

Reading Scheme: Pimperne Primary

Book bands:

In schools, Book Bands are used to indicate the reading level of each book across different reading schemes. All early reading scheme books have been carefully constructed and banded to include words that match the phonic phase children are working within. This means that most of the text will be phonetically decodable, and therefore accessible, so each child feels success when reading from the outset. Higher level reading scheme books include language to match the reading objectives for that year group and include relevant and age-appropriate contexts.

Year group	Age	Book band	Letters and Sounds Phase	Reading Planet level
Nursery/ Reception	3-4	Lilac	1	0
		Lilac +	1-2	0.5
Reception	4-5	Pink A	2	1A
		Pink B	2	1B
		Pink C	2	1C
		Red A	3	2A
		Red B	3	2B
		Red C	3	2C
Year 1	5-6	Yellow	3-4	3
		Yellow+	3-4	3A
		Blue	4-5	4
		Green	5	5
		Orange	6	6
Year 2	6-7	Turquoise		7
		Purple		8
		Gold		9
		White		10

Year group	Age	Reading Planet Book Band	Equivalent Book Band
Year 2-3	7-8	Stars	Lime
Year 3	7-8	Mercury	Brown A
		Venus	Brown B
Year 4	8-9	Earth	Grey A
		Mars	Grey A
Year 5	9-10	Jupiter	Blue A
Year 5-6	10-11	Saturn	Blue B/Red
Year 6	10-11	Supernova	Red+

In Reception and Key Stage 1 we use Reading Planet: Rocket Phonics, Galaxy and Cosmic Kids titles that match our phonics scheme of work. Throughout KS2 we have many different publishers (including reading planet). The tables above show the levels of age-related expectations at which 'most' children will be reading. The difference between the book bands is gradual and therefore 'most' children will progress fluidly through the scheme.

It is important to remember that all children are individuals who learn and make progress at different rates, so the chart is only a guide. Children may experience some periods of rapid progress and then some periods of consolidation when progress is not so obvious. Within each band the books children read will vary in several ways, including layout, size, vocabulary and length, to give a rich diet of literature.

The importance of Comprehension:

It is essential that children develop their comprehension skills alongside their ability to read the words on the page. Therefore, it is important, particularly in the earlier stages of the scheme, that **children are encouraged to read a book more than once** to ensure they have a thorough understanding of the text.

Reading for Pleasure:

Please discourage children from seeing the Book Bands as a race through the colours but, help them to understand that each band offers a range of books which will help them to develop different reading skills. Reading must not be treated as a competition. Our aim is for **all children to find pleasure in reading**. Books that they find too difficult will soon put them off and turn reading into an unpleasant chore.

Class teachers will only move children on to the next book band when they are confident that the child can both decode the words accurately and fully comprehend the texts. As a rough guide, **children should be able to read at least 90% of the words** on the page without difficulty and fully understand a text before moving on.

Library Books:

Reading book bands serve a purpose in that they have been designed to build up a specific set of reading skills, but they are not the be all and end all. Children also need to be reading and listening to books that are non-scheme based, often referred to as 'library' books. Therefore, we will encourage all children to take home one book from the reading scheme and one 'library' book to ensure they have access to a broad range of literature. Children will choose their own 'library' book from a selection identified for their Year Group.

Changing books:

In Reception and Year 1, children's books will be changed by staff twice weekly. Throughout the rest of the school, wherever possible, children will be encouraged to choose their own books from both the reading scheme and their Year Groups 'real' books regularly. Time for changing books will be allocated daily, using individual class systems, but children will be encouraged to **keep their chosen books for several days** to encourage re-reading to build a sound understanding of the text and rehearse key reading skills.

Bookmarks:

For each book band we have developed a bookmark that provides helpful information for parents to support their children when reading at home. These include suggested questions and key words to read and spell at home. These will be sent home each time a child moves on to the next colour band.

Home Reading Records & In-School Reading Records:

We would like parents to continue recording their children's home reading in their child's reading record and to include comments on how they feel their child got on with any book their child chooses to read. In-school teachers and volunteers will use the individual record sheets that have been developed to record any individual reading of banded books from the reading scheme. The record sheets have been designed to assess whether children are working towards age-related expectations, working at age-related expectations, or working at greater depth. They provide focus for the assessment of word reading and question prompts for comprehension. These assessments will inform teachers when a child is ready to move onto the next book band and should be reviewed at least half termly.