

Reading Scheme at Roundwood Primary School

RPS reading Journey

Early Years

Lilac level books are wordless books that tell a story through pictures alone. They help children to develop speaking and listening skills through creating and telling stories.

Children will be encouraged to:

- Look at the pages in order
- Talk about what is happening on each page
- Tell you who or what the book is about

Pink level is the very first level of reading books which has words. The number of words increases slightly as your child progresses through the reading level. Pink level books follow many of the same characters seen in the lilac books. This means that children are motivated to read the book because they are already familiar with the characters and interested in their adventures.

Children will be encouraged to:

- To sound out words that they cannot read yet and blend
- Recognise common sight words
- Re-read books
- Think about what has happened in the whole story not just on each page
- Find answers using the book

All levels in Bug Club consolidate learning from previous levels. **Red level** books have a slightly increased number of words, an increase from eight to twelve pages and slightly more complex story lines. The growing complexity in the story lines is reinforced through the development of inference and prediction using visual literacy. All of the books introduce new sets of characters which are revisited throughout the level. Characters at this level include Angelina Ballerina, the irrepressible Rat and Cat as well as the eco-friendly Eco Apes.

Children will be encouraged to:

- Think about pace, with less reliance on sounding out words they know

Books at this level include the popular character Shaun the Sheep, as well as Zip and Zap and Bug Boy. Non-fiction titles at this level build on children's interests and encourage discussion around the high-quality photographs. New learning in **Yellow level books** includes a slightly increased number of words and a move away from familiar experiences. Yellow books require some inferencing skills from the reader, e.g. for humour, and have more variation in sentence structure, including sentences with more than one clause.

Children will be encouraged to:

- Recognise and correct their mistakes
- Make links to events on previous pages

In Year 1

Red level books have a slightly increased number of words, an increase from eight to twelve pages and slightly more complex story lines. The growing complexity in the story lines is reinforced through the development of inference and prediction using visual literacy. All of the books introduce new sets of characters which are revisited throughout the level. Characters at this level include Angelina Ballerina, the irrepressible Rat and Cat as well as the eco-friendly Eco Apes.

Yellow level books includes a slightly increased number of words and a move away from familiar experiences. Yellow books require some inferencing skills from the reader, e.g. for humour, and have more variation in sentence structure, including sentences with more than one clause.

Blue level books have a slightly increased number of words and some variation in sentence beginnings. They may use ellipses and other punctuation. The story lines are more complex, including more than one event, and the stories are less dependent on picture cues.

Children will be encouraged to:

- Sound out quickly and silently in their heads
- Look at punctuation marks and what they do
- Tell you what the characters are doing and why they are acting in that way

The number of words increases slightly in **Green level books**. Stories have a wider variety of characters and events which develop over a number of pages. Sentences may include lists of things or actions, and adverbs are used frequently to begin sentences. The books begin to use capital letters to support reading with expression. The growing complexity in the story lines is reinforced through the development of inference and prediction using visual literacy. All of the books introduce new sets of characters which are revisited throughout the level. Characters at this level include Wallace and Gromit, the clumsy Horribilly and the very silly Silly Jack.

Children will be encouraged to:

- Show you how they find particular things that interest them in non-fiction books

At **Orange level**, the page count increases from 16 pages to 24 pages to challenge and encourage reading stamina. There is an increased use of dialogue to encourage reading with expression. Orange Level books introduce some complex sentences (use of 'if', 'so' and 'because') and include italics to show emphasis. Slightly more literary language is used. Children are increasingly encouraged to infer meaning from the text in order to gain full enjoyment from the story.

Children will be encouraged to:

- Correct mistakes at the end of a page – if they keep the sense of a text
- Divide longer words into syllables
- Develop their vocabulary knowledge and search for the meaning of unknown words
- Use expression, especially for character speech in fiction
- Talk about how the characters are feeling

In Year 2

Blue level books have a slightly increased number of words and some variation in sentence beginnings. They may use ellipses and other punctuation. The story lines are more complex, including more than one event, and the stories are less dependent on picture cues.

The number of words increases slightly in **Green level books**. Stories have a wider variety of characters and events which develop over a number of pages. Sentences may include lists of things or actions, and adverbs are used frequently to begin sentences. The books begin to use capital letters to support reading with expression. The growing complexity in the story lines is reinforced through the development of inference and prediction using visual literacy. All of the books introduce new sets of characters which are revisited throughout the level. Characters at this level include Wallace and Gromit, the clumsy Horribilly and the very silly Silly Jack.

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Turquoise level books include an increasing range of adjectives and more descriptive verbs to replace 'said'. There is an increased proportion of space allocated to print rather than pictures. Turquoise level books include words chosen for appropriateness and impact rather than decodability, with more extended descriptions. Paragraphs begin to develop and more unusual and challenging vocabulary is included.

Purple level books include an increased proportion of longer sentences, with a more challenging vocabulary. Some Purple books have short chapters to challenge and encourage reading stamina. Purple level books include longer and more complex sentences with the inclusion of complex (i.e. 'when') and simple (i.e. 'and') connectives. Story features such as plot, character and setting are developed in more detail, and the text in the non-fiction books is presented in a variety of ways.

Children will be encouraged to:

- Practice reading silently in their head
- Use punctuation marks to support expression and pace
- Talk about how events in the book relate to each other and build up over story
- Find interesting things they have found out and show you where the information is in the book

Gold level books include more sophisticated and challenging vocabulary, including word play and the introduction of figurative language. Some Gold books have longer chapters for more sustained reading. Children reading at this level are confident independent readers who can tackle increasingly complex language, story structures and text layout. However, Bug Club books have been carefully levelled to ensure success, even at this level, and include motivating texts with just the right level of challenge to encourage children to maintain their progress.

Children will be encouraged to:

- Find parts of the text which describe a character or place, and talk about the words used in the description
- Give regular updates as to what is happening, and make links between different chapters or sections
- Talk about their enjoyment of the book, genre, author etc

In **White level books** there is a more sophisticated use of narrative voice. Clauses in longer sentences are separated by commas to encourage developing intonation. Some books have longer chapters for more sustained reading. The stories included at White level encourage children to empathise with the characters and consider why they behave as they do, and how they change during the course of the story. The non-fiction books are divided into sections that require more sustained reading and there is increased challenge in the layout of the information.

Children will be encouraged to:

- Select books due to interest and enjoyment

Lime level books include a widening range of writing styles and an increased variation in sentence structure, including –ing clauses and longer sentences with more than two clauses. Children reading at Lime level are able to interpret more sophisticated word plays and puns. The narrator's voice in a fiction story may be distinguished from the characters' voice through figurative, idiomatic and literary language. The story is often told through dialogue and action to 'show' instead of 'tell' as the plot develops.

Children will be encouraged to:

- Read parts of the text that they particularly enjoy
- Talk about how the writer has made those parts so enjoyable
- Talk about how characters develop or how they react to different people, places or events

In Year 3

Purple level books include an increased proportion of longer sentences, with a more challenging vocabulary. Some Purple books have short chapters to challenge and encourage reading stamina. Purple level books include longer and more complex sentences with the inclusion of complex (i.e. 'when') and simple (i.e. 'and') connectives. Story features such as plot, character and setting are developed in more detail, and the text in the non-fiction books is presented in a variety of ways.

Gold level books include more sophisticated and challenging vocabulary, including word play and the introduction of figurative language. Some Gold books have longer chapters for more sustained reading. Children reading at this level are confident independent readers who can tackle increasingly complex language, story structures and text layout. However, Bug Club books have been carefully levelled to

ensure success, even at this level, and include motivating texts with just the right level of challenge to encourage children to maintain their progress.

In **White level books** there is a more sophisticated use of narrative voice. Clauses in longer sentences are separated by commas to encourage developing intonation. Some books have longer chapters for more sustained reading. The stories included at White level encourage children to empathise with the characters and consider why they behave as they do, and how they change during the course of the story. The non-fiction books are divided into sections that require more sustained reading and there is increased challenge in the layout of the information.

Lime level books include a widening range of writing styles and an increased variation in sentence structure, including –ing clauses and longer sentences with more than two clauses. Children reading at Lime level are able to interpret more sophisticated word plays and puns. The narrator's voice in a fiction story may be distinguished from the characters' voice through figurative, idiomatic and literary language. The story is often told through dialogue and action to 'show' instead of 'tell' as the plot develops.

At **brown level**, children will begin to interpret more sophisticated word-play and puns, distinguish the narrator's voice in a fiction story from the characters' voices through figurative, idiomatic and literary language and understand a story that is told through dialogue and action to 'show' instead of 'tell' the plot.

Children will be encouraged to:

- Have a conversation at the end of each reading session to explain what is happening in their book
- Skim and scan to find the answers to questions

At **Grey level** children will be able to interpret more sophisticated word-play and puns. Along with, being able to explain a character's motivations, discuss the points of view of the character and the narrator and better understand a range of narration styles.

In Year 4

Lime level books include a widening range of writing styles and an increased variation in sentence structure, including –ing clauses and longer sentences with more than two clauses. Children reading at Lime level are able to interpret more sophisticated word plays and puns. The narrator's voice in a fiction story may be distinguished from the characters' voice through figurative, idiomatic and literary language. The story is often told through dialogue and action to 'show' instead of 'tell' as the plot develops.

At **brown level**, children will begin to interpret more sophisticated word-play and puns, distinguish the narrator's voice in a fiction story from the characters' voices through figurative, idiomatic and literary language and understand a story that is told through dialogue and action to 'show' instead of 'tell' the plot.

At **Grey level** children will be able to interpret more sophisticated word-play and puns. Along with, being able to explain a character's motivations, discuss the points of view of the character and the narrator and better understand a range of narration styles.

Children reading at **Dark Blue level** will be able to gather information from more than one place in the text and use inference based on what is shown rather than being told. This allows for greater complexity in building character and setting.

Children will be encouraged to:

- Search for information that clearly demonstrates their comprehension e.g. a descriptive passage, ambitious vocabulary, words or phrases that they want to include in their next piece of writing, an example of something a typical character would say or do, or how one character's reactions to another shows their relationship

In Year 5

At **brown level**, children will begin to interpret more sophisticated word-play and puns, distinguish the narrator's voice in a fiction story from the characters' voices through figurative, idiomatic and literary language and understand a story that is told through dialogue and action to 'show' instead of 'tell' the plot.

At **Grey level** children will be able to interpret more sophisticated word-play and puns. Along with, being able to explain a character's motivations, discuss the points of view of the character and the narrator and better understand a range of narration styles.

Children reading at **Dark Blue level** will be able to gather information from more than one place in the text and use inference based on what is shown rather than being told. This allows for greater complexity in building character and setting.

Children reading at **Dark Red level** will be able to synthesise information from different places in a text. They are beginning to recognise how layers of meaning allow for the build-up of humour or tension and are able to discuss how the author has achieved the effects.

In Year 6

At **Grey level** children will be able to interpret more sophisticated word-play and puns. Along with, being able to explain a character's motivations, discuss the points of view of the character and the narrator and better understand a range of narration styles.

Children reading at **Dark Blue level** will be able to gather information from more than one place in the text and use inference based on what is shown rather than being told. This allows for greater complexity in building character and setting.

Children reading at **Dark Red level** will be able to synthesise information from different places in a text. They are beginning to recognise how layers of meaning allow for the build-up of humour or tension and are able to discuss how the author has achieved the effects.

Because I went to RPS

- I have enjoyed an enormous range of fiction, non-fiction and poetry texts
- The variety of texts have kept me engaged and helped to develop my love of reading
- I have enjoyed reading about well-known characters along with characters I know from film and television
- My independent reading book has always been accurately levelled to ensure it is manageable, and gives me a real sense of achievement when I move up a level