Reading at home

Information for parents

Our aims at Hallfield

At Hallfield it is essential that by the end of their primary curriculum, all children are able to read fluently and with confidence. We will achieve this by:

- Ensuring reading is an enjoyable and meaningful experience that supports children's learning and enriches their lives.
- Systematically teaching early reading and phonics daily
- Developing a range of reading strategies to support children to become confident, fluent and independent readers with the skills to problem solve when reading across the curriculum.
- Developing and extending children's vocabulary through shared and whole class reading using high quality texts.
- Providing a language rich environment that promotes the culture of reading

Working in partnership with parents is a crucial part in ensuring we meet our aims. This document will provide you with information on the book banding process and support you with strategies to use when reading with your child at home.

Book Banding

Throughout Reception and Key Stage 1 books are sent home from a coloured banding system. The book has been carefully selected for your child's ability based on reading assessments and benchmarking. The table below gives you an overview to support your understanding of the system.

Book Band Colour	Year Group	Reading Age
Lilac	Reception	4 – 5 Years
Pink		
Red		
Yellow		
Blue	Reception/Year 1	
Green	Year 1	5 – 6 Years
Orange		
Turquoise	Year 1/Year 2	
Purple	Year 2	6 – 7 Years
Gold		
White		
Lime		

How can you support at each level?

Lilac level

Lilac level books are wordless books that tell a story through pictures alone. They help children to develop speaking and listening skills through creating and telling stories.

How to support your child reading Lilac level books

Your child is just beginning to discover the excitement of books. Although these books have no words, they are an important introduction to reading. Please encourage your child to:

- Look at the pages in order, and talk about what is happening on the left hand page before the right hand page.
- Talk about what is happening on each page, rather than just talking about what they see in each picture.
- Tell you who or what the book is about.

Pink level

Pink level is the very first level of reading books which has words. The number of words increases slightly as your child progresses through the reading level.

How to support your child reading Pink level books

Your child is beginning to learn to read. As they read, please help them to: - Read the words carefully. Ask your child to sound out and blend only the words they can't read yet, not every word. Eventually almost all words will become part of your child's 'sight memory', and they won't have to sound out at all. - On second and third readings of the book, encourage them to read with more pace and with less focus on sounding out the letters in each word. - Make a story out of a whole book, rather than focusing just on what is happening on each page. - Tell you about something that happened in the book, or about something they found out in the book.

Red level

Red level books have a slightly increased number of words, an increase from eight to twelve pages and slightly more complex story lines. The growing complexity in the story lines is reinforced through the development of inference and prediction using visual literacy.

How to support your child reading Red level books:

Your child is beginning to learn how to read. As they read, please help them to:

- Read the words carefully. Most of the words can be recognised or sounded out. Ask your child to sound out and blend only the words they can't read yet, not every word. Eventually almost all words will become part of your child's 'sight memory', and they won't have to sound out at all.
- On second and third readings of the book, encourage them to read with more pace and with less focus on sounding out the letters in each word.
- Make a story out of a whole book, rather than focusing just on what is happening on each page.
- Tell you about something that happened in the book, or about something they found out in the book.

Yellow level

Non-fiction titles at this level build on children's interests and encourage discussion around the high-quality photographs. New learning in Yellow level books includes a slightly increased number of words and a move away from familiar experiences. Yellow books require some inferencing skills from the reader, e.g. for humour, and have more variation in sentence structure, including sentences with more than one clause.

How to support your child reading Yellow level books

Your child is now beginning to read with more confidence. As they read aloud, you can help them by:

- Giving them time to sound out words they don't know. If they still struggle, encourage them to try sounding out the whole word first, rather than guessing from the pictures or from the first letter.
- Giving them time to recognise and correct their own mistakes.
- Asking them to talk about what's happening in the book, encouraging them to make links to events on previous pages.

Blue level

Blue level books have a slightly increased number of words and some variation in sentence beginnings. They may use ellipses (…) and other punctuation. The story lines are more complex, including more than one event, and the stories are less dependent on picture cues.

How to support your child reading Blue level books

Your child is now developing into a more confident reader. Encourage them to select from books at the library or bookshop as well as those from school. As they read, you can help by encouraging them to:

- Sound out quickly – and silently – inside their heads, if they need to sound out words.
- Look at the punctuation marks. You may want to model how to read a page of writing, paying attention to punctuation, such as full-stops and question marks.
- Tell you about what the characters in the story are doing and why they are acting in that way.
- Show you how they can find particular things that interest them in non-fiction books.

Green level

The number of words increases slightly in Green level 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.

How to support your child reading Green level books

Your child is now developing into a more confident reader. Encourage them to select from books at the library or bookshop as well as those from school. As they read, you can help by encouraging them to:

- Sound out quickly – and silently – inside their heads, if they need to sound out words.
- Look at the punctuation marks. You may want to model how to read a page of writing, paying attention to punctuation, such as full-stops and question marks.
- Tell you about what the characters in the story are doing and why they are acting in that way.
- Show you how they can find particular things that interest them in non-fiction books.

Orange level

At Orange level, the page count increases to challenge and encourage reading stamina. There is an increased use of dialogue to encourage reading with expression. Orange Level 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.

How to support your child reading Orange level books

Your child is now beginning to read with more independence. They should be feeling more confident and will rarely need to sound out words. You can help them by:

- Listening to them when they read aloud. If they make mistakes, but they keep the sense of the text, don't interrupt. You can revisit that page at the end of the session to check certain words.
- Reminding them of useful strategies if they can't read a word, for example: 1. Sounding the word out silently, under their breath 2. Dividing a longer word into syllables, or looking at the word without an –ing or an –ed ending Don't allow them to worry about a word. Tell them what it says and revisit the word once you have completed the book.
- Encouraging some use of expression, especially for character-speech in fiction books. You may wish to model reading some pages aloud for your child to copy.
- Talking about how characters are feeling.

Turquoise level

Turquoise level books include an increasing range of adjectives and more descriptive verbs to replace 'said'. There is an increased proportion of space allocated to print rather than pictures. Turquoise level 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.

How to support your child reading Turquoise level books

Your child is now beginning to read with more independence and their books are getting longer. You can help them by:

- Encouraging them to read some pages silently, inside their heads.
- Listening to some pages read aloud, encouraging the use of expression and paying attention to punctuation marks.
- Talking about how events in the book relate to each other and helping your child to understand how the story builds up in a longer book.
- Asking them to tell you about interesting things they found out and showing you where the information is in the book.

Purple level

Purple level 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 level 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.

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How to support your child reading Purple level books

Your child is now beginning to read with more independence and their books are getting longer. You can help them by:

- Encouraging them to read some pages silently, inside their heads.
- Listening to some pages read aloud, encouraging the use of expression and paying attention to punctuation marks.
- Talking about how events in the book relate to each other and helping your child to understand how the story builds up in a longer book.
- Asking them to tell you about interesting things they found out and showing you where the information is in the book.

Gold level

Gold level 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 level are confident independent readers who can tackle increasingly complex language, story structures and text layout.

How to support your child reading Gold level books

Your child is now reading longer books with fewer illustrations, so they continue to need your help to ensure they are getting the full meaning and enjoyment from the text. They may prefer to read one chapter or section at a time, rather than reading the whole book in one session. You can support them by:

- Asking them to read some pages of the book aloud to you so that you can enjoy hearing them reading with expression and pace.
- Asking them to find parts of the text which describe a character or place and talking about the words used in the description.
- Asking for regular updates as to what is happening in the book, so that you know how the different chapters or sections link.
- Talking about how much they enjoy a book, or a type of book. Encourage them to look for more books of the type they enjoy.

White level

In White level 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 included at White level 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.

How to support your child reading White level books

Your child is now reading longer books with fewer illustrations, so they continue to need your help to ensure they are getting the full meaning and enjoyment from the text. They may prefer to read one chapter or section at a time, rather than reading the whole book in one session. You can support them by:

- Asking them to read some pages of the book aloud to you so that you can enjoy hearing them reading with expression and pace.
- Asking them to find parts of the text which describe a character or place and talking about the words used in the description.
- Asking for regular updates as to what is happening in the book, so that you know how the different chapters or sections link.
- Talking about how much they enjoy a book, or a type of book. Encourage them to look for more books of the type they enjoy.

Lime level

Lime level 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 level 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 figurative, idiomatic and literary language. The story is often told through dialogue and action to 'show' instead of 'tell' as the plot develops.

How to support your child reading Lime level books

Although your child is now taking off as a reader, it is still important that you read with them and talk to them about their reading. This reassures them that their reading is still important to you, as well as giving you an opportunity to share an enjoyment of books. You can still help them by:

- Asking them to read aloud some parts of the text which they particularly enjoy. This may include action or description. Talk about how the writer made those parts so enjoyable.
- Talking about how characters develop or how they react to different people, places or events.
- Reading the book yourself so that you can talk together about the smaller details of the book.

Supporting documents from https://schoolleaders.thekeysupport.com/curriculum-and-learning/primary/literacy-english-primary/using-book-bands-under-2014-national-curriculum Ellison Primary School