

Book Bands - NC Reading Levels

Band	Colour	NC Level
0	Lilac (Silver Stars)	W
1	Pink	W
2	Red	W
3	Yellow	1 (C)
4	Blue	1 (C/B)
5	Green	1 (B)
6	Orange	1 (B/A)
7	Turquoise	1 (A)
8	Purple	2C
9	Gold	2B
10	White	2A

Band 1 - Pink - Working Towards Level 1

Learning opportunities

- ♦ Locate title
- ♦ Open front cover
- ♦ Turn pages appropriately
- ♦ Understand that left page comes before right
- ♦ Understand that we read print from left to right
- ♦ Match spoken word to printed word (one to one correspondence)
- ♦ Locate familiar words and use them to check own reading
- ♦ Use the meaning of the text
- ♦ Use language patterns (syntax)
- ♦ Predict the story line and some vocabulary

Text characteristics

- ♦ Natural language following children's speech patterns
- ♦ A short, simple, highly predictable text involving familiar objects and actions
- ♦ Repetitive sentence structures including high frequency words
- ♦ Illustrations that provide full and direct support for the text
- ♦ Reasonably large print size with clear spaces between words
- ♦ Fully punctuated text in the same position on each page

Band 2 - Red - Working Towards Level 1

Learning opportunities

- ♦ Locate and recall title
- ♦ Have secure control of one-to-one matching
- ♦ Use known words to check and confirm reading
- ♦ Start to read more rhythmically or use phrasing while maintaining track of print
- ♦ Repeat words, phrases or sentences to check, confirm or modify own reading
- ♦ Predict from meaning, syntax and print to solve new words

Text characteristics

- ♦ Slightly longer, highly predictable text involving familiar objects and actions
- ♦ Repetitive sentence/phrase patterns including high frequency words
- ♦ Sentences short, clear and straightforward following children's speech patterns
- ♦ Illustrations provide full and direct support for the text
- ♦ Simple story development (fiction text)
- ♦ Non-fiction texts may have more than one type of print format
- ♦ Reasonably large print with obvious spaces between words
- ♦ Full range of punctuation

Band 3 - Yellow - Level 1 (C)**Learning opportunities**

- ♦ Follow print with eyes, finger-pointing only at point of difficulty
- ♦ Take more note of punctuation to support the use of grammar and oral language rhythms
- ♦ Cross-check all sources of information more quickly while reading
- ♦ Note familiar words and letter clusters and use these to get to unknown words e.g. look > took
- ♦ Search for information in print to predict, confirm or attempt new words while reading
- ♦ Notice relationships between one text and another
- ♦ Predict in more detail

Text characteristics

- ♦ Some repetition of phrase patterns, ideas and vocabulary
- ♦ More variation of sentence structure
- ♦ Story lines include more episodes following a time sequence
- ♦ Some literary conventions along with familiar oral language structures
- ♦ Stories may involve imaginary happenings in framework of familiar experiences
- ♦ Non-fiction texts still use personal experience & children's language patterns
- ♦ Illustrations still support the text quite closely

Band 4 - Blue - Level 1 (C/B)**Learning opportunities**

- ♦ Move through text attending to meaning, print and sentence structure flexibly
- ♦ Self-correct more rapidly on-the-run
- ♦ Re-read to enhance phrasing and clarify precise meaning
- ♦ Solve new words using print information along with attention to meaning
- ♦ Use analogy with known vocabulary to solve new words
- ♦ Manage a greater variety of text genre
- ♦ Discuss content of the text in a manner which indicates precise understanding

Text characteristics

- ♦ Greater variation in sentence patterns and content
- ♦ Literary language integrated with natural language
- ♦ Any repeated language patterns are longer or act as refrains
- ♦ More lines of text on page, sometimes up to 6 or 8 lines
- ♦ Stories have more events
- ♦ Non-fiction texts include some abstract terms and impersonal sentence structures
- ♦ Pictures support story line rather than convey precise meaning so closely
- ♦ More similar-looking words appear in text

Band 5 - Green - Level 1 (B)**Learning opportunities**

- ♦ Read fluently with attention to punctuation
- ♦ Solve new words using print detail while attending to meaning and syntax
- ♦ Track visually additional lines of print without difficulty
- ♦ Manage effectively a growing variety of texts
- ♦ Discuss and interpret character and plot more fully

Text characteristics

- ♦ Varied and longer sentences
- ♦ Little or no repetition of phrases
- ♦ More varied and larger number of characters involved
- ♦ Events sustained over several pages
- ♦ May have larger number of words on page
- ♦ Less familiar or specialised vocabulary used
- ♦ Illustrations may provide only moderate support for the text

Band 6 - Orange - Level 1 (B/A)**Learning opportunities**

- ♦ Get started without relying on illustrations
- ♦ Read longer phrases and more complex sentences
- ♦ Attend to a range of punctuation
- ♦ Cross-check information from meaning, syntax and print on the run
- ♦ Search for and use familiar syllables within words to read longer words
- ♦ Infer meaning from the text

Text characteristics

- ♦ Stories are longer - 250-300 words
- ♦ Increased proportion of space allocated to print rather than pictures
- ♦ Illustrations support overall meaning of text
- ♦ More literary language used
- ♦ Sentence structures become more complex
- ♦ Non-fiction texts contain more formal sentences and a widening range of unfamiliar terms

Band 7 - Turquoise - Level 1 (A)

Learning opportunities

- ♦ Extract meaning from the text while reading with less dependence on illustrations
- ♦ Approach different genres with increasing flexibility
- ♦ Use punctuation and text layout to read with a greater range of expression
- ♦ Sustain reading through longer sentence structures and paragraphs
- ♦ Tackle a higher ratio of more complex words

Text characteristics

- ♦ Elaborated episodes and events
- ♦ Extended descriptions
- ♦ More use of literary language
- ♦ May have full pages of print
- ♦ More unusual and challenging vocabulary
- ♦ Illustrations provide a level of support in fictional texts
- ♦ Non-fiction texts contain longer, more formal sentences and a widening range of unfamiliar terms

Band 8 - Purple - Level 2 (C)

Learning opportunities

- ♦ Look through a variety of texts with growing independence to predict content, layout and story development
- ♦ Read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences
- ♦ Solve most unfamiliar words on the run
- ♦ Adapt to fiction, non-fiction or poetic language with growing flexibility
- ♦ Take more conscious account of literary effects used by writers
- ♦ Begin to make more conscious use of reading to extend speaking and writing vocabulary and syntax.

Text characteristics

- ♦ Sentence structures become longer and more complex
- ♦ Story plot may be more involved and reflect the feelings of the writer
- ♦ Wider variety of text genre but still illustrated
- ♦ Some books with chapters for more sustained reading
- ♦ Characters are more distinctive and rounded than at earlier levels
- ♦ Widening vocabulary and range of terminology
- ♦ Non-fiction texts cover an increasing curriculum range and different text format.

Band 9 - Gold - Level 2 (B)

Learning opportunities (as for Band 8)

- ♦ Look through a variety of texts with growing independence to predict content, layout and story development
- ♦ Read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences
- ♦ Solve most unfamiliar words on the run

- ♦ Adapt to fiction, non-fiction or poetic language with growing flexibility
- ♦ Take more conscious account of literary effects used by writers
- ♦ Begin to make more conscious use of reading to extend speaking and writing vocabulary and syntax.

Text characteristics

- ♦ **Somewhat more challenging than in Band 8**
- ♦ Sentence structures become longer and more complex
- ♦ Story plot may be more involved and reflect the feelings of the writer
- ♦ Wider variety of text genre but still illustrated
- ♦ Some books with chapters for more sustained reading
- ♦ Characters are more distinctive and rounded than at earlier levels
- ♦ Widening vocabulary and range of terminology
- ♦ Non-fiction texts cover an increasing curriculum range

Band 10 - White - Level 2 (A)

Learning opportunities

- ♦ Read silently most of the time
- ♦ Sustain interest in longer text, returning to it easily after a break
- ♦ Use text more fully as a reference and as a model
- ♦ Search for and find information in texts more flexibly
- ♦ Notice the spelling of unfamiliar words and relate to known words
- ♦ Show increased awareness of vocabulary and precise meaning
- ♦ Express reasoned opinions about what is read
- ♦ Offer and discuss interpretations of text

Text characteristics

- ♦ Widening range of genre and writing style
- ♦ Story line or theme may be sustained over a longer period of time with chapters or sub-sections of text
- ♦ Sentences structures may be longer with more subordinate phrases or clauses
- ♦ Characters may be more fully developed
- ♦ More than one point of view expressed within the text
- ♦ Information or action may be implied rather than spelled out
- ♦ Texts may contain more metaphorical or technical language
- ♦ Non-fiction texts placed in a broader context and include more detailed information.