



School Reading Scheme

Colour Band Information

Your child will be given a book to read at home. This book is selected from a colour band which is suitable for their reading age and level of comprehension. Once beyond colour bands, your child will move onto choosing books from our library. The colour bands are shown opposite- pink is the first stage and grey is the final stage.

What happens when my child finishes a reading book?

In Reception and Key Stage 1, your child's reading book will be changed at least once a week by a member of staff. Once in Key Stage 2, it is your child's responsibility to ask a member of staff if they can change their book. They will be able to choose any book from their allocated colour band but this will be monitored.

Will this book be read at school?

In Reception, Year 1 and 2, each child will read their reading book regularly to a member of staff. In Key Stage 2, your child will read their reading book occasionally to a member of staff, depending on their reading ability.

When will my child go onto the next colour band?

Your child's reading ability will be regularly assessed by the class teacher and the colour band may change as a result. A record of books read is kept by the teacher and this can be found in the front of the yellow reading log. Children will need to be able to read fluently and show a good understanding of what has been read before they move to the next colour band.

The end of year expectations for an average ability child are shown below.

- Reception - red/yellow
- Year 1 - green/orange/turquoise
- Year 2 - gold/white
- Year 3 - lime

Grey
Brown
Lime
White
Gold
Purple
Turquoise
Orange
Green
Blue
Yellow
Red
Pink

How can I help?

- Don't expect your child to read too many pages in one session. Discussion of the text is far more important, particularly as your child becomes more fluent and confident at reading.
- Discuss a new book. Look at and talk about the front cover. Read the blurb on the back cover. Read the title. Point out the name of the author and illustrator. What type of book is it – a story book, a non-fiction book?
- Remind your child of different strategies they can use if they come to a word they don't know.
- As your child becomes a more independent reader, give them the opportunity to 'read in their head'. Give them a purpose for their reading before reading independently - 'something to look for' or a question to answer.
- Ask your child to retell the story without using the words on the page - this will help them when they start writing stories.
- Share a range of books from school and home, visit the library, encourage reading of shopping lists and food packets, explain new words to increase vocabulary.
- Talk to your child's class teacher.