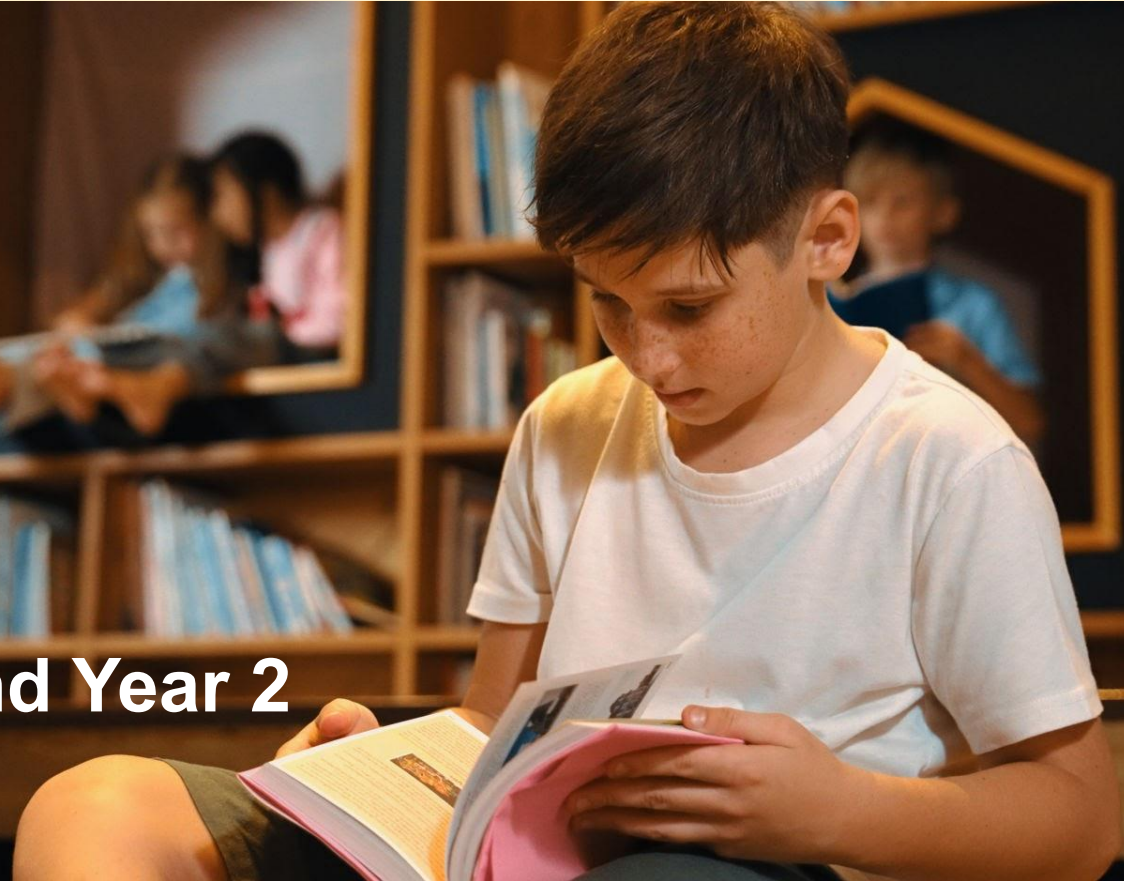


Banded Reading Books



Benefits beyond Year 2

Oxford University Press Levels & Book Bands

This term, we are grateful to have received funding from *Inspiring Primaries Academy Trust* and our PTA to enable the purchase of brand new high-quality banded reading books for all of our junior age children.

These new banded books will allow us to provide consistently levelled reading books for each and every child in our school.

The diagram opposite is a guide, but many children will not fit the typical age expectation. They are intended to be borrowed alongside and in addition to the free-choice books that will continue to be selected by our Year 3,4,5 and Year 6 children.

Oxford Levels and Book Bands

Use the table below to find out which Oxford Level is best suited to your child.

Year group	Age	Oxford Level	Book Band
Nursery	Up to 4 years old	1	Lilac
		1+	Pink
Reception / Primary 1	4-5 years old	1	Lilac
		1+	Pink
		2	Red
		3	Yellow
Year 1 / Primary 2	5-6 years old	4	Light blue
		5	Green
		6	Orange
		7	Turquoise
Year 2 / Primary 3	6-7 years old	8	Purple
		9	Gold
		10	White
		11	Lime
		12	Lime +
Year 3 / Primary 4	7-8 years old	8	Brown
		9	
		10	
		11	
		12	Grey
		13	
Year 4 / Primary 5	8-9 years old	14	Dark blue
		15	
Year 5 / Primary 6	9-10 years old	16	Dark red
		17	
Year 6 / Primary 7	10-11 years old	18	
		19	
		20	

Banded Reading Books - summary of benefits:

Beyond Year 2, banded or levelled reading books can continue to provide structured progression and a more supported pathway to independent reading for children. This allows for a greater variety of reading material, fosters choice and interest in a manageable range, promotes more successful and enjoyable reading experiences, and supports teachers in meeting diverse pupil needs and better monitoring and tracking progress as children develop their personal reading tastes and independence.

Structured Progression and Challenge

Clear Pathway: Banded books provide a consistent and structured pathway, ensuring a graduated increase in difficulty that keeps children appropriately challenged.

Continued Challenge: Even beyond the beginner stages, the bands continue to offer the right level of challenge, preventing frustration and promoting ongoing reading success.

Breadth of Reading Material

Mix of Texts: The book bands allow children to engage with a mix of books from various genres. There are a mixture of non-fiction and fiction texts, including more traditional stories and more modern graphic novels.

Variety and Choice: Children can freely choose books from within their designated band, which promotes independence and allows them to explore different authors and topics.

Promotion of Independence and Enjoyment

Self-Selection: By providing a structured yet wide range of choices, children can select books that genuinely interest them, enhancing their enjoyment and motivation.

Building Taste: This freedom helps children develop personal reading preferences, cultivating a broader and more refined taste in literature as they become more independent readers.

Support for Teachers

Informed Decisions: The structured progression helps teachers make more informed decisions about book purchasing, ensuring a diverse collection that meets individual pupil needs.

Monitoring Progress: Bands offer a way to better track individual reading progress, allowing teachers to monitor and support students more effectively as they move through different levels and genres.

Oxford University Press Levels & Book Bands

Ordinarily, we anticipate that children in Birch and Oak classes will change their banded books weekly. Free-choice books can be changed more frequently as is necessary or appropriate. We usually encourage our children to endeavour to read the whole of a book before changing it. Re-reading a book more than once is helpful to build fluency and confidence, giving opportunities for reading aloud and practising expression. This also gives time for discussion of the text with adults at home.

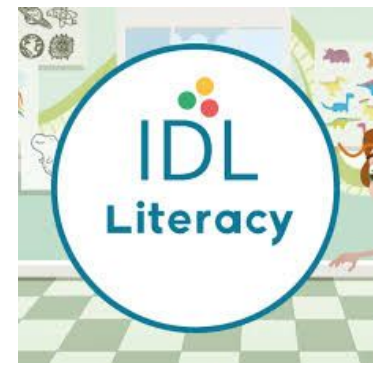
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		20	

Home-School Partnership: What is IDL?

<https://idlsgroup.com/why-idl/about-idl/>



IDL (International Dyslexia Learning) was developed to support children with dyslexia traits, by precisely assessing need and providing tailored activities to improve reading and spelling attainment.

IDL now offers to support across the primary age range, in literacy and numeracy, and we have started by checking single word reading and single word spellings with all of our junior age children.

IDL online also assesses wider literacy (and numeracy) ability, to direct the child towards bespoke tasks that with regular use are proven to significantly improve a child's literacy (and numeracy) skills.

Home-School Partnership: How can you help best at home?

Please remind your child to read regularly, preferably daily, and to change their reading books (each week for the new banded books) regularly, and bring them home.

Please can you note in the home school diary when they have read.

Listen to your child read regularly; talk about the text that they are reading; model reading aloud to them on occasion too.

The class pages on our school website have suggestions for ways to support ad for questions that can be asked about your child's reading:

<https://www.ullesthorpe.leics.sch.uk/reading-4/>

Above all, please celebrate, encourage and model reading for pleasure and for purpose at home.

Reading Rich Culture: Fostering a life-long love of Reading!

We have a newly refurbished delightful library environment for all our children to now enjoy.

We can feel the children's renewed interest and excitement for books and for reading in the air!



Home-School Reading Partnership:

Have we forgotten anything?

Your suggestions and questions are welcome - we know that the most successful readers and students are those who are supported and encouraged by both school and home.