



### **About Turquoise level books**

Turquoise level books include an increasing range of adjectives and more descriptive verbs to replace 'said'. There is an increased proportion of space allocated to print rather than pictures.

Turquoise level 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.

### **How to support your child reading Turquoise level books**

Your child is now beginning to read with more independence and their books are getting longer. You can help them by:

- ◆ Encourage your child to 'track' where they are using their finger.
- ◆ Listening to some pages read aloud, encouraging the use of expression and paying attention to punctuation marks.
- ◆ Encouraging them to read some pages silently, inside their heads.
- ◆ Talking about how events in the book relate to each other and helping your child to understand how the story builds up in a longer book.
- ◆ Asking them to tell you about interesting things they found out and showing you where the information is in the book.
- ◆ Communicating with your child's teacher by signing and recording the date to say that you have listened to your child reading and making a note of the next page to read, in their reading record. You might like to comment on something your child enjoyed or a word they stumbled on.



### **About Purple level books**

Purple level 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. Purple level 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.

### **How to support your child reading Purple level books**

Your child is now beginning to read with more independence and their books are getting longer. You can help them by:

- ◆ Encourage your child to 'track' where they are using their finger.
- ◆ Encouraging them to read some pages silently, inside their heads.
- ◆ Listening to some pages read aloud, encouraging the use of expression and paying attention to punctuation marks.
- ◆ Talking about how events in the book relate to each other and helping your child to understand how the story builds up in a longer book.
- ◆ Asking them to tell you about interesting things they found out and showing you where the information is in the book.
- ◆ Communicating with your child's teacher by signing and recording the date to say that you have listened to your child reading and making a note of the next page to read. You might like to comment on something your child enjoyed or a word they stumbled on.



### **About Gold level books**

Gold level 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 level are confident independent readers who can tackle increasingly complex language, story structures and text layout.

### **How to support your child reading Gold level books**

Your child is now reading longer books with fewer illustrations, so they continue to need your help to ensure they are getting the full meaning and enjoyment from the text. They may prefer to read one chapter or section at a time, rather than reading the whole book in one session. You can support them by:

- ◆ Encourage your child to 'track' where they are using their finger.
- ◆ Asking them to read aloud to you so that you can enjoy hearing them reading with expression and pace.
- ◆ Asking them to find parts of the text which describe a character or place and talking about the words used in the description.
- ◆ Asking for regular updates as to what is happening in the book, so that you know how the different chapters or sections link.
- ◆ Talking about how much they enjoy a book, or a type of book.
- ◆ Encourage them to look for more books of the type they enjoy.
- ◆ Communicating with your child's teacher by signing and recording the date to say that you have listened to your child reading and making a note of the next page to read, in their reading record. You might like to comment on something your child enjoyed or a word they stumbled on.



### About Silver level books

In Silver level 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 included at Silver level 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.

### How to support your child reading Silver level books

Your child is now reading longer books with fewer illustrations, so they continue to need your help to ensure they are getting the full meaning and enjoyment from the text. They may prefer to read one chapter or section at a time, rather than reading the whole book in one session. You can support them by:

- ◆ Encourage your child to 'track' where they are using their finger.
- ◆ Asking them to read some pages of the book aloud to you so that you can enjoy hearing them reading with expression and pace.
- ◆ Asking them to find parts of the text which describe a character or place and talking about the words used in the description.
- ◆ Asking for regular updates as to what is happening in the book, so that you know how the different chapters or sections link.
- ◆ Talking about how much they enjoy a book, or a type of book.
- ◆ Encourage them to look for more books of the type they enjoy.
- ◆ Communicating with your child's teacher by signing and recording the date to say that you have listened to your child reading and making a note of the next page to read, in their reading record. You might like to comment on something your child enjoyed or a word they stumbled on.



### About Independent reading

Children reading at this level 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.

### How to support your child choosing their own texts –

#### Independent reading

The books at this level are written in a much more subtle way than in previous levels which means that it is important that the reader is fully engaged with the process of reading and alert to the language and vocabulary the writer is using. Your child will be a competent and independent reader.

You can help them by:

- ◆ continuing to make a time available for regular quiet reading sessions, and reading your book while your child reads.
- ◆ Suggest that your child invites friends who are also reading the book to a 'Book Group' or to suggest it as a 'Book chain' at school
- ◆ If you skim-read the book first – or ask your child's teacher – you can prepare some questions for the book group to discuss. Sometimes you can find prepared questions in the book or online.
- ◆ Before a reading session, ask your child to find and note down some particular information. It could relate to the plot or it could be something like: a really good descriptive passage; three words which are adventurous; two words you want to use in your next piece of writing; an example of something typical a character does or says; how one character's reaction to another shows their relationship ... There are lots of questions you can ask which don't mean you have to know the book yourself, but just serve to alert your child to its possibilities.
- ◆ Communicating with your child's teacher by signing and recording the date to say that you have listened to your child reading or had a conversation with them about their reading.



### About Bridging books

Children reading bridging books 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. Bridging books are not part of the 'traditional book banded reading scheme'. They are collection of books selected to scaffold your child's reading journey to completely independent choice.

### How to support your child reading Bridging books

The books at this level are written in a much more subtle way than in previous levels which means that it is important that the reader is fully engaged with the process of reading and alert to the language and vocabulary the writer is using. Your child will be a competent and independent reader.

You can help them by:

- ◆ Continuing to make a time available for regular quiet reading sessions, and reading your book while your child reads.
- ◆ Suggest that your child invites friends who are also reading the book to a 'Book Group' or to suggest it as a 'Book chain' at school
- ◆ If you skim-read the book first – or ask your child's teacher – you can prepare some questions for the book group to discuss. Sometimes you can find prepared questions in the book or online.
- ◆ Communicating with your child's teacher by signing and recording the date to say that you have listened to your child reading or had a conversation with them about their reading.



### About Emerald level books

Emerald level 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. Children reading at Emerald level 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.

### How to support your child reading Emerald level books

Although your child is now taking off as a reader, it is still important that you read with them and talk to them about their reading. This reassures them that their reading is still important to you, as well as giving you an opportunity to share an enjoyment of books. You can still help them by:

- ◆ Asking them to read aloud some parts of the text which they particularly enjoy. This may include action or description. Talk about how the writer made those parts so enjoyable.
- ◆ Talking about how characters develop or how they react to different people, places or events.
- ◆ Reading the book yourself so that you can talk together about the smaller details of the book.
- ◆ Communicating with your child's teacher by signing and recording the date to say that you have listened to your child reading and making a note of the next page to read, in their reading record. You might like to comment on something your child enjoyed or a word they stumbled on.



### About Ruby level books

Children reading at Ruby level should be able to:

- interpret more sophisticated word-play and puns
- distinguish the narrator's voice in a fiction story from the characters' voices through figurative, idiomatic and literary language
- understand a story that is told through dialogue and action to 'show' instead of 'tell' the plot

### How to support your child reading Ruby level books

Your child may well not want to read aloud to you anymore because they probably enjoy silent reading more. It is worth asking them to read a paragraph or two aloud to ensure your child continues to read actively and not just pass their eyes over the words doesn't fall into bad habits such as omitting words and it is a skill in itself to read aloud well. You can also help them by:

- ◆ Continuing to make a time and space available for regular quiet reading sessions, and reading your book while your child reads. Put away any phones or devices.
- ◆ Establishing an expectation of a conversation at the end of each reading session: can they tell you what's happening in their book?
- ◆ Ask questions which make your child go back to the book to find answers. Support your child as they develop skills in skimming and scanning to find the information to answer your question.
- ◆ Continuing to read aloud to your child at bedtime. This shows them the importance you place on reading as well as developing their language, vocabulary and love of story.
- ◆ Communicating with your child's teacher by signing and recording the date to say that you have listened to your child reading and making a note of the next page to read, in their reading record. You might like to comment on something your child enjoyed or a word they stumbled on.



### About Sapphire level books

Children reading at Sapphire level books are able to interpret more sophisticated word-play and puns. They should also be able to:

- explain a character's motivations
- discuss the points of view of the character and the narrator
- better understand a range of narration styles

### How to support your child reading Sapphire level books

Your child may well not want to read aloud to you anymore because they probably enjoy silent reading more. This is fine as long as your child continues to read actively and not just pass their eyes over the words. You can help them by:

- ◆ Continuing to make a time available for regular quiet reading sessions, and reading your book while your child reads. Put away any phones or devices.
- ◆ Establishing an expectation of a conversation at the end of each reading session: can they tell you what's happening in their book?
- ◆ Ask questions which make your child go back to the book to find answers. Support your child as they develop skills in skimming and scanning to find the information to answer your question.
- ◆ Continuing to read aloud to your child at bedtime. This shows them the importance you place on reading as well as developing their language, vocabulary and love of story.
- ◆ Communicating with your child's teacher by signing and recording the date to say that you have listened to your child reading or had a conversation with them about their reading.