

## PINK

- understand stories make sense and sound right
- find the title, turn the pages, start reading on the left
- read each word as they point to them
- guess what might happen in a book
- use what they know about letter sounds to read words
- ✓ ask them about the story and talk about the pictures
- ✓ say 'Where do we start reading?'
- ✓ let them hold the book and turn the pages themselves
- ✓ if they get stuck ask, 'what would make sense?' or say, 'sound it out' or 'go back and try again'
- ✗ adults interrupting and pointing is not helpful

## RED

- make sure it makes sense and sounds right
- make the reading sound like talking – not like a robot
- find the title, turn the pages, start reading on the left
- read words they know automatically
- re-tell the story including all the main parts
- ✓ if the reading doesn't make sense ask them what they can do to fix it
- ✓ if they get stuck say, 'go back and try that again' or 'sound it out'
- ✗ telling them about **all** their mistakes is unhelpful

## YELLOW

- listen to their reading, notice mistakes and correct
- use their eyes to follow the sentence
- make the reading sound interesting using punctuation
- relate the story to own experiences and other stories
- retell the story in detail
- ✓ say, 'You said ... Did that sound right? Fix it!'
- ✓ show different ways to read new words: what word would fit, sound it out, chunk it – play/ing, to/day
- ✓ ask, 'What might happen next?'
- ✓ let them read the book again to make it sound smooth
- ✗ using a finger to point can make reading sound robotic

## BLUE

- read longer and more complicated books
- be able to say why they like or don't like the book
- take turns to talk about a wide range of stories
- notice and fix mistakes quickly
- re-read to make it make sense and sound like talking
- ✓ ask, 'What's your favourite part?', 'Why?'
- ✓ say, 'Check it', 'Does it make sense **and** look right?'
- ✓ tell them to go back and try it again to check
- ✓ show how punctuation changes the way you read
- ✗ sounding out some words is not helpful – *said, was, come*

## GREEN

- read different sorts of books – fiction and non-fiction
- read at good speed using punctuation and expression
- retell a story and be able to talk about the title, main events and the characters
- use the contents page and glossary in non-fiction
- talk about new words and what they mean
- ✓ say, 'Does it make sense, sound right **and** look right?'
- ✓ ask how the characters felt or why things happened
- ✓ show how reading at a good pace makes it interesting
- ✓ check they understand the ideas in non-fiction books
- ✗ telling them they should 'know a word' only helps if they have learnt it or solved it before

## ORANGE

- read longer books/stories with fewer pictures
- check that what is being read makes sense, sounds right and looks right without adult help
- notice punctuation and how the book is set out
- break longer words into chunks i.e. yes/ter/day
- know that they need to 'read between the lines' and use clues to understand the story
- ✓ find and talk about information from non-fiction books
- ✓ talk about unusual words and their meaning - *glacier*
- ✓ ask what sort of book it is – fiction, non-fiction, poetry
- ✓ look for words within words i.e. *playground*
- ✗ sounding out all the letters in long words does not help

## TURQUOISE

- understand everything that is being read without relying on illustrations
- read different types of books with a full page of text
- read with a range of expression by paying attention to punctuation and text layout
- read more unusual words while checking the meaning
- use alphabetical order to find information
- ✓ ask, 'Has that ever happened to you?'
- ✓ talk together about books they have read or heard
- ✗ don't ask them to read unusual words in a list – it is best to read unusual words in text

## PURPLE

- guess what a book might be about before reading and ask questions when reading
- notice familiar phrases in different books - *Once upon a time, One day, Long ago*
- read quietly or silently at a good speed noticing and correcting errors
- work out unknown words quickly
- notice books can be set in different times and places
- ✓ ask, 'Why did the writer use this word?'
- ✓ talk about how the writer wanted you to feel
- ✗ be careful – they may sometimes read unfamiliar words but may not know their meaning

## GOLD

- know what a book is about, from looking at the title, sub-headings and layout
- independently find information in non-fiction books
- read silently or quietly at a fast speed using punctuation to support understanding
- be able to solve new or unfamiliar words fast
- talk about what has been read, taking turns and listening to others
- ✓ ask, 'What have you learnt from the book?'
- ✓ say, 'Find the part of the story where...'
- ✗ reading all the words correctly but not listening to what is being read is unhelpful

## LIME

- recognise text types, predict layout, general content
- read silently, asking questions to monitor meaning - returning easily to a text after a break
- rerun more complex sentences and unfamiliar language to understand and interpret meaning
- make use of blurbs, chapter headings, indexes and glossaries to find information quickly and accurately
- express reasoned opinions about what is read
- ✓ ask, 'Which part of the book tells you about...?'
- ✓ ask, 'Tell me why he or she did that.'
- ✗ they may understand all the words but not the story

## GREY

- search text by scanning to find detail
- identify words that are used to give effect
- relate information from one text to another
- read between the lines to discover a character's feelings, thoughts, motives from what they say and do
- read and discuss a wide range of fiction, poetry, plays, non-fiction, reference or text books
- ✓ say, 'Find the part that tells you....' or 'Where in the story does the author make you think...'
- ✓ ask, 'What is the main idea on this page or chapter?'
- ✗ although students often prefer a particular type of book they need encouragement to read a range of books

## BURGUNDY

- recommend books and give reasons for their choices
- identify and discuss themes, conventions and language across a range of books
- read and perform plays and poems showing understanding and making meaning clear to others
- follow the stages of a process or argument
- ✓ ask, 'Find more than one reason to support your opinion'
- ✓ ask, 'Why would you recommend this book to others?'
- ✗ don't assume that everything 'read' is understood

## WHITE

- read silently most of the time, noticing new words and thinking about their meaning
- read for longer periods of time and return to a book after a break – remembering what has happened
- notice the spelling patterns of unfamiliar words
- talk with others about what has been read
- think what might happen from what has been read
- ✓ say, 'Find the word that means....'
- ✓ ask, 'What words were used to describe...?'
- ✗ be careful – how you feel about a book may not be how the student feels. We all like different things

## BROWN

- read and search longer texts for detailed information looking at language, structure and presentation
- use the context of the story to work out meanings of unfamiliar words and discuss understanding
- summarise the ideas from more than one paragraph
- find specific information from non-fiction texts
- read and perform plays and poems
- ✓ ask, 'What makes you think/feel...?'
- ✓ encourage them to ask questions as they read the text
- ✗ but don't assume that answering questions means they understand the real meaning of the text

## DARK BLUE

- make comparisons within and across books
- ask questions to themselves and others to improve understanding
- understand the difference between fact and opinion
- read a wide range of books – myths, legends, traditional stories, modern fiction, books from their own culture and the culture of others
- ✓ encourage them to ask or use reference resources when they are unsure about unfamiliar vocabulary
- ✓ discuss what is read to build on and challenge their ideas
- ✗ don't assume that all cultural references are understood

### Reading targets from the National Curriculum and Which Book and Why ISBN: 978-1-78277-022-0

PINK RED YELLOW BLUE GREEN ORANGE TURQUOISE PURPLE  
GOLD WHITE LIME BROWN GREY DARK BLUE BURGUNDY

- this tells parents, carers and Reading Buddies what the child needs to learn as they read a particular colour banded book. Adults/Buddies need to **praise** when the child does these things well
  - ✓ this gives parents and carers ideas about how to help their child
  - ✗ this highlights things which are not useful. Tell or show the child the useful things they can do.
- Remember reading should be enjoyable and fun.**