



Book Banding Reading Policy



Context

Our children at Broad Heath have grown highly proficient when it comes to the “word” and “decoding” part of reading. As recent Year 1 phonics screening shows (vast majority pass the phonics test), we are giving children a solid basis at an early age to develop fluency in their reading and equipping them with strategies to approach new and challenging vocabulary. This is a real strength within the school. Within our teaching of reading, however, we also want to be developing a solid foundation for comprehending texts and relating them to real world experiences. In order to do this, children need to develop and secure a range of different skills and “proof” these using a range of different texts that are appropriate for their age. Our SATs results are consistently strong and we have continued to go from strength to strength in our reading provision and teaching as a school. This is most notable in terms of guided reading teaching, handling of texts within English lessons and the additional opportunities provided by the library and trips etc.

INTENT

To ensure we continue to raise the standards of reading in the school, particularly when it comes to individual and home reading.

To ensure there are a range of quality and stimulating texts that are appropriate and readily available for children.

We want to ensure ALL children:

- Gain and develop a deeper understanding of texts, demonstrated through being able to answer a range of questions about each text that they read, talk about and recommend books to friends and demonstrate sound application of relevant content domains.
- Reading progression is measured more by comprehension than word reading – children must master the year group they are in before they move on. This is the case in EYFS, KS1 and KS2.
- Have the opportunity to read a wide range of texts: fiction and non-fiction, set out in a range of formats, different genres, different styles of writing etc. This means that there will no longer be a “free-reader” level within school as all children will have the opportunity to choose texts.
- *Are reading texts that appropriate for their age rather than their word-reading ability?* This means that the content and subject matters dealt with in the book are accessible to the children reading them and they can relate their own life/world experiences to the text.

Book Banding System

All books within the school have been labelled up with the correct book band colour and delivered to year leaders.

In KS2, all non-banded books within the classroom will be organised according to the difficulty of the text. These will be organised based on the year groups banded stages.

Library books have not yet been labelled so they will not form part of the reading scheme at present.

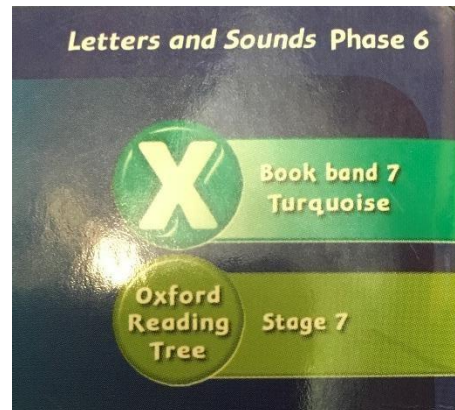
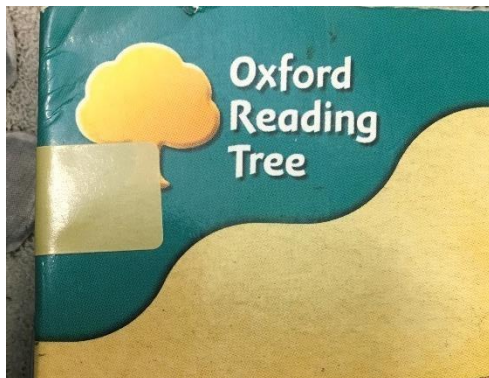
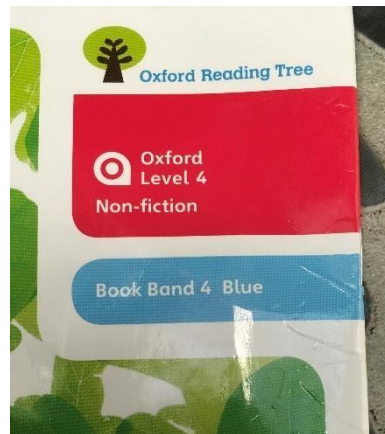
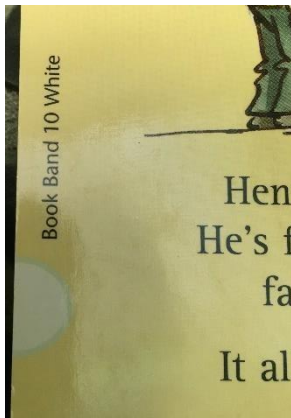
The below table shows the book bands according to year group for reference:

Lilac (wordless)	Nursery / Reception
Pink	Nursery / Reception
Red	Reception
Yellow	ARE - Reception (Summer Term)
Blue	Greater Depth - Reception
Green	Year 1
Orange	ARE - Year 1 (Summer Term)
Turquoise	Greater Depth - Year 1
Purple	Year 2
Gold	ARE - Year 2
White	ARE - Year 2 (Summer Term)
Lime	Greater Depth - Year 2
Copper / Brown	Year 3*
Silver / Grey	Year 4*
Sapphire / Dark Blue	Year 5*
Ruby / Dark Red	Year 6
Onyx / Black	Greater Depth Year 6/7

(Credit: Jo Upton Education)

*There will be opportunity for greater depth children to have access to 'more challenging' books.

The book band colour is visible in numerous different ways as shown below:



NOTE: Please look at the colour of the sticker/the part that says “Book Band” rather than any other point of colouration on the book, including the spine. This is most important with the old ORT books as they do not directly correlate all the time.

Location of books

In classes: ORT books and other texts according to the appropriate book band(s) for that year group. All these books can be put together as children will be accessing all books within their classroom. You should only ever have books from your colour bands in your classroom i.e. if you are in Year 3 you should only ever have Copper/Brown books in your classroom on the shelves, although the ORT books should also be organised by stage so there is progression across the year.

For KS2, all non-ORT books will be organised into 3 ‘sub-levels’ within that specific book band. This will ensure these books are organised and appropriate texts are given to the children. This will also ensure that there are more texts accessible for the greater depth readers.

For years 3 -5, there will be selection of books that will be from the above year group. These books will only be for the greater depth readers who require more ‘challenge’. These will be used from spring 2. However, this provision can be flexible based on the ability of the child.

In Early Years, children’s books are matched to the phonemes that they are learning.

Outside of classes there are 2 main stores of extra books:

- By the waterfall serving mainly KS1 – this carries books from Lilac to Lime;
- Upstairs on the shelves outside of the library serving mainly KS2 – this carries books from Lime to Dark Blue.

How the system works

- Children will **read one book from the ORT reading scheme. They will then choose a book from the selection in the reading corner** (all of which should be labelled up with the correct colour). They will then read another ORT and so on and so forth. This ensures they are accessing a structured reading scheme but also having the free choice. These free choice books should be at the standard to ensure continued challenge and progression and will need to be monitored to ensure that children are taking the time to comprehend and understand. Again, these non-ORT books will need to be organised appropriately for KS2.
- **Children can be on a LOWER BAND than their year group.** For example, if a child is in Year 4 they could be on any band Lilac upwards until you reach Silver/Grey. This works in each year group. This means that children will always get a new set of books to read every time they move year groups and will not be “racing through levels”.
- **Note: When getting books from a lower band please send children to the stores detailed above NOT classes. Books will also need to be returned there rather than be kept in classes.**
- The book band colour a child is on should be written clearly in reading journals and folders (as with old stages) – reading “stages” should now be referred to by colours not numbers. The slight exception to this is where a child is reading in a particular stage within the colour i.e. Grey (12) as opposed to Grey (14), otherwise “White” or “Pink” will be sufficient.

Assessment - What book band should the children be on?

- **Rough Rule: If a child is working at ARE they should all be reading at the level for their year group.** For example: a child working at ARE at the end of Year 2 should be reading AND COMPREHENDING White books. This will form a valuable part of evidence for assessments.
- **In many book bands, mostly those within KS2, there are multiple rungs within the ORT range. Children should where possible start off on the lowest level and work through** i.e. in Year 4 there will be a range from Stage 12 through to Stage 14 within the Grey book band. Children would start off reading Grey (12) and progress through Grey (13) and then complete the year reading Grey (14). All books in the classroom will be organised like this and adults/children will make a note of this in journals/reading folders to support progression, especially in KS2.
- **If a child is working below**, their Cornerstones age should help decide what band they should be reading.
For example: If a child in Year 5 is working at 9y4m on Cornerstones, this would fall into Year 4 and therefore you would expect them to be reading AND COMPREHENDING Silver/Grey books.
It is the teacher’s judgement as to where the child would be best served in terms of book band if they are working below.
- **If a child is working above in KS1 – in the summer term** you would expect them to be reading AND comprehending from the “Greater Depth” book band for that year group. Otherwise, they will be reading a book band above where ARE children are reading at that point in the year (see below table).
- **If a child is working above in KS2** - they will stay reading within their year groups “age-related interest level”/they will stay reading in their year group’s band, but they will need to take increasing ownership with the support of the teacher in choosing texts that challenge them. The large selections within classes make this possible. This is also where using the stages within levels are

useful. A Year 4 child could be reading Grey (13) whilst others are reading Grey (12) – make sure this is noted in reading journals. **However, by the spring 2, there will be a selection of books to challenge the GD readers.**

The below table should serve as a useful GUIDE to assessing where children should be throughout the year.

ARE children

Year Group	September -> December	January -> Easter	Easter -> Summer
Reception	Pink/Red	Red/Yellow	Yellow/Blue
1	Blue/Green	Green/Orange	Orange/Turquoise
2	Turquoise/Purple	Purple/Gold	Gold/White
3	Lime/Brown (L)	Brown (M)	Brown (H)
4	Brown/Grey (L)	Grey (M)	Grey (H)
5	Grey/Dark Blue (L)	Dark Blue (M)	Dark Blue (H)
6	Dark Blue/Dark Red (L)	Dark Red (M)	Dark Red (H)

(L) (M) (H) correspond to the different stages within these bands e.g. lower browns (Stage 9) to middle browns to higher browns (Stage 12)

Above ARE

Year Group	September -> December	January -> Easter	Easter -> Summer
Reception	Red	Yellow	Blue
1	Green/Orange	Orange/Turquoise	Turquoise
2	Purple/Gold	Gold/White	White/Lime
3	Brown (L/M)	Brown (M/H)	Brown (H) / Grey (L)
4	Grey (L/M)	Grey (M/H)	Grey (H) /Dark Blue (L)
5	Dark Blue (L/M)	Dark Blue (M/H)	Dark Blue (H)/Dark Red (L)
6	Dark Red (L/M)	Dark Red (M/H)	Black

For KS1, ARE children (and some Above ARE) there is a transition from one band to another across a term –this transition can happen at any point deemed appropriate by teachers, but each band should be secure before moving onto the next.

For example: An ARE Year 2 children starts off the spring term – they are reading Purple. They would need to master this level before moving onto Gold. If they are reading, but not necessarily secure on Gold books by the end of Spring they could be judged to be at ARE. This repeats in the summer with Gold/White.

For KS2, ARE children there is only a transition at the beginning of the year/into the autumn term – if needed children could remain on the year group below/greater depth standard for a period of time.

This is most pertinent in the cross-over period between KS1 and KS2. If a child has not read any Lime books i.e. they finished Year 2 secure on White books, they need to read Lime banded books in Year 3 for as long as necessary to secure their understanding before moving onto Brown books.

Quick Points

- There is no maximum or minimum number of books children must read before they “move” onto the next band. It is a teacher assessed move in KS1 (and KS2) and should correlate to the overall reading level children are being given. In KS2 most children will be on the same Book Band for the year so there is no race here! However, children can be moved up within the Book Band as detailed above through the lower stages in ORT to the higher stages.
- Children are still free to take out library books, but these should remain separate from the main home reading book they have. It can be recorded in the library book section of the reading journal.
- Children are also encouraged to read books from home, but these should not be their “home reading book” as recorded in their journal as it cannot be used to reliably assess them in the same way a schemed/banded book can.
- All books must be recorded in their reading folders and the class’s reading folder.