



## Book Bands for Guided Reading

At Burwell School we know that reading is very important. It impacts upon everything we do, understand and learn. We know that there is a correlation between higher level reading and good writing. From Reception, through Key Stage One and in to Key Stage Two reading occurs every day and in a variety of ways:

### **Shared reading.**

This is when the whole class joins in the collaborative act of fluent, expressive reading and re-reading of texts. It involves lots of teacher questioning and oral responses from the pupils which help to ensure maximum participation and understanding.

In Key Stage 1 the teacher often uses a large print book which offers a rich challenging text at or beyond the current reading ability of most in the class. The teacher draws attention to reading strategies and uses careful questioning at a level appropriate to the age, experience and ability of the majority of the class. The purpose is to enable children to understand the meaning of the words, how sentences are written and how the whole text is constructed. It teaches them the skills required to learn to read, decode new or challenging words as well as applying phonics skills. It is also about learning to enjoy and engage with a wide range of text types.

### **Guided Reading Group**

This is where children put in to practice their developing reading expertise. Each child reads with the teacher once a week as part of a formal guided reading group. This allows the teacher to assess the children's reading levels and develop the very important reading and comprehension skills.

Each day the teacher works with a different group of 3 - 8 selected pupils at a similar stage of reading acquisition. The texts are carefully chosen to be at an **Instructional Level**. This is when a child makes only one uncorrected error in every 10 - 20 words (90-94% accuracy). This indicates that the challenge is not so great that they lose control, and not so easy that there are few learning opportunities.

The Guided Reading enables pupils to reinforce and extend their reading skills allowing them to develop independent reading strategies. The teacher structures the tasks and asks the pupils to apply strategies that have already been introduced and practised in the whole class Shared Reading sessions. Pupils are expected to take the initiative and read to themselves with the teacher there to support, question and assess.

While the teacher is working with the Guided Reading group the remaining children work in groups or individually on reading related activities which have been chosen by the teacher to reinforce and practise their reading skills.

### **Independent Reading**

This is where children read individually either at school or at home using familiar books at an **Easy Level**. That means each child is able to read and readily comprehend at or above 95% accuracy (they make one uncorrected mistake in every 20 to 50 words or make no mistakes at all). By having books at this level the pupils can build up their confidence, enjoyment, achieve fluency and can apply their reading skills in a wide variety of text types. The pupils need little or no teacher support and can work independently or with friends to practise reading.

For independent reading the children are assigned a **Book Band**: a colour indicating that books have been grouped at a level appropriate to their level of reading. As the teacher carries out on-going assessments the children are moved up a book band level **when they are ready**. It is important to note that a child's level of reading is not just dependent on their ability to correctly pronounce the words but also their fluency and understanding of and their ability to make inferences about what they have read. Independent reading is about gaining confidence in their newly acquired reading skills and added to this reading should remain enjoyable. Remember there is little value in progressing up the Book Band levels too quickly or competing with siblings or friends.

All children select books to read, take home and enjoy from their Book Band colour which includes a wide range of fiction and non-fiction. Pupils are expected to practise by reading to an adult at home at least five times a week. There is further reading guidance for parents on the school website.

We also encourage parents to take their children to become members of Burwell's Community Library.

### Book Bands:

Book Band	Colour	Old National Curriculum Level (Approx)	Approximate Reading Age <i>Using PM Benchmarking</i>	Phonic Phase	Reception	Year 1	Year 2	Year 3
1	PINK	W	5.0 to 6.0 yrs	Phase 2				
2	RED	W		Phase 3 & 4				
3	YELLOW	1c		Phase 4				
4	BLUE			Phase 5				
5	GREEN	1b						
6	ORANGE	1a	6.5 - 7.0 yrs					
7	TURQUIOSE	2c	7.0 - 7.5 yrs	Phase 6				
8	PURPLE	2b	7.5 - 8.0 yrs					
9	GOLD	2a	8.0 - 8.5 yrs					
10	WHITE	3c	8.5 - 9.0 yrs					
11	LIME	3c	9.0 - 10.0 yrs					

Majority of pupils are secure at these levels

Normal range of achievement within the year group.

A wider range of achievement in text reading may well occur within a class. The school will make suitable provision for children falling above and below the ranges indicated, if necessary, on an individual basis.

**Book Bands taken from:** Book Bands for Guided Reading: 4<sup>th</sup> Edition: UK Reading Recovery National Network. **Approximate Reading ages taken from:** PM Benchmarking Kit, An Assessment Resource for Emergent to 12 years Reading Age.