

# Ursula Taylor C of E School



## Reading Book Band System

Colour	Information	Approximate age*
Lilac	Lilac books are usually books without words. The book tells a story through pictures. The books are designed to develop the child's understanding about how stories work, without any reading of text getting in the way.	EYFS
Pink	Very short, highly predictable, simple texts. One simple sentence per page, highly repetitive sentence and vocabulary structure. Natural language. Simple text variation on the last page. Illustrations directly support the text. Large print, suitable font, good spacing.	EYFS
Red	Similar to pink but with very limited variation(s) within the text	EYFS
Yellow	More variation in sentence structures, introduction of some literary conventions. Storylines likely to include more episodes.	EYFS
Blue	Longer texts, up to 6 – 8 lines per page. Higher level of variation within text. Literary language mixed with natural language. Pictures support storyline – less support for precise meaning.	EYFS
Green	Longer, more varied sentences. Little repetition in text, but unfamiliar words repeated. Print may be in captions, fact boxes etc. Events sustained over several pages.	Year 1
Orange	Stories up to 250 – 300 words, with more space for print than illustrations. More complex sentence structures, more literary language. Boarder range of texts (plays, poetry, etc.)	Year 1
Turquoise	More extended descriptions, more use of literary phrasing. Non-Fiction texts use more challenging vocabulary. Lower dependence on illustrations.	Year 1
Purple	Longer, more complex sentence structures. Some books with short chapters. Wider variety of genres. Characters becoming more rounded and distinctive. Non-fiction texts cover an increasing curriculum range. May include glossaries, indexes etc.	Year 1/2

Gold	More challenging again. Storylines may reflect the feelings of the writer. Widening vocabulary but still a controlled proportion of unknown words.	Year 2
White	Another step up. More subordinate phrases or clauses. More than one point of view may be expressed in the text and action might be implied rather than spelled out.	Year 2
Lime	The Highest level in the original bands – seen as a ‘bridging’ band between Key Stage 1 and Key Stage 2.	Year 2/3
Brown	A broad band which takes longer for children to progress through. Brown contains a wide selection of fiction and non-fiction, gradually increasing in difficulty as children are taught more inference, deduction and grammar skills. Story content is still for younger children, although chapters and paragraphing will be used more frequently as organisational devices.	Year 3
Grey	Similar to Brown – although the content has increased in its difficulty and the vocabulary is more complex. Texts may also have become longer.	Year 4
Dark Blue	A step beyond Grey level, in content, vocabulary, length and storyline. Stories now have multiple characters and often twist as the tale progresses, requiring a higher level of comprehension and understanding to follow the plot. Non-Fiction texts often feature cross-curricular texts, such as history, science and engineering.	Year 5
Dark Red	Higher level texts with a wide variety of storylines and content. Content can be mature and complex to follow. Texts are lengthy and require sustained attention and retention of the storyline. Vocabulary and sentence structure is varied and provides good examples to use to enrich children’s writing.	Year 6
Black	Extension texts for more able Year 6 readers. Texts are often aimed at 13years+ and have complex storylines and plots which are aimed at older readers. Texts are lengthy and require a high level of comprehension and vocabulary skill to access.	Year 6+

\*The age of each band is approximate and not a concrete rule, our children are put on bands suitable for their stage and ability and are frequently assessed and moved on when appropriate.

In addition to this: Children in EYFS, Year 1 and Year 2 whom are still working on specific sounds linked to ‘Super Sonic Phonics Friends’ will be working on phonics led books which are matched to the sounds they are learning. Once children are reading fluently and with confidence, they will move to texts which are not linked directly to their phonics learning.

Children with additional needs, who need fluency development will continue to use texts which link to phonics if this is needed to support their progress. This will be on a child by child basis, linked to their individual learning needs.