Russell Lower School Reading Colour Bands Year1

Russell book band colours	Letters and sounds phase	What the book provides		Assessment/ expectation to progress to the next level
		Word level	**Comprehension**	
Purple Wordless books - A range of 'I spy' alphabet books containing words that begin with the same initial sound.	**Phase 1**	I can locate title and front cover. I am learning how to handle books appropriately e.g. left page comes before right, able to turn the pages appropriately.	I can use the pictures to retell the story. I can relate it to my own experiences.	I can recognise these phase 2 (set 1 and 2) phonemes (s, a, t, p, i, n, m, d). I am becoming more confident when telling a story using my own words/ideas.
Silver	**Phase 2** Set 1 - s, a, t, p Set 2 - i, n, m, d Set 3 - g, o ,c ,k	I can read (using my phonic skills) VC/CVC words (including these phonemes - s, a, t ,p ,i, n ,m ,d) I can use pictures and the initial sound to work out an unfamiliar word in the sentence.	I can use the pictures to retell the story. I can relate it to my own experiences.	I am able to blend VC/CVC words with limited support. **VC** (vowel consonant) e.g. at, in. **CVC** (consonant, vowel, consonant) e.g. met, dog.
Orange	**Phase 2** Set 4 – ck, e, u, r Set 5 – h,b,f,ff,l,ll,ss **Phase 3** Set 6 – j, v, w, x	I can read (using my phonic skills) CVC words within phase 2 (including these phase 2 phonemes (set 3, 4 and 5) (g ,o ,c ,k ,ck ,e ,u ,r ,h ,b ,f ,ff ,l ,ll ,ss) Phase 2 tricky **(sight)** words.	I can describe the main events in the simple stories I have read. I can discuss/predict what the book may be about using the front cover.	I am able to stretch and blend CVC words with phase 2 digraphs. I am beginning to recognise most tricky words.
Brown	**Phase 3** Set 7 – y, z, zz, qu Consonant digraphs – ch, sh, th, ng	I can recognise most phase 2 common exception words. I can recognise all phase 2 digraphs and begin to recognise some Phase 3 digraphs – j, v, w, x, y, z, zz, qu, sh, th, ch, ng. Phase 2 and 3 tricky words.	I can describe the main events in the simple stories I have read. With support, I can say what I like/don't like about a text.	I can recognise all phase 2 and 3 tricky words. I can stretch and blend more confidently using some phase 3 digraphs. I am able to discuss what I have read and give my opinion about the text.
The age related expectation for children at the end of Foundation Stage.				

Russell Lower School Reading Colour Bands Year1

White	**Phase 3** Vowel digraphs - ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er,	I can recognise most phase 3 digraphs and trigraphs including ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er, and blend with limited support. Phase 3 tricky words.	I can say what I like/don't like about a text and give my reason/s.	My reading is now becoming more fluent – I can read a sentence, which includes tricky words and phonetic words with minimal sounding out.
Yellow	Phase 3 and 4	I can recognise phase 3 digraphs and trigraphs, zz, qu ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er, and blend confidently. Many phase 2 and 3 tricky words. I am beginning to read words, which have adjacent consonants with short vowel phonemes, such as trap, string and milk. Phase 3 and 4 tricky words.	I can describe what happens at the beginning, middle and end of a story I have read. I can discuss how a character is feeling and why. I can begin to recall information I have learnt from an information text (non-fiction).	I can confidently recognise phase 2 and phase 3 phonemes. I can read phase 2 and 3 tricky words. I am beginning to read more complex sentences with minimal sounding out. I can read words, which have adjacent consonants with short vowel phonemes, such as trap, string and milk. I am making phonetically plausible attempts of unfamiliar words.
Pink	Phase 4	I can recognise phase 3 digraphs and trigraphs. I can read words, which have adjacent consonants with short and long vowel phonemes, such as trap, string, milk, scoop, train and tree. I am beginning to read simple 2 syllable words e.g. helper. Phase 4 tricky words.	I can link what I have heard or read to my own experiences. I can retell key stories orally using narrative language. I can talk about the main characters within a well-known story. I can identify some features of fiction and non-fiction texts.	I am confidently reading words, which have adjacent consonants with sort and long vowel phonemes, such as trap, string, milk, scoop, train and tree. I can confidently read words with 2 or more syllables. I can read all phase 3 and some phase 4 tricky words. I am starting to show some fluency in my reading.
Green	Phase 4 and 5	I can blend sounds in unfamiliar words.	I can make comment on why some words have been used	I can read all phase 4 tricky words. I am beginning to read some phase 5 tricky words.

Russell Lower School Reading Colour Bands Year1

<table>
<tr>
<td rowspan="2" style="background:#66ff33"></td>
<td></td>
<td>I can read tricky words.
I can divide words into syllables.
I can read compound words.
Phase 4 and 5 HF words.
I know new graphemes for reading ay, ou , ie, ea , oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e.
I can read words with contractions and understand that the apostrophe represents the missing letters.
I can read phonetically decodable words.
I can read words that end with 's, -ing, -ed, -est
Phase 5 tricky words.
Year 1 common exception words.</td>
<td>in a text e.g. use of adjectives.
I can identify features of text e.g. explain why a book is fiction/non-fiction, explain what a contents page is for.

I can learn some poems and rhymes by heart.
I can use what I already know to understand texts.
I can check that my reading makes sense and go back to correct it when it does not.</td>
<td>I can read words, which include some phase 5 phonemes.

I am able to read with fluency and am beginning to use expression in my reading e.g. when a character is speaking.
To read phase 5 tricky words and many year 1 common exception words by sight.
To check what I have read makes sense.</td>
</tr>
</table>

		The age related expectation for children at the end of Year 1.		
Red	Phase 5 (alternative pronunciations) Phase 5 (alternative spellings)	I can read words which start with un- I can add –ing, -ed and –er to verbs. (Where no change is needed to the root word) I can read words of more than one syllable that contain taught GPCs Phase 5 tricky words. Year 1 common exception words. I know/recognise alternative spellings for ch, j, m, n, r, s, z, u, i,	I can draw inferences from the text and/or the illustrations (beginning). I can make sensible predictions about the events in the text using what I have already read. I can explain what I think a text is about. I can recognise full stops, question marks and exclamation marks and use them when reading	I am able to recognise all tricky words phase 2-5 and the Year 1 common exception words. I am starting to learn/recognise Year 2 common exception words. I can discuss the text I have read, commenting on features of fiction and non-fiction texts. I can identify punctuation and use this in my reading (demonstration I understand why they are used). I can read with greater fluency and expression making my reading more interesting to the listener.

■■■		ear, ar, air, or, ur, oo, ai, ee, igh, oa, y/oo, oo, sh. I can decode automatically and fluently without overt sounding or blending. I can read and comment on unusual correspondence between grapheme and phoneme. I can sound out most unfamiliar words quickly and accurately. I can read most suitable books accurately, showing fluency and confidence. Phase 5 tricky words. Year 1 common exception words.		
Accelerated Reader	Phase 6 onwards	As above I can comment on the plot, setting and character in familiar and unfamiliar stories. I can comment on features of non-fiction texts. I can make inferences on the basis of what is said and done. I can predict what might happen on the basis of what has been read so far. I can make links between the book I am reading and other books I have read.	I can talk about and give an opinion on a range of texts. I can discuss the sequence of events in books and how they relate to each other. I use prior knowledge, including context and vocabulary, to understand texts. I can retell stories, including fairy stories and traditional tales. I can read for meaning and check that the text makes sense.	All of the above.

		I am working at greater depth within the expected standard. Phase 5 tricky words. Year 1 common exception words.	I go back and re-read when it does not makes sense. I can find recurring language in stories and poems. I can comment on word choice e.g. choice of adjective. I can discuss the meaning of unknown words and link them to words I know. I can talk about my favourite words and phrases in stories and poems	