

Reading at Crofton Hammond Infant School

We do not follow a specific reading scheme but use a range of schemes. Throughout the school books are colour coded using book band levels. Children are offered a wide number of books (both to take home and within class reading) that are 'decodable' where they are able to apply their current phonic knowledge and new learning. These are marked with a blue circular 'phonically decodable sticker'.

When appropriate children are regularly assessed using PM Benchmarking texts which assess their ability to not only decode, but comprehend and infer. It also provides an indication of their reading fluency.

'Colour Book Bands provide a structure within a range of fiction and non-fiction titles from different reading series. This enables teachers to offer children a rich and varied experience of successful text reading.'

'Which Book and Why' (pg 102)

Lilac Band

Wordless books that tell a story through pictures alone. They help children to develop speaking and listening skills through creating and telling stories. They support the development of inference and comprehension.

Pink Band

Pink band is the first level of reading books which have words. There are two types of pink book (phonics and sight recognition) and children will regularly take both home. The pink phonics books are split into numbered groups within the band which directly relate to the phonics sounds they have been taught so far in order to provide challenge and progression. The sight recognition books contain repeated text which includes tricky words and support children's fluency and expression.

Red Band

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.

Yellow Band

New learning in Yellow band books includes a slightly increased number of words and a move away from familiar experiences. These 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.

Blue Band

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.

Green Band

The number of words increases slightly in Green 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.

Orange Band

At Orange band, the page count increases to challenge and encourage reading stamina. There is an increased use of dialogue to encourage reading with expression. These 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.

Turquoise Band

Turquoise band books include an increasing range of adjectives and more descriptive verbs to replace 'said'. It includes 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.

Purple Band

Purple band books include an increased proportion of longer sentences, with a more challenging vocabulary. Some Purple books have short chapters to challenge and encourage reading stamina. These 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.

Gold Band

Gold band books include more sophisticated and challenging vocabulary, including word play and the introduction of figurative language. Some Gold 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.

White Band

In White 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. The stories at White 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.

We also want our children to develop a love for, and enjoyment of reading. We aim to foster this through a range of different reading activities and challenges aimed at motivating and engaging the children:

- Yearly reading challenges aimed to increase the range of genre children are reading This takes place in the Spring term each year with differentiated activities for each year group, but achieving the same aim for children to access fiction, non-fiction and poetry
- Winter Warmer sessions where parents are encouraged to come into school to share books with their children
- Children can access the library regularly and take home books. As a class they visit once a half term in order to independently choose a set of 'class books' to share and enjoy
- Book of the Month which is read to all children across the school
- Children listening to and engaging with high quality texts.
- Book buddies: children are paired up with another member of the school to share and enjoy books with once every half term
- Author of the month: teachers share and talk about books by a specific author
- Class book buses: each class has a variety of books to take out during play and lunch times when dry
- Recommended reads are sent out yearly to support parents in choosing engaging literature to read with their children at home
- Recommended reads for teachers are provided across year groups to support teachers in reading a good range of literature during whole class reading times. These lists for example include poetry and chapter books
- Children are made aware of what teachers are reading at home so they are able to identify adults as 'readers' as well
- Teachers have 'special book boxes' within their classrooms that contain their own treasured stories to share with children.