

Pink Book Band readers can...	Questions you could ask
<ul style="list-style-type: none"> • Find front cover and turn pages the correct way • Understand that left comes before right • Use pictures to support reading of the words • Read each word as they point to them • Use words they know to check own reading • Repeat patterns in the text • Read CVC words by • sounding out such as cat, dog etc 	<ul style="list-style-type: none"> • Where is the title of the book? • How will it end? • Who were the main characters? • What happened at the beginning? (can go back and check) • What are the pictures of? • Did you like that story?
How to help.	Phonics Phase
<ul style="list-style-type: none"> • Ask them about the story and talk about the pictures • Let them hold the book and turn the pages • If they get stuck point to the word and ask them to 'sound it out' 	<p>Working at reading phase 2 sounds:</p> <p>s a t p i n m d g o c k c k e u r h b f ff l ll ss</p>

Red Book Band readers can...	Questions you could ask
<ul style="list-style-type: none"> • Locate and recall title • Begin to read a wider range of books • Begin to read words they know automatically • Use words they know to check and confirm reading • Solve unfamiliar CVC words by sounding out and blending • Check the meaning of words • Use pictures to support • Reading sounds less like a robot and more like talking 	<ul style="list-style-type: none"> • How will it end? • Who were the main characters? • What happened at the beginning? Middle? And end? • Where was it set? • Did you like the story? Why? • What information did you find out? • What would you like to find more about?
How to help.	Phonics Phase
<ul style="list-style-type: none"> • If they get stuck point to the word and ask them to 'sound it out' and ask them does it make sense? • Ask them to tell you what is happening in different parts of the story 	<p>Secure in reading phase 2. Working at phase 3:</p> <p>j v w x y z zz qu ch sh th ng</p> <p>Vowel digraphs: ai ee igh oa oo ar or ur ow oi ear air ure er</p>

Yellow Book Band readers can...	Questions you could ask
<ul style="list-style-type: none"> • Read a wider range of books. • Read words they know automatically • Follow print with eyes, finger pointing only at points of difficulty • Make the reading sound interesting using the punctuation (. !) • Use words they know to check and confirm reading • Check the meaning of words • Retell the story in more detail • Note familiar words and phonemes and use these to get to know unknown words, e.g. look, took 	<ul style="list-style-type: none"> • Who were the main characters? • What happens to the good and bad characters? • Was it a fiction or non-fiction book? • How do you know? • What happened at the beginning? Middle? And end? • Where was it set? • Did you like the story? Why? • What information did you find out? • What would you like to find more about?
How to help.	Phonics Phase
<ul style="list-style-type: none"> • If they get stuck point to the word and ask them to 'sound it out' and ask them does it make sense? • Ask them what they think will happen next? (throughout the text) 	<p>Secure in reading phase 2 and 3. Working at phase 4: No new sounds at phase 4. Children read longer words and blend sounds in words.</p>

Blue Book Band readers can...	Questions you could ask
<ul style="list-style-type: none"> • Read a wide range of longer books • Read with accuracy and self correct mistakes including words that can't be sounded out such as 'said', 'was' • Follow print with eyes, finger pointing occasionally • Recognise punctuation and begin to use some expression • Check the meaning of words • Retell the story in detail • Re-read the words and use understanding of the text to decide pronunciation • Read the story again with fluency 	<ul style="list-style-type: none"> • What was your favourite part? Why? • Was it a fiction or non-fiction book? How do you know? • How was the character feeling? Why? • Can you describe one of the characters? • Can you describe one of the settings? • What did you like or not like about the story? • What information did you find out? • What would you like to find more about?
How to help.	Phonics Phase
<ul style="list-style-type: none"> • Ask them what they think will happen next? (throughout the text) • Show how different punctuation changes the way you read 	<p>Secure in phases 2,3 and 4 Working at phase 5 Secure in reading phases 2,3 and 4 Working at phase 5:</p> <p>au (as in Paul) aw (as in saw) ea (as in sea) ew (as in stew) ey (as in money) oe (as in toe) ou (as in ou) oy (as in boy) ir (as in girl) ue (as in clue) a-e (as in came) i-e (as in time) u-e (as in June) e-e (as in these)</p>

Green Book Band readers can...	Questions you could ask
<ul style="list-style-type: none"> • Read both fiction and nonfiction books • Read with accuracy and self-correct mistakes including words that can't be sounded out such as 'said', 'was' • Recognise punctuation and use some expression • Read with more pace and fluency • Retell the story in detail including main events and characters • Use a contents and glossary for non-fiction books • Talk about new words and the meaning of them. 	<ul style="list-style-type: none"> • What was your favourite part? Why? • Was it a fiction or non-fiction book? How do you know? • How was the • character feeling? Why? • Why did that happen? (throughout reading) • What did you like or not like about the story? • What information did you find out? • Do any words rhyme?
How to help.	Phonics Phase
<ul style="list-style-type: none"> • Ask them how the character is feeling? throughout the story • Show how reading at a good pace makes it interesting 	<p>Secure in reading phases 2,3 and 4 Working at phase 5:</p> <p>au (as in Paul) aw (as in saw) ea (as in sea) ew (as in stew) ey (as in money) oe (as in toe) ou (as in ou) oy (as in boy) ir (as in girl) ue (as in clue) a-e (as in came) i-e (as in time) u-e (as in June) e-e (as in these)</p>

Orange Book Band readers can...	Questions you could ask
<ul style="list-style-type: none"> • Read longer books and stories with fewer pictures • Read with accuracy and self-correct mistakes • Recognise a wider range of punctuation (. ! , " ") and use expression • Read with pace and fluency • Read longer phrases and more complex sentences • Use a contents and glossary for non-fiction books to find the bit they would like to read • Talk about new words and their meaning • Break up longer words into chunks i.e. yes/ter/day 	<ul style="list-style-type: none"> • Was it a fiction, nonfiction or poetry book? How do you know? • Why did that character do that? (at different parts in the story) • How was the character feeling? Why? • Why did that happen? (throughout reading) • What do you think will happen next? Why?
How to help.	Phonics Phase
<ul style="list-style-type: none"> • Ask them about unusual words and their meaning • Ask what sort of book it is? Fiction, non-fiction. Poetry? • Find and talk about information from non-fiction books 	<p>Secure in reading phases 2,3 and 4 Working at phase 5: Secure in reading phases 2,3 and 4 Working at phase 5:</p> <p>au (as in Paul) aw (as in saw) ea (as in sea) ew (as in stew) ey (as in money) oe (as in toe) ou (as in ou) oy (as in boy) ir (as in girl) ue (as in clue) a-e (as in came) i-e (as in time) u-e (as in June) e-e (as in these)</p>

Turquoise Book Band readers can...	Questions you could ask
<ul style="list-style-type: none"> • Read longer books with less reliance on illustrations • Read with pace and fluency • Sustain reading through longer sentences and paragraphs • Read with greater expression by paying attention to punctuation and the page layout • Try more complex words using known vocabulary, phonic knowledge and syllables i.e. yes/ter/day • Use index and glossary alphabetically 	<ul style="list-style-type: none"> • Why did that character do that? (at different parts in the story) • How was the character feeling? Why? • Has that happened to you? What choice would you make? • Why did that happen? (throughout reading) • What do you think will happen next? Why? • Would you recommend the story to a friend? Why?
How to help.	Phonics Phase
<ul style="list-style-type: none"> • Ask them about unusual words and their meaning • Relate the story back to them has it happened to you? What would you do? • Find and talk about information from non-fiction books 	

Purple Book Band readers can...	Questions you could ask
<ul style="list-style-type: none"> • Read longer books with less reliance on illustrations • Read quietly at a good speed noticing and correcting errors • Sustain reading for long periods • Read with greater expression by paying attention to punctuation and the page layout • Solve new unknown words quickly • Identify familiar phrases from different books- once upon a time, one day, long ago • Notice books can be set in different times and places 	<ul style="list-style-type: none"> • What do you think will happen in this story? Why? (refer to title and author) • How was the character feeling? Why? • Why did the author choose that word? • Where is this story set? (Place and time) • Have you read similar stories? What was similar about them? • Would you recommend the story to a friend? Why?
How to help.	Phonics Phase
<ul style="list-style-type: none"> • Ask them what they think the book might be about- referring to title and author • Discuss the writer of the story and why did they choose certain words? • Help them to understand the meaning of new words 	Secure in reading phases 2,3, 4 and 5 Working at phase 6

Gold Book Band readers can...	Questions you could ask
<ul style="list-style-type: none"> • Read longer books with only a few illustrations, if at all • Read quietly or silently at a quick pace, taking note of punctuation • Sustain reading for long periods • Solve new unknown words quickly • Identify familiar phrases from different books- once upon a time, one day, long ago • Adapt to fiction, non-fiction and poetic language • Notice the effects used by writers • Locate and interpret information in non-fiction 	<ul style="list-style-type: none"> • How was the character feeling? Why? • Why did the author choose that word? What effect does it have? • Do you have any favourite words or phrases from the book? • Where is this story set? (Place and time) • Have you read similar stories? What was similar about them? • Would you recommend the story to a friend? Why?
How to help.	Phonics Phase
<ul style="list-style-type: none"> • Discuss the writer of the story. Why did they choose certain words? What effect does that have? • Help them to understand the meaning of new words • Ask them to find key information in the text - characters, events etc 	<p>Secure in reading phases 2, 3, 4 and 5 Working at phase 6</p>

White Book Band readers can...	Questions you could ask
<ul style="list-style-type: none"> • Reads a range of books by choosing ones of interest (content, author, genre) • Read silently most of the time for longer periods • Good awareness of vocabulary and precise meaning • Sustain interest in longer text, returning to it easily after a break • Adapt to fiction, non-fiction and poetic language • Notice the effects used by writers • Locate and interpret information in non-fiction • Know a number of poems by heart, with appropriate intonation 	<ul style="list-style-type: none"> • Why did you choose this story? • Why did the author choose that word? What effect does it have? • Do you have any favourite words or phrases from the book? Why? What effect did it have on the story? • Have you read similar stories? What was similar about them? • Would you read more by the same author? Why did this happen? (use clues in the text) • What information would you like to find more about?
How to help.	Phonics Phase
<ul style="list-style-type: none"> • Discuss the writer of the story. Why did they choose certain words? What effect does that have? • Help them to understand the meaning of new words • Ask them to justify their choice of book- what made them choose it? 	