvious features by referring back to the text, e.g. main character, beginning,
- middle and end.
 - Use an understanding of the text to make simple predictions.
 - Relate content of texts to own experience and knowledge.
 - Identify and discuss the way texts are organised, e.g. headings or the structure of a story.
 - Begin to use and identify a range of punctuation with a greater range of expression and control
 - Extract meaning from the text while reading with less dependence on illustrations
 - Approach different genres with increasing flexibility
 - Sustain reading through longer sentence structures and paragraphs
 - Tackle a higher ratio of more complex words
- **Purple**
- Read, on sight, a wider range of high frequency words.
- Read with phrasing and fluency, taking note of punctuation and using it to keep track of longer sentences.
- Read phonically decodable polysyllabic words within sentences and texts.
- Apply knowledge of graphemes with alternative pronunciations when reading texts.
- Self-correct when reading does not make sense, solving most unfamiliar words on the run
- Look through a variety of texts with growing independence to predict content, layout and story development
- Read silently or quiet at a more rapid pace, taking note of punctuation and using it to keep track of longer
- sentences
- Show an understanding of a text by commenting on key features e.g. plot, setting and characters
- Re-tell a story referring to most of the main events and characters
- Locate key vocabulary and specific information in the text to find answers to simple questions.
- Make simple predictions using experience of reading similar books

- Use own experience to add detail to the understanding of a range of texts
- Use a range of clues from a text to express simple opinions
- Identify words and phrases chosen for effect on the reader
- Begin to understand the purpose of different non-fiction texts e.g. to tell you about...or to show you how...'
- Identify an event or idea in a text and express how it makes the reader feel.
- Show some awareness of texts being set in different times and places
- Use contents and index to help retrieve information
- Use organisational features to orientate around a text e.g. contents page, alphabetical order, websites
- Identify and discuss the format and text layout of fiction and poetry
- Take more conscious account of literary effects used by writers
- Adapt to fiction, non-fiction or poetic language with growing flexibility
- **Gold**
- Read, on sight, a wider range of high frequency words
- Read with phrasing and fluency, taking note of punctuation and using it to keep track of longer sentences.
- Read phonically decodable polysyllabic words within sentences and texts
- Apply knowledge of graphemes with alternative pronunciations when reading texts
- Self-correct when reading does not make sense, solving most unfamiliar words on the run
- Look through a variety of texts with growing independence to predict content, layout and story development
- Read silently or quiet at a more rapid pace, taking note of punctuation and using it to keep track of longer
- sentences
- Show an understanding of a text by commenting on key features e.g. plot, setting and characters
- Re-tell a story referring to most of the main events and characters
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- Use organisational features to orientate around a text e.g. contents page, alphabetical order, websites
- Identify and discuss the format and text layout of fiction and poetry
- 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
- **White**
- 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
- Make use of intonation, expression and punctuation to enhance reading
- Self-correct when reading does not make sense
- Appropriately apply a range of strategies to enable accurate silent reading (e.g. phonic, graphic, syntactic and contextual)
- Identify and describe the main characters/setting /events using direct reference to the text
- Re-tell stories with appropriate detail with increased confidence in sequencing
- Extract information from texts and summarise key points in response to questions
- Make simple inferences about thoughts, feelings and reasons for actions
- Respond, when questioned about extensions or alternatives to events and actions
- Identify main themes and ideas in a text
- Identify the effects of different words and phrases (e.g. to create humour, images and atmosphere)
- Express reasoned preferences between texts
- Discuss similarities and differences in the structure and organisation of texts
- 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