

Reading levels

Pink—working towards level 1

Red—working towards level 1

Yellow— level 1C

Blue—Level 1B

Green—Level 1B

Orange— level 1A

Turquoise—Level 2C

Purple— Level 2B

Gold— Level 2B

White— Level 2A

Lime— Level 3C/3B

Brown— level 3A /4C

Grey— Level 4B

Dark Blue—level 4A /5C

Dark red—level 5B/5A

Pink Level

Working towards level 1

- Locate the title.
- Open the front cover.
- Turn pages appropriately.
- Understand that the left page comes before the right page.
- Understand that print is read from left to right.
- Match spoken words to print words.
- Use the meaning of the text.
- Use pictures for cues.
- Uses language patterns to predict the text.
- Can predict the storyline and some vocabulary.
- Uses initial letter cues.
- Locates familiar words and uses them to check reading.

Remember please comment on the skills your child is working on.

Be positive!

Red Level

Working towards level 1

- Find and remember the title.
- Match words one by one.
- Read with more rhythm.
- Repeat words, phrases or sentences to check their reading.
- Predict from meaning and print to solve new words.

Books in this band are:

- Slightly longer predictable texts with familiar objects and actions.
- Repetitive.
- Simple in the story development.

Remember please comment on the skills your child is working on.

Be positive!

Yellow Level

Working towards level 1C

- Follow print with eyes only.
- Finger points of difficulty.
- Read high frequency words.
- Blend unfamiliar words.
- Recognise capital letters and full stops.
- Talk about the story and characters.
- Discuss what I like and dislike about the text.
- Recognise pictures, diagrams and words.
- Understand what is happening in the story or information book.
- Cross-checks all sources of information more than quickly reading.
- Analyse print to predict, confirm or attempt new words while reading.

Remember please comment on the skills your child is working on.

Be positive!

Blue Level

Working towards level 1B

- Self corrects more rapidly on the run.
- Re-read to enhance phrasing and clarify precise meaning.
- Read more high frequency words.
- Blend unfamiliar words.
- Recognise capital letters and full stops.
- Recall the story or information using appropriate language.
- Understand the difference between fiction and non-fiction texts.
- Answer questions about the text.
- Recognise features—labels, title, diagram and font.
- Talk about the characters—who is bad and who is good.

Remember please comment on the skills your child is working on.

Be positive!

Green Level

Working at Level 1B

- Recognise punctuation and automatically be able to read high frequency words.
- Tracks visually additional lines of print without difficulty.
- Discuss and interpret character and plot more fully.
- Recall all the main points of a story and information using appropriate language.
- Explain the difference between fiction and non-fiction text.
- Answer questions using the text.
- Find information in a text.
- Discuss and talk about a character—who is bad / good and their actions.

Remember please comment on the skills your child is working on.

Be positive!

Orange Level

Working at Level 1A

- Getting started without relying on illustrations .
- Automatically read high frequency words.
- Read longer phrases and more complex sentences.
- A range of punctuation.
- Search for and use familiar syllables within words to read longer words.
- Infer meaning from the text.
- Recall all the main points of a story or information using appropriate language.
- Answer questions using the text.
- Talk about the characters in detail.
- Find information in a book.
- Talk about the character-who is bad/ good and their actions.

Remember please comment on the skills your child is working on.
Be positive!

Turquoise Level

Working at Level 2C

- Extract meaning from the text while reading with less dependence on illustrations.
- Read a range of key words on sight.
- Blend and segment words.
- Use appropriate strategies to read unfamiliar words.
- Start to use expression.
- Can use punctuation and text layout to read with expression.
- Can tackle more complex words.
- Recall specific, straight forward information about the text.
- Find information.
- Talk about the text and use the text to help me.
- Talk and make comments about the text.

Remember please comment on the skills your child is working on.

Be positive!

Purple Level

Working at Level 2B

- Look through texts and predict content, layout and story development.
- Read silently or quietly at a more rapid pace.
- Take note of punctuation and use it to keep track of longer sentences.
- Solve unfamiliar words on the run.
- Use a range of strategies to read unfamiliar texts.
- Recall all the main points of a story or information text.
- Talk about the features of different texts.
- Begin to recognise adjectives in a piece of text.
- Understand that books are set in the past and in different places.
- Discuss how the writer has written the story.
- Talk about what they like and dislike about the text.

Remember please comment on the skills your child is working on.

Be positive!

Gold Level

Working at Level 2B

- Look through texts and predict content, layout and story development.
- Read silently or quietly at a more rapid pace.
- Take note of punctuation and use it to keep track of longer sentences.
- Solve most familiar words.
- Adapt to fiction, non-fiction or poetry language with growing flexibility.
- Take more a conscious account of literacy effects by writers.
- Recognise lots of adjectives in a piece of text.
- Understand where the setting is and why.
- Talk about the features of a story, information text and poetry.

Remember please comment on the skills your child is working on.

Be positive!

White Level

Working towards level 2A

- Read silently most of the time.
- Sustain interest in longer text.
- Return to a text easily after a break.
- Search for and find information in texts.
- Shows increased awareness of vocabulary and precise meaning.
- Express reasoned opinions about what is read.
- Offer and discuss interpretations of texts.
- Shows increased inferential comprehension.
- Use expression without any support.
- Recall the main points in a range of texts.
- Understand why adjectives are placed in the text.
- Recognise different settings—understanding the past and present
- Good understanding of what I am reading.

Remember please comment on the skills your child is working on.

Be positive!

Lime Level

Working at level 3C / 3B

- Read fluently and understand the text.
- Use expression.
- Identify key information from a text and refer to detail to support ideas.
- Drawing information from the text.
- Understand the literal meaning of texts and relate the meaning to a personal speculation.
- Refer to text structure and organisation.
- Refer to writer's use of language .
- Express a personal response to text.
- Comment on the writer's purpose in simple form.
- Use quotations when explaining their reasons.
- Recognise the basic features of organisation at text level.
- Recognise the different settings and give reasons why.
- Understand similarities in plot, topic and same author books.
- Recognise main purpose of the text.

Remember please comment on the skills your child is working on.

Be positive!

Brown level

Working within level 3A and 4C

- Identify relevant points and support these by some relevant reference to text or quotation.
- Make appropriate inference across a text.
- Think about the whole text in terms of its structure and organisation.
- Identify basic features of writer's language and make comments
- Begin to understand writer's viewpoint and use the text to support ideas.
- Make confident inferences based on evidence within different points in the text.
- Comment on the effect that a reader or writer's context has on the meaning of texts (historical/cultural/social).
- Have a secure understanding and knowledge of the text.

Remember please comment on the skills your child is working on.

Be positive!

Grey Level

Working within level 4B

- Comment on writer's main purpose, viewpoint and the effect on the reader.
- Comment on the features that connect texts.
- Comment on the effect that a reader or writer's context has on the meaning of texts (historical/cultural/social).
- Recognise main points.
- Begin to identify the most relevant points and support with reference to text or quotations
- Recognise and understand the features and organisation of different texts.
- Recognise the main purposes of the text.
- Understand the overall effect of the text and make comments.
- Make structural choices to identify and make comments.
- Describe and understand actions within the text and use the text to support findings.

Remember please comment on the skills your child is working on.

Be positive!

Dark blue Level

Working within level 4A / 5C

- Identify the most relevant points and support with reference to text or quotations.
- Comment and explain inferences drawn from across a text based on textual evidence.
- Comment on a range of structural choices made by writer.
- Discuss how the author has used language and phrases to cause an effect.
- Identify and explain various features of writer's language and show some awareness of its effect on the reader.
- Support ideas by using a few points from the text.
- Use the authors ideas within writing.

Remember please comment on the skills your child is working on.

Be positive!

Dark red Level

Working within level 5B and 5A

- Identify the most relevant points and support with reference to text or quotations.
- Comment and explain inference drawn from across a text based on textual evidence.
- Comment on a range of structural choices made by writer.
- Discuss how the author has used language and phrases to cause an effect.
- Identify and explain various features of writer's language and show some awareness of its effect.
- Understand the main purpose of the text with evidence to support their findings.
- Explore and explain the writer's viewpoint.
- Understand the awareness of effect on the reader.
- Recognise similarities and differences between a text with explanations.
- Understand how the context in the text is set and provide reasons why, using my own ideas and the authors.

Remember please comment on the skills your child is working on.

Be positive!