

# EYFS / KS1 Book Band Chart



Phase	Year / Term	Book Band	Band Details
Phase 1	Reception Autumn 1	Lilac	Lilac band 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.
Phase 2	Reception Autumn 1 / 2	Pink A*	Pink band 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. Pink A* Phase 2 sets 1 – 4. Pink B* Phase 2 set 5 and Phase 3 set 6 and 7.
Phase 2	Reception Spring 1	Pink B*	
Phase 3	Reception Spring 1 / 2	Red A	Red band books have a slightly increased number of words, an increase in the number of 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. Red A – initial digraphs 'th', 'ch', 'sh' and 'ng' Red B – Remaining digraphs/trigraphs of phase
Phase 3	Reception Spring 2	Red B	
Phase 4 Consonant Clusters	Reception Summer 1	Yellow A	New learning in Yellow band books includes a slightly increased number of words and a move away from familiar experiences. Yellow books require the reader to deploy some inference skills, e.g. for humour, and have more variation in sentence structure, including sentences with more than one clause. Yellow A – consolidation of Phase 3 and consonant clusters Yellow B – covers consonant clusters and higher word count.
Phase 4	Reception Summer 2 / Year 1 Autumn 1	Yellow B	
Phase 5	Year 1 Autumn 2	Blue	Blue band 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.

Phase	Year / Term	Book Band	Band Details
Phase 5	Year 1 Spring	<b>Green</b>	The number of words increases slightly in <b>Green</b> band 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.
Phase 5	Year 1 Summer	<b>Orange</b>	At <b>Orange</b> band, the page count increases to challenge and encourage reading stamina. There is an increased use of dialogue to encourage reading with expression. <b>Orange</b> band 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.
Phase 6	Year 2 Autumn 1	<b>Turquoise</b>	<b>Turquoise</b> band books include an increasing range of adjectives and more descriptive verbs to replace 'said'. <b>Turquoise</b> 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.
Phase 6	Year 2 Autumn 2	<b>Purple</b>	<b>Purple</b> band books include an increased proportion of longer sentences, with a more challenging vocabulary. Some <b>Purple</b> books have short chapters to challenge and encourage reading stamina. <b>Purple</b> 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.

Phase	Year / Term	Book Band	Band Details
Bridging Bands	Year 2 Spring 1	Gold	<p><b>Gold</b> band books include more sophisticated and challenging vocabulary, including word play and the introduction of figurative language. Some <b>Gold</b> books have longer chapters for more sustained reading. Children reading at this band are confident independent readers who can tackle increasingly complex language, story structures and text layout.</p>
Bridging Bands	Year 2 Spring 2	White	<p>In <b>White</b> band 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.</p> <p>The stories at <b>White</b> band 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.</p>
Bridging Bands	Year 2 Summer	Lime	<p><b>Lime</b> band 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</p> <p>Children reading at <b>Lime</b> 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.</p>

# KS2 Book Band Chart



Phase	Year / Term	Book Band	Band Details
	Year 3	<b>Brown</b>	<p>Children reading at <b>Brown</b> band should be able to:</p> <ul style="list-style-type: none"> <li>• interpret more sophisticated word-play and puns</li> <li>• distinguish the narrator's voice in a fiction story from the characters' voices through figurative, idiomatic and literary language</li> <li>• understand a story that is told through dialogue and action to 'show' instead of 'tell' the plot</li> </ul>
	Year 4	<b>Grey</b>	<p>Children reading at <b>Grey</b> band will be able to interpret more sophisticated word-play and puns. At this stage, they should be able to:</p> <ul style="list-style-type: none"> <li>• explain a character's motivations</li> <li>• discuss the points of view of the character and the narrator</li> </ul> <p>better understand a range of narration styles</p>
	Year 5	<b>Dark Blue</b>	<p>Children reading at <b>Blue</b> band will be able to gather information from more than one place in the text and use inference based on what is shown rather than being told. This allows for greater complexity in building character and setting.</p>
	Year 6	<b>Dark Red</b>	<p>Children reading at <b>Red</b> band will be able to synthesise information from different places in a text. They are beginning to recognise how layers of meaning allow for the build-up of humour or tension and are able to discuss how the author has achieved the effects.</p>