

Our colour bands across Reception, Year 1 and Year 2 are carefully matched to the units of learning in the **Sounds-Write** phonics scheme, or those sounds we believe your child needs further consolidation of. This means that the sounds they have already been exposed to in daily phonics lessons will appear in the books they are bringing home.

This guide will tell you what sounds or skills the children are consolidating in their reading books:

Pink (Sounds Write Initial Code)

- Unit 1** – a i m s t **Unit 6** – j w z
Unit 2 – n o p **Unit 7** – x y ff ll ss zz
Unit 3 – b c g h
Unit 4 – d e f v
Unit 5 – k l r u

Red (Sounds Write Initial Code) C = consonant V = vowel

- Unit 8** - CVCC words – sink, lamp, milk
Unit 9 - CCVC words – frog, crab, swim
Unit 10 - CCVCC words – drink, frost, crust
 CCCVC words – strap, scrub, scrap
Unit 11 – sh ch

Yellow (Sounds Write Initial Code)

- Unit 11** – ng th wh qu

Books in the Yellow band will continue to consolidate segmenting and blending skills using all the code knowledge from Pink, Red and Yellow.

By the end of Rec

Blue (Sounds Write Extended Code)

- Unit 1** - Sound /ae/ first spellings ai, ay, ea, a_e
Unit 2 - Sound /ee/ first spellings e, ea, ee, y
Unit 3 - Spelling <ea> /ae/ & /ee/
Unit 4 - Sound /oe/ first spellings o, oa, ow, oe, o_e
Unit 5 - Spelling <o> /o/ & /oe/
Unit 6 - Sound /er/ first spellings er, ir, or, ur
Unit 7 - Sound /el/ e, ea, ai
Unit 8 - Sound /ow/ ou, ow
Unit 9 - Spelling <ow> /oe/ & /ow/

Green (Sounds Write Extended Code)

- Unit 10** – Sound /oo/ (as in moon) oo, ew, ue, u_e, o
Unit 11 – Sound /ie/ i, ie, y, i_e, igh
Unit 12 – Sound /oo/ (as in book) oo, u, oul
Unit 13 – Spelling <oo> m/oo/n & b/oo/k
Unit 14 – Sound /u/ u, ou, o
Unit 15 – Spelling <ou> /ow/ /u/ m/oo/n

Orange (Sounds Write Extended Code)

- Unit 16** – Sound /s/ s, ss, st, c, ce, se, sc
Unit 17 – Spelling <s> /s/ /z/
Unit 18 – Sound /l/ ql, ll, al, el, il, le, ol
Unit 19 – Sound /or/ first spellings or, aw, a, ar, au, al
Unit 20 – Sound /air/ air, ear, are, ere, eir, ayer, ayor
Unit 21 – Sound /ue/ ue, ew, u, u_e
Unit 22 – Spelling <ew> m/oo/n & /ue/
Unit 23 – Sound /oy/ oi, oy
Unit 24 – Sound /ar/ ar, a, al, au
Unit 25 - Sound /o/ o, a
Unit 26 – Spelling <a> /a/ /o/ /ae/ /ar/

By the end of Year 1

By the time children have worked their way through **Orange** books, children should be beginning to move away from segmenting and blending words; have a proficient understanding of alternative spellings of different sounds and beginning to read much more fluently. The banding of the books from this point are also assessed based on the following:

Turquoise

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. Children will be reading much more fluently; 90 words per minute is a good indicator of when children start to read with sufficient fluency to focus on their understanding.

Pupil Targets:

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

Purple

Purple books will start to have more longer sentences and a wider range of challenging vocabulary. A lot of Purple books will start to have shorter chapters to encourage a child's reading ability. Children will have encountered more of the high frequency words by this level, and teachers will be promoting reading for pleasure.

Pupil Targets:

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

Gold

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. These books will usually have about 25 pages with 5 to 10 sentences per page.

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
- 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

By the end of Year 2