

Book Band Colour	Phonic Phase	Year Group Expected	Coverage
Lilac	Phase 1	R	No text. Use as needed to introduce book handling skills and discussion of story through looking at illustrations.
Pink A	Phase 2	R	Sets 1-3 and P2 TWs: Set 1: s a t p Set 2: i n m d Set 3: g o c k P2 TWs: the to no go into I
Pink B	Phase 2	R	As above and P2 sets 4-5, P 2 TWs Set 4: ck e u r Set 5: h b f ff l ll ss P2 TWs: the to no go into I At the end of this level children will be able to... <ul style="list-style-type: none"> Locate title, open front cover and turn pages appropriately Understand the left page comes before the right Match spoken word to written word (one to one correspondence) Use a few known words to check own reading Read a simple CVC word in the text from left to right Use meaning together with repeated language patterns (syntax) and some letters to read simple text.
Red A	Phase 3	R	As above and P3 sets 6-7 and P3 TWs Set 6: j v w x Set 7: y z zz qu Introduce P3 digraphs: ch sh th ng P3 TWs: he she we be me was you they all are my her
Red B	Phase 3	R	As above, and ALL sounds/TWS in P3. ai ee igh oa oo/oo ar or ur ow ow ear air ure er Introduce short 2 syllable phonetically regular words eg letter/garden At the end of this level children will be able to... <ul style="list-style-type: none"> Locate and recall title Consolidate one to one matching in a wider range of texts Solve simple CVC words by blending phonemes left to right and check for meaning and correct syntax ie does it sound right? Start to read more rhythmically or use phrasing when reading aloud Repeat words, phrases or sentences to check, confirm or modify own reading Use known words to check and confirm reading
Yellow A	Phase 3-4	R	As above, more two syllable phonetically regular words and some consonant blends, P4 TWs Said have like so do some come were there little one when out what 'and to join longer sentences -ed/-ing suffix on regular verbs eg jump/ed
Yellow B	Phase 3-4	R Expected level for end of YR	As above and more text, P4 PWs At the end of this level children will be able to... <ul style="list-style-type: none"> Follow print with eyes, pointing only to words that present difficulties Use familiar phonemes to help attempt unknown words Predict in more detail Take more notice of punctuation

			<ul style="list-style-type: none"> Search for information in texts to predict, confirm or attempt new words
Blue A	Phase 4-5	1	<p>As above P4 blends and more two syllable phonetically regular words eg deckchair, P4 TWs Oh their people Double the consonant with -ed/-ing suffix eg grabbed</p>
Blue B	Phase 4-5	1	<p>As above and some P5 alternative spellings eg ay, P4 TWs At the end of this level children will be able to...</p> <ul style="list-style-type: none"> Move through text attendant to meaning, print and sentence structure more flexibly Start to self correct Re-read to clarify meaning Manage a greater range of genres Discuss content of text in a way that indicates understanding Solve new words using print information and understanding of the text to try alternative pronunciations Identify parts of an unfamiliar word to read correctly
Green A	Phase 5	1	<p>As above and P5 TWs Oh their people Mr Mrs looked called asked could Introduce all Phase 5a graphemes: ay, oy, ea, ou, au, aw, ie, ir wh, ph, a-e, e-e, i-e, o-e, u-e One or two alternative spellings for graphemes in common words eg very/sky One instance of more unusual alternative spelling of grapheme in common word eg soft c eg ice or soft g eg giant All phase 5 TWs introduced : Mr, Mrs, oh, their, people, looked, called, asked, could and would, should</p>
Green B	Phase 5	1	<p>As above, more text At the end of this level children will be able to...</p> <ul style="list-style-type: none"> Start to read more fluently and take note of punctuation Solve new words using phonic knowledge Track visually when there is more than one link of print without difficulty Discuss characters and plot more fully Use contents page in non-fiction book
Orange A	Phase 5	1	<p>Phase 5 graphemes and three or more alternative spellings for P5 graphemes in common words eg pint, cry, flight, mind More common examples of alternative spellings for graphemes eg silent letters wr/mb/kn Words of 3 syllables Practise all Phase 5 TWs : Mr, Mrs, oh, their, people, looked, called, asked, could and would, should</p>
Orange B	Phase 5	1 Expected level for end of Y1 ARE	<p>As above, more text. At the end of this level children will be able to...</p> <ul style="list-style-type: none"> Understand a range of punctuation Use a contents page and glossary in a non-fiction book Read longer phrases Begin to use appropriate terminology when discussing different types of text Check information in text with illustrations, particularly non-fiction and comment on content Blend phonemes in unfamiliar words more fluently
Turquoise A	Phase 5-6	2	<p>As above and P5c rarer alternative spellings, words of 2 syllables (irregular, using P5)</p>
Turquoise B	Phase 5-6	2	<p>As above, more text. At the end of this level children will be able to...</p> <ul style="list-style-type: none"> Start to use expression when reading aloud Rely less on illustrations to help them.

			<ul style="list-style-type: none"> • Use punctuation to read with greater expression and control • Sustain reading through longer paragraphs • Find their way around alphabetically ordered texts eg glossaries/dictionaires
Purple A	Phase 5-6	2	All P5, suffixes, prefixes, longer phonetically irregular words (3 syllables)
Purple B	Phase 5-6	2	<p>As above, more text.</p> <p>At the end of this level children will be able to...</p> <ul style="list-style-type: none"> • Look at a variety of texts with growing independence to predict story outcomes • Start to read quietly or silently • Pay attention to punctuation all of the time and use it to help with expression when reading aloud.
Gold A/B	Phase 6	2	<p>P6 increasing complexity of language.</p> <p>At the end of this level children will be able to...</p> <ul style="list-style-type: none"> • Have growing independence to predict story content and development • Read silently or quietly for a period of time • Use punctuation to help keep track of longer sentences • Read at a more rapid pace • Solve longer, unfamiliar words using phonic knowledge • Adapt to fiction, non-fiction and poetry with increasing flexibility. • Locate and interpret information in non-fiction books • Be aware of literacy effects used by the author
White A/B	Phase 6	2 Expected level for end of Y2 ARE	<p>All P6 rules covered. Short chapter books.</p> <p>At the end of this level children will be able to ...</p> <ul style="list-style-type: none"> • Read silently in their head most of the time. • sustain interest in longer texts and will be able to return to text easily after a break. • discuss • Search for and find information with reasonable ease • Show increased awareness of vocabulary and precise meaning • Notice the spelling of unfamiliar words and relate to known words. • Comment on main characters and how they relate to each other • Suggest alternatives or extensions to events and actions • Discuss feelings created by stories • Give clear, balanced retelling of stories • Express reasoned opinions about what has been read and compare texts
Lime A/B		3	<p>Longer chapter books for independent readers - increasing complexity of language and sentence structure used, wider range of layouts in non fiction books.</p> <p>At the end of this level children will be able to...</p> <ul style="list-style-type: none"> • Refer to the text to support their own ideas • Start to reflect on and understand beyond the literal meaning of text • distinguish fact from fiction • Devise key questions and words for searching • show some awareness of the point of view of author • read for different purposes eg scanning for specific detail, skimming for relevance, reflective reading for fuller comprehension • Compare/contrast work from more than one source • Refer to text layout and organisation •
Sapphire A/B		3 Expected level for end of Y3 ARE	Books with an increasingly challenging range of vocabulary and cross-curricular topics, themes and genres.

			<p>At the end of this level children will be able to...</p> <ul style="list-style-type: none"> • Read independently most of the time • Be interested in longer texts • Read independently, using strategies appropriately to establish meaning • Show understanding of the main points • Express reading preferences • Extract information from non-fiction texts • Make sensible predictions • Use sensible voices for characters • Recognise main differences between fiction and non-fiction texts • Begin to interpret more sophisticated word play and puns •
Ruby A/B		4	<p>Books with an increasingly challenging range of vocabulary and cross-curricular topics, themes and genres.</p> <p>At the end of this level children will be able to,,,</p> <ul style="list-style-type: none"> • Talk about their understanding of significant ideas, themes, events and characters • Explain character's motivations • Identify key points when reading • Discuss the point of view of the character and the narrator • Locate and use information • Show that they have used inference and deduction • Find relevant words in a text without prompting • Show awareness of the reader through pauses, emphasis and pace to entertain and maintain interest • Understand how the meaning of sentences is shaped by punctuation, word order or connectives
Free Readers		4 Expected level for end of Y4 ARE	<p>Children who are free readers will be learning to...</p> <ul style="list-style-type: none"> • Show more awareness of the listener when reading aloud through use of pace and emphasis • Tackle unfamiliar and challenging texts with confidence. • Identify and recognise complex sentences, language conventions and how language is structured in a range of text types. • Skim, scan and note take to pick out key parts of text to support their predictions and opinions. • Gather information from more than one place in the text and use inference based on what is shown rather than being told.