

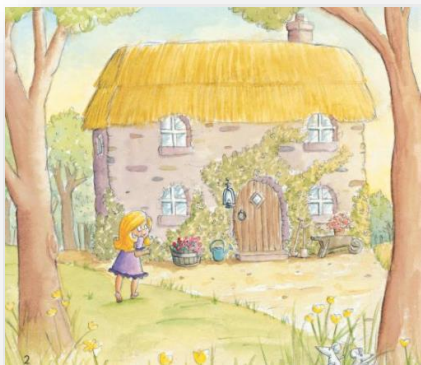





## King Athelstan Reading Scheme


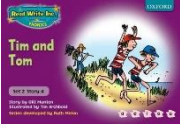

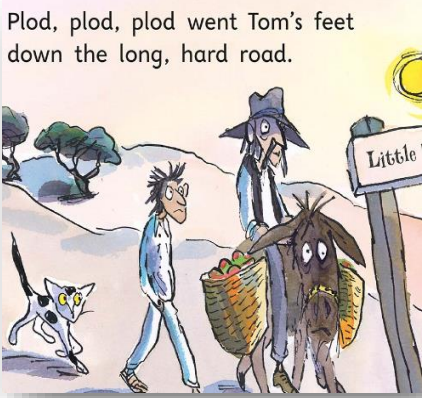
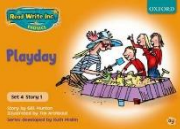
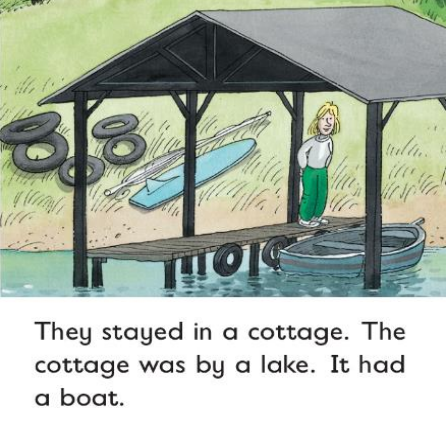


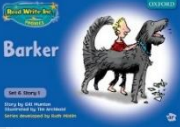
At King Athelstan our aim is to foster a love of reading as children start on their reading journey, therefore our reading scheme reflects a diverse range of publishers, and in turn, a variety of characters, real and illustrated images and genres for our children to enjoy.

To provide our children with this broad range of texts we have carefully matched each scheme (including Big Cat, Songbirds, Oxford, Rigby Star and Phonics Books) to our own criteria, which is inextricably linked to our phonics scheme progression. *Pocket Rocket Readers* are also used alongside Read Write Inc. and reading scheme books in reception to ensure sounds taught in school are being practised at home.

### Reading Scheme Criteria:

*\*Reading Age and Target Tracker Band are a guide for assessment - teacher assessment of comprehension skills should be used alongside these guides.*

Lilac		Nursery/ Reception	
		<p>Lilac books are wordless books that tell stories or give information through pictures and are designed to develop understanding about how stories and information books work.</p>	
		Reading Age*	Target Tracker Band*
		3-4	30 - 50s
Pink		Reception - Autumn	
	<p>Link to RWI:</p> 	<p>Pink books offer emergent readers very simple text supported by illustrations. They use CVC words (with no digraphs).</p> <p><b>Pink/Grey</b> books offer emergent readers simple, predictable text with familiar objects and actions - these can be words with sounds not taught yet. Children should not try to 'sound out' these words and should use picture cues to support reading.</p>	
		Reading Age*	Target Tracker Band*
		3-5	40 - 60b
Red		Reception - Spring	
 <p>The nut is at the top.</p>	<p>Link to RWI:</p>  	<p>Red books offer predictable text with familiar objects and actions, combined with simple story development. They use CVC words including some consonant digraphs and high frequency (tricky/red) words.</p> <p><b>Red/ Grey</b> books are as above, including words with sounds not yet taught. Children should not try to 'sound out' these words and should use picture cues to support reading.</p>	
		Reading Age*	Target Tracker Band*
		4-5	40 - 60w

Yellow		Reception - Summer	
 <p>Chicken Licken and Hen Len ran to the farmyard.</p>	<p>Link to RWI:</p>  	<p>Yellow books offer varied sentence structure and natural language. They introduce compound words, multi syllabic words, high frequency (tricky/red) words and include vowel digraphs taught in reception.</p> <p>Yellow/ Grey books are simple in their sentence structure, often repetitive and include some digraphs not taught in reception e.g. split digraphs and ai, oa, ow.</p>	
		<p>Reading Age*</p> <p>4-5</p>	<p>Target Tracker Band*</p> <p>40 - 60s</p>
Blue		Year 1 - Autumn	
<p>Plod, plod, plod went Tom's feet down the long, hard road.</p> 	<p>Link to RWI:</p> 	<p>Blue books offer longer, repeated patterns with sequential events and integrated literary and natural language. They include compound words, multi syllabic words, high frequency (tricky/red) words and consonant and vowel digraphs taught in the autumn term of Year 1, following the RWI progression.</p>	
		<p>Reading Age*</p> <p>4-6</p>	<p>Target Tracker Band*</p> <p>1b</p>
Green		Year 1 - Spring	
 <p>They stayed in a cottage. The cottage was by a lake. It had a boat.</p>	<p>Link to RWI:</p> 	<p>Green books offer early readers patterned language and varied characters. Green books offer a larger volume of text per page (often two to three sentences) to begin to develop fluency (moving away from sounding out each word and recognising more words on sight). They use words with alternative spellings taught in Year 1.</p>	
		<p>Reading Age*</p> <p>5-6</p>	<p>Target Tracker Band*</p> <p>1w</p>
Orange		Year 1 - Summer	
<p>"There is no food," said the woodman. "How will we eat?" "Take Hansel and Gretel for a walk in the Brown Wood," said his wife, "and leave them."</p> 	<p>Link to RWI:</p> 	<p>Orange books offer varied text and characters, with action sustained over several pages. They continue to offer a larger volume of text per page (often three to four sentences per page) to begin to develop fluency (moving away from sounding out each word and recognising more words on sight). They use words with alternative spellings taught in Year 1.</p>	
		<p>Reading Age*</p> <p>5-6</p>	<p>Target Tracker Band*</p> <p>1s</p>

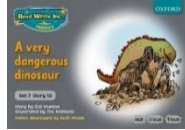
## Turquoise

The King was delighted and summoned Lily to the castle. There, he took her to a turret and showed her a bale of straw.



"Spin it into gold by morning and you may marry my son," he said. Then he locked the door.

Link to RWI:



## Year 2 Autumn

Turquoise books offer literary language and extended descriptions, with longer sentences and a wide range of unfamiliar terms. They continue to offer varied text and characters, with action sustained over several pages, to begin to develop more confidence with fluency, with children reading most words by sight.

Reading Age\*

5-7

Target Tracker Band\*

1s+/2b

## Purple



The children were excited. They were going to take part in a play. It was all about the history of the town. The play was going to be held in the park, and the children had to rehearse their scene.

"I hope we don't forget what to do," said Chip.

Link to RWI:



## Year 2 - Spring

Purple books offer developing readers literary language with some challenging vocabulary, as well as extended sentences and descriptions. Children should read purple books with confidence and expression, beginning to build stamina for longer reads.

Reading Age\*

6-7

Target Tracker Band\*

2w

## Gold



As soon as Max stepped off the ship, his whole body felt heavy.

Tiger slumped down next to him. "My arms and legs feel like concrete," he groaned.

"You need to adjust your suits to adapt to the planet's gravity," Seven called from the exit hatch.

## Year 2 - Summer

Gold books offer developing readers literary language and stories with distinctive characters, who develop throughout the text, challenging vocabulary and extended sentences and descriptions. They build on purple books with some books providing simple chapters and a higher word count.

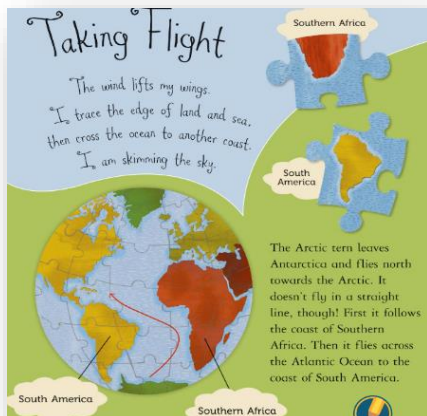
Reading Age\*

6-7

Target Tracker Band\*

2s

## White



## Year 3 - Autumn

White books provide confident young readers with more complex sentences and figurative language. They continue to introduce individual characters allowing children to reflect on and resonate with their actions and emotions.

Reading Age\*

6-7

Target Tracker Band\*

2s+/3b

**Lime**



'Here's a letter for you all,' said Mr Cox. 'Don't lose it and don't forget to give it to your parents. There's good news inside.'

Lenny wanted to know what the good news was. He rushed across the playground to meet his mum.

'Quick! Open this letter,' he said. 'Mr Cox says there's good news inside. 'Say hello to me first!' laughed his mum, but she opened the letter. She read it and told him, 'Class 3 is going to have football lessons. Next week. The school will lend you some boots.'

**Year 3 - Spring**

Lime books have longer sentence structures and a greater use of literary language. Lime books require children to have sufficient comprehension skills to begin to infer meaning from more complex story lines and character relationships.

Reading Age\*

7-8

Target Tracker Band\*

3w

**Copper**

The head keeper, Mr Otterbank, had lost his big bunch of keys. And a monkey had found them! An urgent meeting was called about it.



The meeting was held that night at the tree of Milton Grizzlefur, the cleverest monkey in all of Monkey Land.

He doesn't look clever though. That's because he spends all day in a tyre hanging from an old tree.

(I say it looks like he's fast asleep. "No, no," says Mum. "Not asleep. Milton Grizzlefur is thinking.")

We all stood waiting for Milton Grizzlefur to wake up - I mean, to stop thinking.



At last he opened one yellow eye.

"Ah, yes, as I was saying," he said, his grey whiskers looking a bit like a human's beard.

"You weren't saying anything at all," I thought. But I kept quiet about it.

**Year 3 - Summer**

Copper books provide more complex plots and longer chapters that develop reading stamina. They offer longer and more demanding reads for children to investigate and evaluate.

Reading Age\*

7-8

Target Tracker Band\*

3s

**Topaz**

In the distance we could dimly make out a green island and sandy bay. Just the spot for unwanted girl pirates.



'Right, girl,' yelled Cutthroat above the wind, 'when we reach the bay you'll swim for it - see who makes land first, you or the sharks!' He gave a cruel laugh.

As the ship sailed in close to the bay, a couple of us sailors went to toss Grace overboard. But she pushed us away, shouting to the crew, 'Is none of you man enough to stick up for me?'

Now, though we were scared of Cutthroat, we weren't all cowards. I couldn't help myself.

'If we chuck her into the water,' I said, 'the sharks'll get her. Even if she makes land, she'll starve to death. Let's leave her be. We could drop her at the next port.'

Cutthroat would have none of it. But Grace was not going to give in without a fight.

'Where was your captain last night? Dead drunk!' she cried. 'You could have all been drowned, for all he cared.' She gave me a grateful look. 'Why don't you listen to the mate?'

**Year 4 - Autumn**

Topaz books give increasing opportunities for children to develop their skills of inference and deduction. They offer more complex, underlying themes to give opportunities for children to understand causes and points of view.

Reading Age\*

7-8

Target Tracker Band\*

3s+/4b

**Beyond the Reading Scheme**

The reading scheme continues with **Ruby**, **Sapphire**, **Emerald**, **Diamond** and **Pearl**; these books offer longer reads to develop children's sustained engagement with texts and are more complex syntactically. They provide a widening range of genres including science fiction and biography, prompting more ways to respond to texts. They present fluent readers a complex, substantial text with challenging themes to facilitate sustained comprehension, bridging the gap between a reading programme and longer chapter books, instilling confidence and fostering positive attitudes towards reading.

However, once children reach **'Ruby'** on the reading scheme they are now **'free readers'** and can dip in and out of the reading scheme, Bucket List, book corner and library books as and when they choose to, following guidance, advice and support from their class teacher.

**Reluctant Readers Years 4 - 6**

Our Reluctant Readers collection is aimed at KS2 children who are working out of band in reading; they are intended to develop the child's love of reading (as they have age appropriate content and high interest story lines) but are written at an accessible level.



Reading Age\*

8-11

Target Tracker Band\*

1b - 3w