



A Guide to Home-School Reading



*"The books transported her... She went to Africa with Ernest Hemingway
and to India with Rudyard Kipling. She travelled all over the world
while sitting in her little room in an English village."*

— Roald Dahl, Matilda

Reading schemes

A reading scheme is a series of books that have been carefully written to help children learn to read. The books are organised into levels or colour bands. When your child is learning to read, they need to read books at the right level of challenge. If a book is too hard, they will find it frustrating (and so will you) and might be put off reading. If a book is too easy, their reading won't get any better. Your child will read a number of books at one band or colour before their teacher will decide that they are ready to move on.

Learning to read at Rockcliffe

Like many primary schools in the UK, we use **Oxford Reading Tree** as our Home-School reading scheme. As your child progresses through the scheme, you will become familiar with the different fiction and non-fiction strands including *Biff, Chip and Kipper Stories*, *Songbirds*, *Traditional Tales*, and *in Fact*. You might even have learned to read with Biff, Chip and Kipper yourself!

The books in the *Oxford Reading Tree* are graded across 20 levels to support your child from first starting to read to being a fluent reader. These levels are matched to 16 Book Bands - Colours that indicate how difficult a reading book is.

The Right Reading Book

Your child's ability to decode (word read) will be assessed using a variety of methods, including short, formal reading tests, which provide a 'reading age', correlating to the colour bands on the reading scheme. It is really important though, that children develop their comprehension skills alongside their ability to read the words on the page so you may find that your child continues on the same Book Band colour for a while in order to enable them to focus on developing their understanding. Class teachers assess children's reading on a regular basis and will change Book Band colours only when they are confident that both the comprehension and word reading targets have been fully met.

This chart gives an indication of the range of Book Band levels at which an 'average' group of children will be reading as they progress through school. However, children are all individuals who learn and make progress at different rates, so it is only a guide. As well as periods of rapid progress, your child will have periods of consolidation when progress is not as obvious. Although this may seem worrying, this is the time when they have the chance develop confidence in using and applying their newly acquired skills.

YEAR GROUP	PROGRESSION THROUGH BOOK BANDS			
RECEPTION	LILAC	PINK	RED	YELLOW
YEAR 1	BLUE	GREEN	ORANGE	
YEAR 2	TURQUOISE	PURPLE	GOLD	WHITE Expected level
YEAR 3	LIME	BROWN Expected level	GREY	
YEAR 4	BROWN	GREY Expected level	DARK BLUE	DARK RED

BOOK BAND LILAC

Lilac books are for children who are just beginning to learn about books and reading. At this stage, your child is likely to be learning the alphabet at nursery, and may be able to recognise some simple, common words. Lilac includes wordless picture books that encourage young children to tell their own stories. At this level, children are beginning to discover books and developing their core speaking and listening skills.

PUPIL TARGETS

- Hold a book correctly
- Look at the pages in the correct order
- Know the differences between words and pictures
- Understand that each letter is different
- Say who and what the book is about
- Talk about the pictures and create their own stories

How to support your child with Lilac level books

Your child is beginning to discover the excitement of books. Although these books have no words, they are an important introduction to reading. Please encourage your child to:

- Look at the pages in order, and talk about what is happening on the left hand page before the right hand page.
- Talk about what is happening on each page, rather than just talking about what they see in each picture.
- Tell you who or what the book is about.



Taken from *The Hedgehog*

BOOK BAND PINK

Pink books are for children who are just beginning to read. They are getting used to reading from left to right and matching spoken words to written words. They are beginning to use simple phonics to read words like 'sat' and 'pin'. The books use words that are familiar and predictable, and the pictures help convey the meaning of the story. Pink is perfect for introducing fundamental reading concepts and skills to early readers.

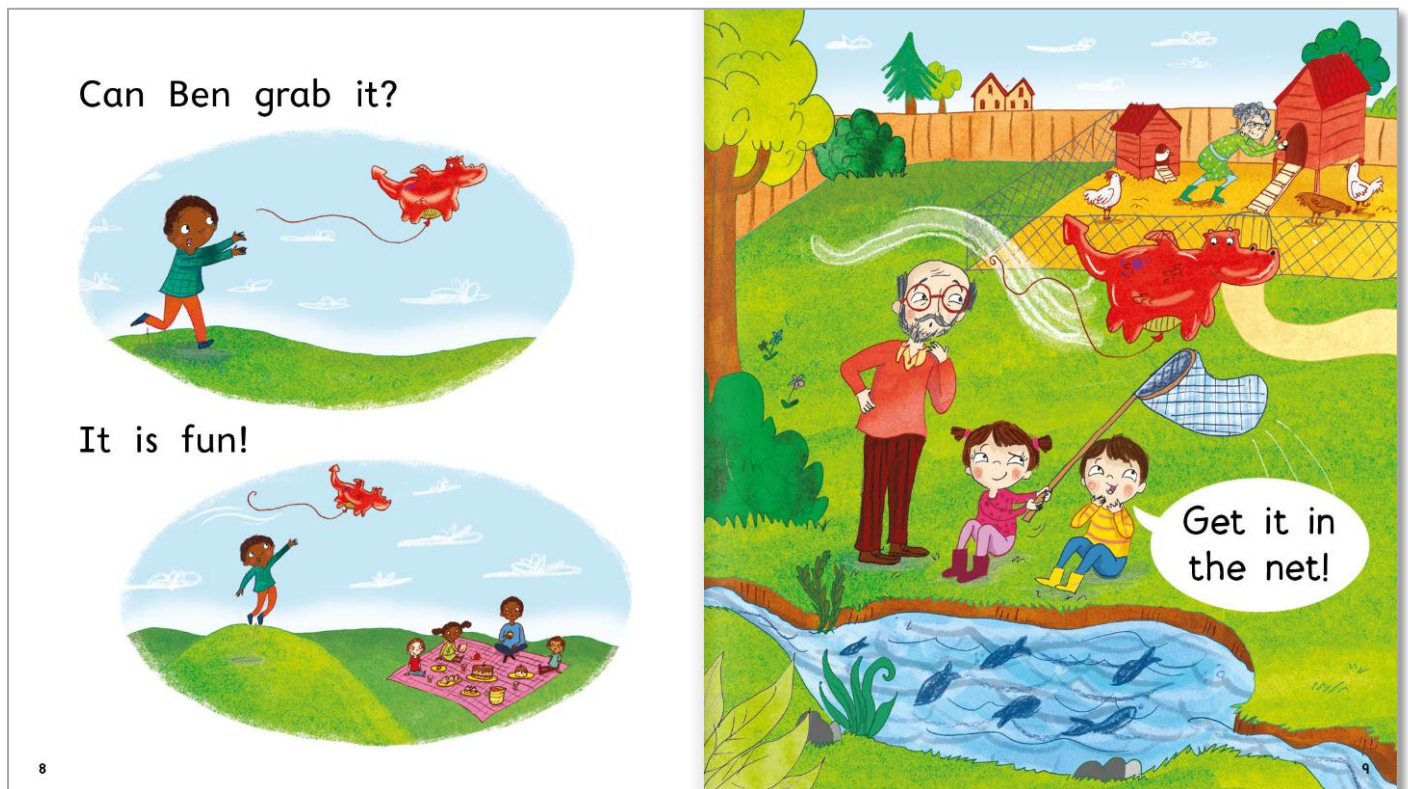
PUPIL TARGETS

- Listen carefully to stories
- Read their own name
- Follow the words on a page in the right direction
- Tell a familiar story in their own words
- Know that letters have different sounds
- Recognise high frequency words

How to support your child with Pink level books

Your child is beginning to learn how to read. As they read, please help them to:

- Read the words carefully. Ask your child to sound out and blend only the words they can't read yet, not every word. Eventually almost all words will become part of your child's 'sight memory', and they won't have to sound out at all.
- On second and third readings of the book, encourage them to read with more pace and with less focus on sounding out the letters in each word.
- Make a story out of a whole book, rather than focusing just on what is happening on each page.
- Tell you about something that happened in the book, or about something they found out in the book.



BOOK BAND RED

Red books will have an increased number of words on a page and sentences are still mostly short and straightforward. Pictures are used to help convey story meaning. By this stage, your child may know some words by sight and will be able to use their knowledge of letters and sounds to work out new words, though they may still need help. Recurring families and animal characters are also introduced at this stage.

PUPIL TARGETS

- Find the title of the book
- Use illustrations to help them understand what is happening in a story
- If they are unfamiliar with a word, try to think of a word that would make sense in that sentence
- Know what a full stop is
- Sing the alphabet song
- Use phonemes to read words such as 'cat', 'if' and 'up'

How to support your child with Red level books

Your child is beginning to learn to read. As they read, please help them to:

- Read the words carefully. All of the words can be sounded out. Ask your child to sound out and blend only the words they can't read yet, not every word. Eventually almost all words will become part of your child's 'sight memory', and they won't have to sound out at all.
- On second and third readings of the book, encourage them to read with more pace and with less focus on sounding out the letters in each word.
- Make a story out of a whole book, rather than focusing just on what is happening on each page.
- Tell you about something that happened in the book, or about something they found out in the book.

It ran at Dad.



Dad shut it in a pen.



BOOK BAND YELLOW

At Yellow band, your child will be using phonics to help them read slightly more complicated words, including words with common digraphs like 'ee', 'oa', 'ch', and 'th'. They will use phonics knowledge to work out less familiar words. They are beginning to read more varied sentence structures and taking some note of punctuation. Books at this level present children with new vocabulary. The amount of words per page has slightly increased, with one new word for every twenty familiar words. Non-fiction titles at this level build on children's interests and encourage discussion.

PUPIL TARGETS

- Retell a story from memory
- Read a book without pointing at the words, unless they get stuck
- Blend phonemes together to understand a word, e.g. d-o-g
- Use punctuation, such as speech marks and question marks
- Notice and correct some of their mistakes
- Sometimes, they can work out what is going to happen next in a story

How to support your child with Yellow level books

Your child is now beginning to read with more confidence. As they read aloud, you can help them by:

- Giving them time to sound out words they don't know. If they still struggle, encourage them to try sounding out the whole word, rather than guessing from the pictures or from the first letter.
- Giving them time to recognise and correct their own mistakes.
- Asking them to talk about what's happening in the book, encouraging them to make links to events on previous pages and to say what they think will happen next.



BOOK BAND LIGHT BLUE

By Light Blue band, your child will be using their phonics knowledge to work out words quickly, and will know a range of common tricky words (like 'said', 'some', and 'what') by sight. Children are becoming more confident at reading longer and more varied sentences. They are likely to be more confident in giving their opinion about stories and non-fiction texts. The books in this band also teach children how to read with insight and will encourage them to read with expression.

PUPIL TARGETS

- Choose books that they are interested in from the library
- Start to choose different books to read
- Talk about a story in their own words
- Don't always need pictures to help them understand a story
- Notice and correct some of their mistakes
- Answer questions about the story to show a level of understanding
- Read words such as 'some', 'little', 'when', and 'out'

How to support your child with Blue level books

Your child is now developing into a more confident reader. As they read, you can help by encouraging them to:

- Sound out quickly under their breath or inside their head, if they need to sound out words.
- Recognise and correct their own mistakes.
- Look at the punctuation marks. You may want to model how to read a page of writing, paying attention to punctuation, such as full-stops and question marks.
- Tell you about what the characters in the story are doing and why they are acting in that way.



A man was sitting on a tree trunk.
He did not look happy.

"What is the matter?" said Wilma.

BOOK BAND GREEN

By Green band, children are starting to read quite fluently and take note of punctuation. They introduce more compound words, some longer sentences and more punctuation. Your child will start learning alternative spellings for the sounds in words - for example, they will learn that the letters 'ou' can be pronounced like 'ow' or 'oo'. Books may contain words with apostrophes, such as 'didn't' and 'wasn't'. They will also introduce children to unusual words that extend their vocabulary, like 'terrible' instead of 'bad'. Books banded Green will have more characters and different forms of text, such as nonfiction, rhymes, diagrams and verse.

PUPIL TARGETS

Talk about each of the characters

Start to read fluently, and use full stops and commas

Notice rhyming words, even if they are not familiar with them

Read texts in unusual layouts, such as in speech bubbles and lists

Use a contents page and glossary in non-fiction books

Think about the overall plot of the book and talk about how they think it will end

How to support your child with Green level books

Your child is now developing into a more confident reader. As they read, you can help by encouraging them to:

- Sound out quickly under their breath or inside their head, if they need to sound out words.
- Look at the punctuation marks. You may want to model how to read a page of writing, paying attention to punctuation, such as full-stops and question marks.
- Tell you about what the characters in the story are doing and why they are acting in that way.
- Show you how they can find particular things that interest them in non-fiction books.



Nok told Ant and Tiger what to do. They tied the string to the plastic bag.

6



"Can I go first?" asked Tiger. Nok put the parachute on to Tiger's back. Ant took a photo. "Smile!" he said.

7

BOOK BAND ORANGE

Stories in Orange band are longer and more complex than in previous levels and include a wider range of punctuation. It introduces new words and reinforces those already encountered. Orange books will have an increased number of words on each page. Your child will often notice when their reading does not make sense, and they will go back to correct themselves without being asked to. They will be able to work out many words automatically without sounding them out. They will be working on more alternative spellings for different sounds - for example, they may know that the 'igh' sound can also be spelled 'ie', 'y', or 'i'.

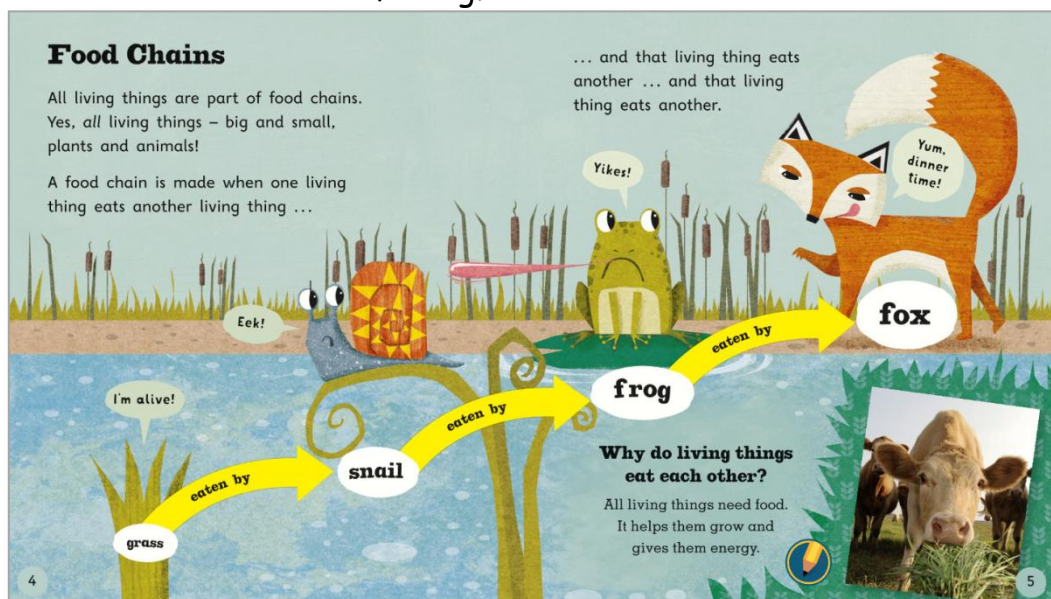
PUPIL TARGETS

- Read longer sentences that use 'because', 'if' and 'so'
- Read three syllable words out loud
- Use punctuation correctly when reading aloud
- Split a story up into sections and talk about the beginning, middle and end
- Don't rely on pictures to understand what is happening in a story
- Know what fact, fiction and non-fiction means

How to support your child with Orange level books

Your child is now beginning to read with more independence. They should be feeling more confident and will rarely need to sound out words. You can help them by:

- Listening to them when they read aloud. If they make mistakes, but they keep the sense of the text, don't interrupt. You can revisit that page at the end of the session to check certain words.
- Reminding them of useful strategies if they can't read a word, for example sounding the word out under their breath, dividing a longer word into syllables, or looking at the word without an -ing or an -ed ending
- Not allowing them to spend too long trying to work out a word because they may lose the meaning of what they are reading. Tell them what it says and revisit the word once you have completed the book.
- Encouraging some use of expression, especially for character-speech in fiction books. You may wish to model reading some pages aloud for your child to copy.
- Talking about how characters are feeling.



BOOK BAND TURQUOISE

At Turquoise band, your child will get used to words with unusual phonic patterns, such as 'beautiful', 'eye', and 'any'. Words with several syllables will often be included. Turquoise books will include an increasing number of adjectives and more descriptive verbs. The number of pictures on each page will decrease, whereas the text amount will increase. Most children can read out loud quite fluently. They can read complex sentences, taking note of punctuation. They use expression and do not rely on illustrations to help them. They can usually find the answer to a question within a section of text. High-interest themes such as danger, courage and anger are introduced.

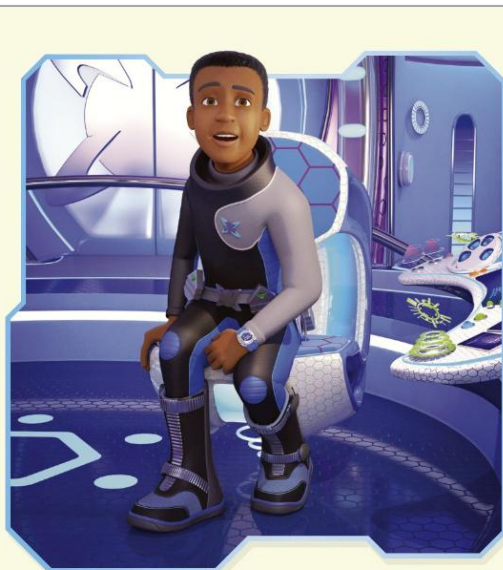
PUPIL TARGETS

- Read silently in their head
- Read a sentence aloud with the correct expression
- Know why certain types of punctuation are used and how it affects the sentence
- Fluently read long sentences and paragraphs
- Decode unusual words by using the sounds they already know
- Read both fiction and non-fiction books

How to support your child with Turquoise level books

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

- 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 to show you where the information is in the book.



Max looked out through the micro-ship's viewscreen. Ahead was a beautiful green planet with two glowing rings criss-crossing round it.



"There it is at last, Nok," Max said.
"Planet Exis," said Seven, who was hovering nearby.
Nok's eyes were shining. "Home," he said.

BOOK BAND PURPLE

At Purple band, children might read silently or quietly at quite a rapid pace, taking note of punctuation. They are generally more confident in their reading and know most common, non-decodable tricky words. Stories are often split into short chapters, with longer sentences and a wider range of challenging vocabulary, to encourage a child's reading ability. Your child is likely to enjoy choosing which books to read, often reading some of the text in order to help them decide.

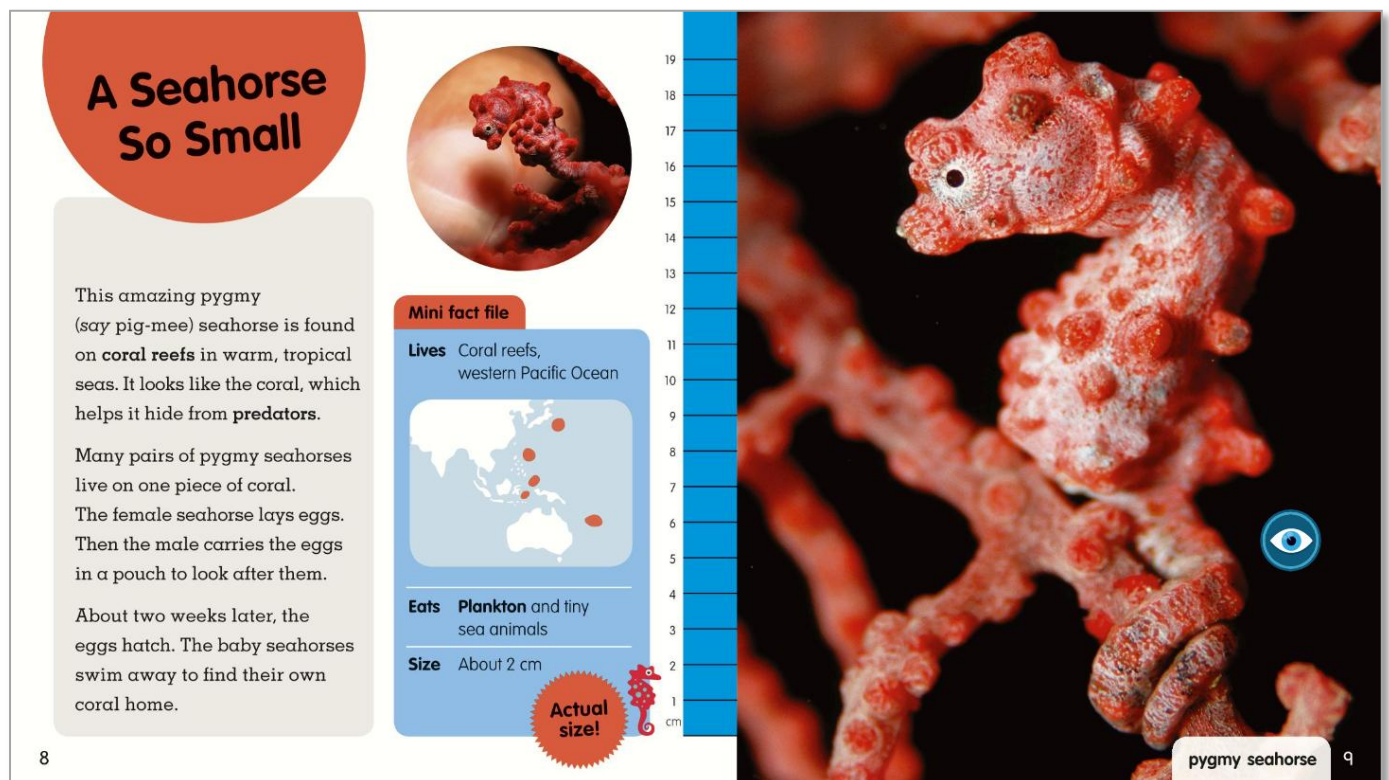
PUPIL TARGETS

- Read silently in their head for longer periods of time
- Read longer books with short chapters
- Read fiction, non-fiction and poetry
- Sound out most unfamiliar words as they read
- Use a dictionary to find the meaning of a word
- Explain why they think a book is good or not

How to support your child with Purple level books

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

- Encouraging them to read some pages silently, inside their heads.
- Listening to them read some pages 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 to show you where the information is in the book.



BOOK BAND GOLD

Once your child is at Gold band, they will be able to read most words automatically, either silently or out loud at quite a rapid pace, taking note of punctuation. Gold books have a much more sophisticated style of language and will try to challenge the reader. Children at this reading level will now be able to understand unusual text layouts, complex language and notice the variation between different characters. With non-fiction texts, they will be able to use features like indexes, headings, and photo captions to find information.

PUPIL TARGETS

- Read silently and read aloud with confidence
- Know how to use a contents page, glossary and index
- Use punctuation to help them to read clearly
- Read books that have longer chapters
- Learn new information from reading non-fiction books
- Find information about authors which will help them to select certain books
- Talk about the way a story has been written

How to support your child with 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:

- Listening to them to read some pages of the book aloud to you so that you can enjoy hearing them read 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 about what is happening in the book, so that they and you know how the different chapters or sections link.
- Talking about how much they enjoy a book, or a type of book, and encouraging them to look for more books of the type they enjoy.

"Keep it," said the Head. "No real harm was done. I've arranged for the door of the bank to be fixed." He smiled. "When the bank manager saw your costumes, he thought you'd come from a rival circus!"

Suddenly, the screen bleeped, and the Commissioner's face appeared again.

"A suspected thief has been seen sneaking in and out of windows in the Cloudscratch Skyscraper," she said.

"We're on our way!" cried Boost.



Boost and Flex raced to the skyscraper. High above, someone was standing on a platform, holding a bucket.

"The thief!" cried Boost. "That bucket must be full of his stolen loot. Flex, get up there!"

Flex stretched his legs like an ultra-long ladder, and zoomed up towards the intruder.



BOOK BAND WHITE

By White band, books might have chapters and sentences with two or three clauses and several verbs become more common. Children will read silently most of the time. They will be building up their stamina to read longer texts which they can return to easily after a break. They will use parts of unfamiliar words to help them work out the meaning (for example, spotting that 'clarify' is a bit like 'clear' so 'clarify' means 'to make clear'). Real-life problems are also introduced to encourage empathy.

PUPIL TARGETS

- Find it easy to read silently
- Read for longer periods of time without stopping
- Use a dictionary and thesaurus
- Find certain pieces of information in texts
- Express opinions and ideas about what they have read
- Read a book without any pictures or illustrations
- Understand page features, such as titles, headings and sub-headings

How to support your child with White 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:

- Listening to them to read some pages of the book aloud to you so that you can enjoy hearing them read 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 about what is happening in the book, so that they and you know how the different chapters or sections link.
- Talking about how much they enjoy a book, or a type of book, and encouraging them to look for more books of the type they enjoy.



Taken from *A Life in the Sky*

BOOK BAND LIME

Children at Lime band usually show a good understanding of what they are reading, and automatically take account of punctuation when they read. Lime provides a variety of chapter books and non-fiction titles. Lime readers should be encouraged to experience different texts, writing styles and genres to develop their own reading tastes. This colour band also includes a variety of topics and issues to provoke discussion. Your child may begin to read between the lines more confidently, working out information that may only be hinted at in the text.

PUPIL TARGETS

- Notice the smaller details within the book
- Read silently most of the time
- Re-read texts, unfamiliar language and complex sentences
- Use different voices for different characters in a story and performance pieces
- Tell the difference between the narrator's voice and character dialogue
- Understand hidden messages within a text and understand how a character might be feeling
- Read for a longer period without losing concentration
- Use glossary and indexes to locate information quickly
- Read a variety of fiction, non-fiction, poetry and plays

How to support your child with Lime 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:

- Listening to 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.



BOOK BAND BROWN

By Brown band, children are reading a wide variety of longer, demanding texts, silently, with confidence and perseverance. A range of characters, topics and text styles help to keep children engaged and encourage discussion. Your child will be using clues from a text to help them work out the meaning of words. They will use inference and empathy to understand the narrator's feelings.

PUPIL TARGETS

- Read fluently and pause reading in a suitable place
- Develop their own opinion about a book and discuss it with other people
- Filter through text and highlight key sections of important information
- Revisit a text and find answers by skimming and scanning each paragraph
- Fully understand each text when reading a variety of fiction, poetry, plays and non-fiction
- Actively enjoy reading for pleasure

How to support your child with Brown level books

Your child may not want to read aloud to you so often now because they probably enjoy silent reading more. This is fine as long as your child continues to read actively when they are not reading aloud and does not just skim 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.
- Asking them to choose a part of the text to read aloud, using expression and pausing in suitable places.
- Having a conversation at the end of each reading session: can they tell you what's happening in their book?
- Asking questions which make your child go back to the book to find answers - support them 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.



At home, Amy read the book on hedgehogs. She found out that they ate slugs and snails. The book didn't say anything about vegetables.

The next day she took the book back to the library.

'What's this?' said Mr Peck. 'This book is not due back for another twenty days.'

'But I've read it,' said Amy. 'Have you got any more books about hedgehogs?'



'Over there,' snapped Mr Peck, pointing with his nose.

Amy walked slowly along the shelves. Where were the books about animals? She was just about to risk asking Mr Peck, when she saw something. It was an old cassette tape, called 'Calls of the Wild'. It looked as if nobody had ever played it.



BOOK BAND GREY

By Grey band, your child will probably be able to read for 20 or 30 minutes at a time. Children at this level may enjoy silent reading more, so allow time for regular quiet reading sessions. Children can read increasingly complex stories and non-fiction confidently and fluently. Your child will be able to express an opinion about a story or non-fiction book, and may sometimes back up their opinion with quotations from the text. They will be learning to skim and scan non-fiction texts to find information and answer questions. Children should now be able to discuss the characters and narrator in much more detail. Children reading Grey banded books will be able to interpret more sophisticated word-play and understand a range of narration styles.

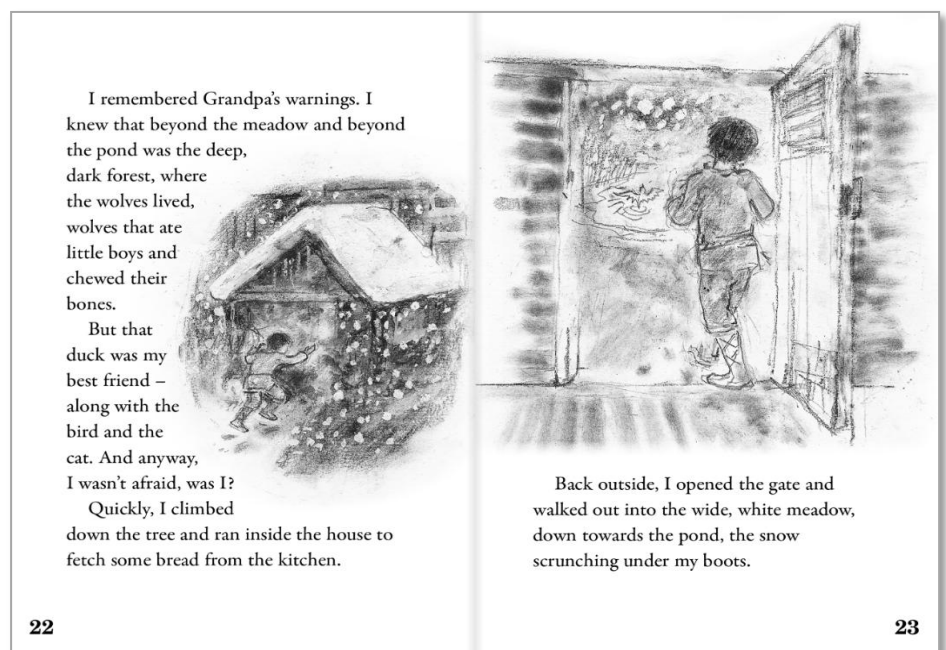
PUPIL TARGETS

- Develop own opinions of characters in a story
- Explain a character's motivations
- Understand the use of word-plays and puns
- Understand the use of figurative and literal language
- Make notes and highlight the key events in a story
- Talk in different voices to represent each character and narration
- Have a wider knowledge of narration styles

How to support your child with Grey level books

Your child may not want to read aloud to you so often now because they probably enjoy silent reading more. This is fine as long as your child continues to read actively when they are not reading aloud and does not just skim 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.
- Asking them to choose a part of the text to read aloud, using different voices to show their understanding of different characters.
- Having a conversation at the end of each reading session: can they tell you what's happening in their book?
- Asking questions which make your child go back to the book to find answers - support them 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.



BOOK BAND DARK BLUE

Dark Blue books provide a selection of stories and non-fiction books, including a range of content, narrative styles and points of view. This level encourages readers to form opinions and discuss their own reading tastes. These books will have more complex text features, such as an overarching plot and deeper structures of character relationships and themes. Your child will be more confident in using inference, learning about characters through dialogue as well as direct description. They may be able to retell a story from the point of view of a different character. They may be introduced to more technical language and demanding vocabulary. At school, your child will probably be learning to understand charts and diagrams in non-fiction texts. By Dark Blue band, your child will sometimes independently read several chapters of a book in one go.

PUPIL TARGETS

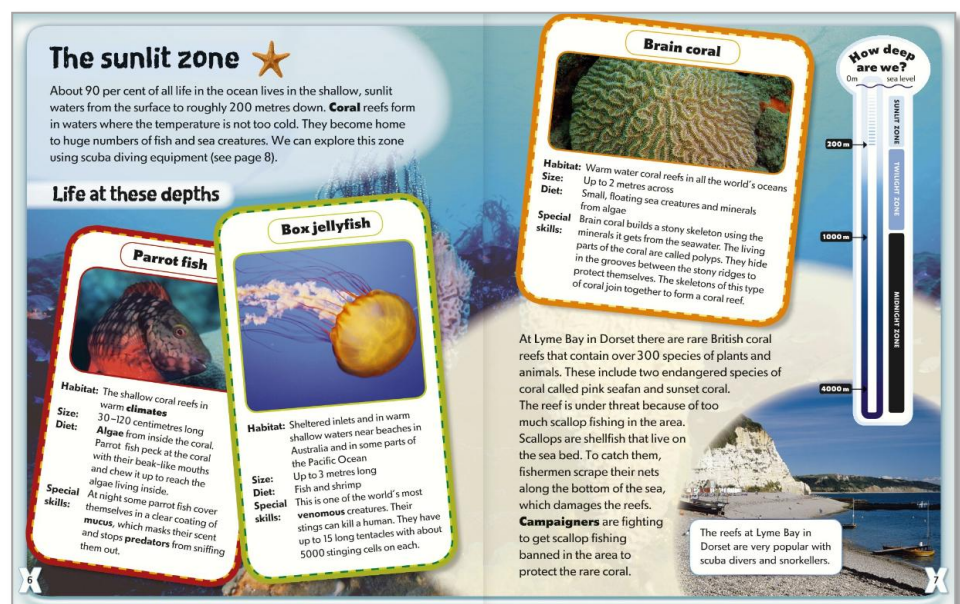
- Understand how the use of chapters and paragraphs are used to build up ideas
- Compare and discuss the work of an author whilst discussing the positives and negatives of a book
- Read more elaborate descriptive vocabulary
- Challenge themselves when reading and learn new things from texts
- Observe and explain the purpose, audience and viewpoints of different texts

How to support your child with Dark Blue level books

Books at Dark Blue level are more complex which means that it is important that the reader is conscious of the structure, language and vocabulary the writer is using. Although your child should enjoy them, the books will provide a challenge and need the reader to be alert and willing to learn. You can support them by:

- Continuing to make a time available for regular quiet reading sessions, and reading your book while your child reads.
- Sometimes asking them to choose a part of the text to read aloud, showing their understanding by using expression, tone and pace.
- Before a reading session, asking 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 ... These types of questions don't mean you have to read the book yourself, but they help to alert your child to its possibilities. Don't forget to discuss what they found!

Taken from *Exploring the Deep*



BOOK BAND DARK RED

At Dark Red band, children can read quite demanding novels and non-fiction independently and fluently. Books at this level are written in a much subtler way, meaning that the reader will need to fully engage with a book in order to understand it. They will be introduced to more unusual and sophisticated vocabulary, with words like 'interference' and 'crescendo'. Your child will be able to quote from a text in order to explain their thoughts about it. Burgundy books encourage children to synthesise information from different places in a text. They know that there may be different layers of meaning in a text, and will be able to identify some underlying themes and ideas. They will recognise how layers of meaning allow for the build-up of humour or tension, and can discuss how the author has achieved the effects. They will sometimes be able to work out the point of view of a particular story or non-fiction text.

PUPIL TARGETS

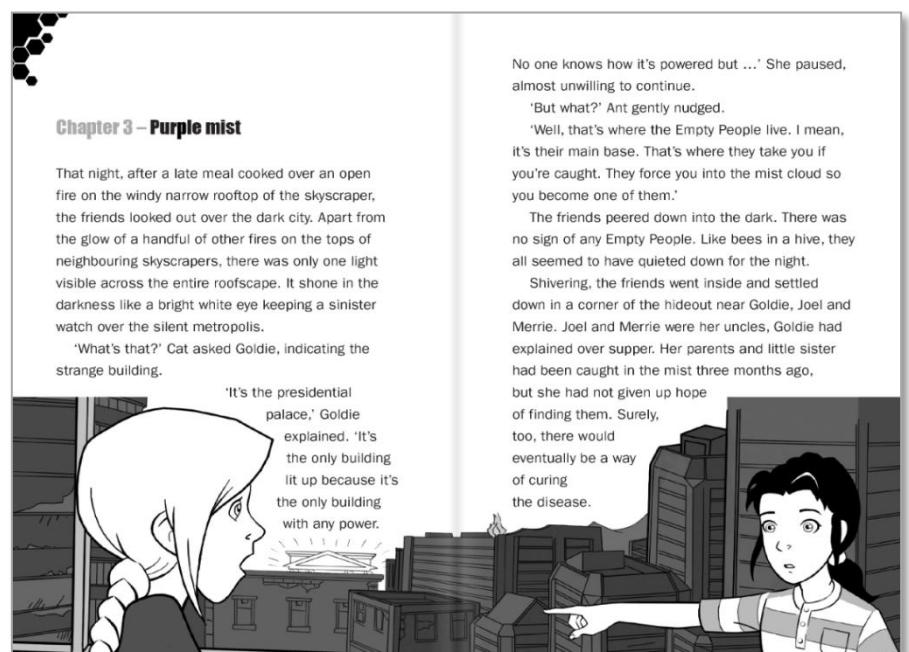
- Explain and discuss the key features of a text
- Describe how and why the author has written their book and discuss the impact it has on the reader
- Identify how the author conveys messages, moods and attitudes
- Challenge themselves when reading and learn new things whilst reading longer books
- Make own decisions about the types of books they are interested in and want to read

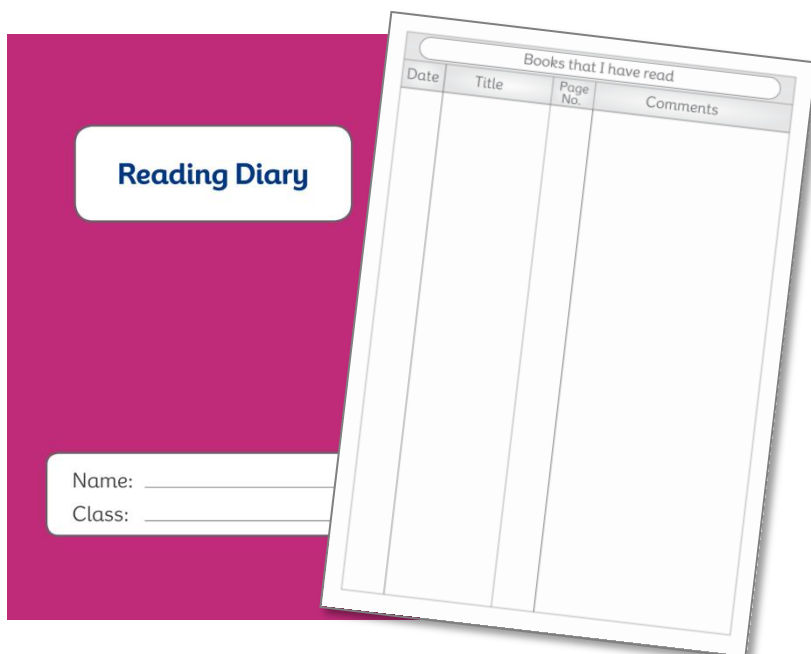
How to support your child with Burgundy level books

The books at this level will provide a level of challenge which means that it is important that your child is fully engaged with the process of reading and conscious of the structure, language and vocabulary the writer is using and the impact that this has on the reader. Their understanding will be deepened through opportunities to discuss what they have read. You can help them by:

- Continuing to make a time available for regular quiet reading sessions, and reading your own book while your child reads.
- Before a reading session, asking 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 read the book yourself, but help to alert your child to its possibilities. Don't forget to discuss what they found!

Taken from *The Rise of the Empty People*





Reading Record Books

Your child will be given a reading record book - A small book in which you and any other grown-ups who hear them read, can write a brief comment and record the page read up to, or that the book was completed. Please always date and sign this book and keep it in their book bag with their reading book.

Inside their reading record, they will also have a motivational challenge chart (such as a Reading Passport) that encourages them to read frequently, in order to complete steps towards achieving a goal (number of hours or books read etc).



A Word of Caution!

Please discourage your child from seeing the Book Bands as a race through the colours; it's not a race... it's a journey! Help them to understand that each band will offer a range of books which will help them in developing different reading skills.

Thank you for reading with your child at home. It really is an essential part of their development and you play a vital role in nurturing their love of reading.