



## Appendix 2: Reading Schemes Explained

Colour	Detail	Phonics Phase	Year Group Expectations	Ginn 360
Lilac	Lilac books are usually books without words. The book tells a story only through pictures. The books are designed to develop the child's understanding about how stories work, without any reading of text getting in the way.	Phase 1	EYFS	
Pink	Very short, highly predictable, simple texts. One simple sentence per page, highly repetitive sentence and vocabulary structure. Simple text variation on the last page. Illustrations directly support the text. Large print, suitable font, good spacing.	Phase 2	EYFS	1
Red	Similar to pink but with very limited variation(s) within the text and sight words.	Phase 3	EYFS	2
Yellow	More variation in sentence structures, introduction of some literary conventions. Storylines likely to include more episodes	Phase 3 / 4	EYFS Year 1	3
Blue	Longer texts, up to 6 – 8 lines per page. Higher level of variation within text. Literary language mixed with natural language. Pictures support storyline – less support for precise meaning.	Phase 4 / 5	Year 1	3
Green	Longer, more varied sentences. Little repetition in text, but unfamiliar words repeated. Print may be in captions, fact boxes etc. Events sustained over several pages.	Phase 5	Year 1 Year 2	4
Orange	Stories up to 250 – 300 words, with more space for print than illustrations. More complex sentence structures, more literary language. Boarder range of texts (plays, poetry, etc.)	Phase 5 / 6	Year 1 Year 2	4
Turquoise	More extended descriptions, more use of literary phrasing. Non-Fiction texts use more challenging vocabulary. Lower dependence on illustrations.	Phase 5 / 6	Year 2	5
Purple	Longer, more complex sentence structures. Some books with short chapters. Wider variety of genres. Characters becoming more rounded and distinctive. Non-fiction texts cover an increasing curriculum range. May include glossaries, indexes etc.	Phase 5 / 6	Year 2 Year 3	6



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<b>Gold</b>	More challenging again. Storylines may reflect the feelings of the writer. Widening vocabulary but still a controlled proportion of unknown words	Phase 6	Year 3	6
<b>White</b>	Another step up. More subordinate phrases or clauses. More than one point of view may be expressed in the text and action might be implied rather than spelled out.		Year 3 Year 4	7
<b>Lime</b>	Seen as a 'bridging' band between KS1 and KS2		Year 3 Year 4	7
<b>Brown</b>	A broad band which takes longer for children to progress through. Brown contains a wide selection of fiction and nonfiction, gradually increasing in difficulty as children are taught more inference, deduction and grammar skills. Story content is still for younger children, although chapters and paragraphing will be used more frequently as organisational devices.		Year 4	
<b>Grey</b>	Similar to Brown – although the content has increased in its difficulty and the vocabulary is more complex. Texts may also have become longer.		Year 4 Year 5	
<b>Dark Blue</b>	A step beyond Grey level, in content, vocabulary, length and storyline. Stories now have multiple characters and often twist as the tale progresses, requiring a higher level of comprehension and understanding to follow the plot. Non-Fiction texts often feature crosscurricular texts, such as history, science and engineering.		Year 5	

The colour bands linked to year groups are approximate and based on DfE Age Related Expectations (ARE). This does not take account of pupils who are New to English, or for whom English is not their first / home language.

Pupils are placed on the band that is appropriate for their stage and ability and this is assessed frequently to ensure children are reading books matching their individual ability.