

Crown Wood Primary School – National Book Bands

National Book Bands	Link to NC	Approximate time on band
EYFS		
Lilac (Phonics Phase 1)	Pre-school	
Pink (Phonics Phase 2)	Reception (4-5 Years old)	1 Term
Red (Phonics Phase 3)		1 Term
Yellow (Phonics Phase 4)		1 Term

A Child achieving the Early Learning Goal (ELG) at the end of Year R will:

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. Evidence of this may include:

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.

Key Stage 1		
Blue (Phonics Phase 5)	Year 1 (5-6 Years old)	1 Term
Green (Phonics Phase 5)		1 Term
Orange (Phonics Phase 5)		1 Term
Purple (Phonics Phase 6)	Year 2 (6-7 Years old)	1 Term
Gold (Phonics Phase 6)		
White 1 & 2		1 Term
Lime 1 & 2		1 Term

A child working at the EXPECTED Standard (EXS) at the end of Year 2 will demonstrate the following:

Word Reading:

- Can use known sounds to decode words automatically and their reading is fluent.
- Can read and blend taught sounds and recognise alternative sounds for letters or groups of letters.
- Can read words of two or more syllables that contain taught sounds.
- Can read words containing common suffixes.
- Can read further common exception words and see where the sounds do not match.
- Can read most words quickly and accurately without needing to sound and blend unknown words.
- Can read aloud books (within their reading level), without making many errors. Can sound out new words without long pauses.
- Can re-read books sounding out new words correctly to improve speed and confidence.

Comprehension:

- Can enjoy and understand books by listening and talking about them and by expressing views on poems, stories and non-fiction texts that which have been read to them.
- Can enjoy reading and discussing the order of events in books and how items of information are related.
- Can enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and can retell them to others.
- Can enjoy reading by recognizing repeated themes and ideas in stories and poems.
- Can explain the meaning of known words and ask about the meaning of new words. Can link the meaning of new words to those already known.
- Can talk about favourite words and phrases.
- Enjoy reading poems and knows some off by heart. Can say what they like and don't like about a poem.
- Can change their voice when reading a poem to make it clearer.
- Can use what has been read or heard, or information given by a teacher, to help understand what they are reading.
- Can spot if a word has been read wrongly by following the sense of the text.
- Can say how the characters might feel in a story on the basis of what is said and done.
- Can ask and answer simple questions about the books or stories they are reading.
- Can say what might happen next in a story based on what has happened so far.
- Can take part in a group talk about what has been listened to. Can take it turns and listen to what others have to say.
- Can explain what they think about books, poems and other material they have read or heard.

Key Stage 2		
Brown 1 & 2	Year 3 (7-8 Years old)	1-2 Terms
Grey 1 & 2	Year 4 (8-9 Years old)	1-2 Terms
	Year 4 (8-9 Years old)	1-2 Terms
Blue 1 & 2		

A child working at the EXPECTED Level at the end of Year 4 will demonstrate the following:

Word Reading:

- Can use an understanding of root words, prefixes (including re-, sub-, inter-, super-, anti-, auto-) and suffixes (including -ation, ous) to help understand the meaning of new words.
- Can read and decode further exception words accurately including words that do not follow spelling patterns.

Comprehension:

- Show that they enjoy reading by reading a wide range of fiction poetry, plays, non-fiction and reference books

or textbooks.

- Show that they enjoy reading by reading lots of different types of books and for different reasons.
- Can use a dictionary to check the meaning of words.
- Can read a wide range of books, fairy stories, myths and legends and retell some of them to others.
- Can discuss words and phrases in the books that they read that excite them.
- Can discuss different types of poetry (e.g. free verse and narrative poetry).
- Can check understanding of what is read by telling someone else what had happened.
- Can ask questions about what they are reading to help them understand a complicated text.
- Can tell from what they have read how a character is feeling and thinking and why they take an action. Can show the parts of the text that show them this.
- Can predict what will happen in a text using details they have already read to help them.
- Can summarise what has happened in a text using themes from paragraphs.
- Can understand how the use of words in a text, how it is set out and its presentation add to its meaning.
- Can find and record information from non-fiction texts over a wide range of subjects.
- Can join in a clear reasons discussion about the books and poems read, taking turns and listening to others.

Blue 1 & 2	Year 5 (9-10 Years old)	1-2 Terms
Dark Red 1 & 2		1-2 Terms
Dark Red 1 & 2 Red Plus	Year 6 (10-11 Years old)	No limit

A child working at the EXPECTED Standard (EXS) at the end of Year 6 will demonstrate the following:

Word Reading:

- [Can read aloud and understand the meaning of all the words on the Year 5/ 6 word list.](#)

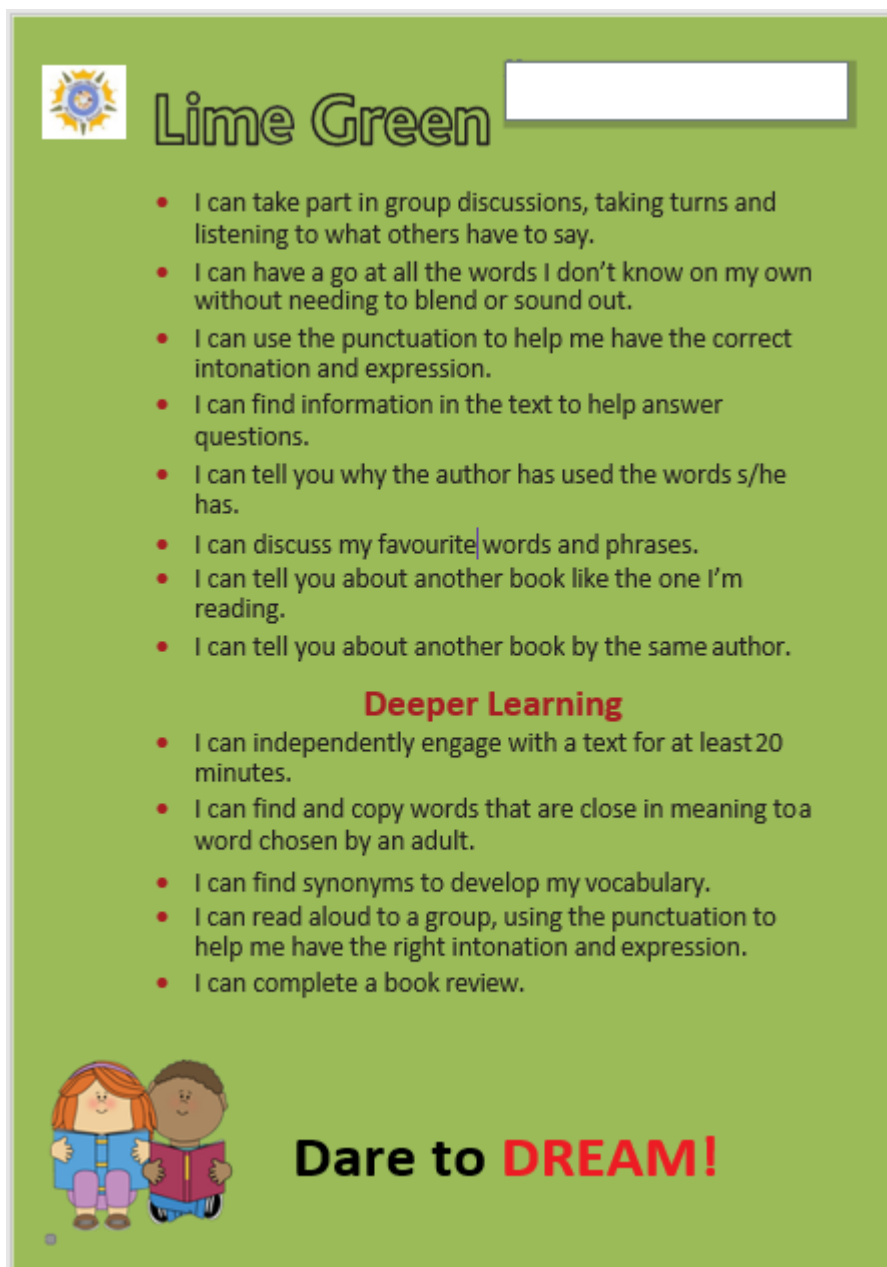
Comprehension:

- Can read, enjoy, understand and discuss books that are written by different authors, in different styles.
- Can read books that are structured in different ways for different purposes (e.g. for fun or research).
- Can read, enjoy and understand a wide range of books, including from our literary heritage and books from other cultures or traditions.
- Can discuss ideas, events, structures, issues, characters and plots of texts across a wide range of writing.
- Can discuss and compare themes, structures, issues, characters and plots within a book and between different books.
- Can read, understand and learn from a wide range of poetry and can learn longer poems by heart.
- Can show understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details as evidence to support views.
- Can understand how language, structure and presentation contribute to meaning of a text.
- Can talk about how authors use language, including figurative language and the impact it has on the reader.
- Can show my understanding of texts and poems in presentations and debates and can present information using notes created to help maintain focus.
- Can fully explain views with reasons and evidence from the text.


READING TARGET CARDS

We are in the process of producing Reading Target Cards for each Book Band colour. The Reading Target Card will be used in school for 1:1 and Group Guided Reading sessions. They will both ensure there is a consistent approach whichever adult is teaching and the children know their reading targets.

The cards will also go home with the children's Reading Record. They will have red stickers showing the objectives they are working on and a blue sticker for those they have achieved. Parents will know what their child is working on and what they have achieved when they hear their child read at home.




The image shows a green reading target card. At the top left is a sun icon. To its right is the text 'Lime Green' followed by a white rectangular box. Below this is a list of ten bullet points. Underneath the list is the heading 'Deeper Learning' in red, followed by another list of five bullet points. At the bottom left is an illustration of two children reading a book together. At the bottom right is the slogan 'Dare to DREAM!' in bold black and red text.

 **Lime Green**

- I can take part in group discussions, taking turns and listening to what others have to say.
- I can have a go at all the words I don't know on my own without needing to blend or sound out.
- I can use the punctuation to help me have the correct intonation and expression.
- I can find information in the text to help answer questions.
- I can tell you why the author has used the words s/he has.
- I can discuss my favourite words and phrases.
- I can tell you about another book like the one I'm reading.
- I can tell you about another book by the same author.

Deeper Learning

- I can independently engage with a text for at least 20 minutes.
- I can find and copy words that are close in meaning to a word chosen by an adult.
- I can find synonyms to develop my vocabulary.
- I can read aloud to a group, using the punctuation to help me have the right intonation and expression.
- I can complete a book review.

 **Dare to DREAM!**