



LONDON MEED PRIMARY SCHOOL

Book Band Colour Descriptors for Parents

Book Band	Descriptor	Approx. Year
1 Pink	<ul style="list-style-type: none"> • short, simple highly predictable text involving familiar objects and actions • repetitive sentence structures including high frequency words • fully punctuated text in same position on each page 	EYFS
2 Red	<ul style="list-style-type: none"> • 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 • Simple story development (fiction) Non-fiction may have more than one type of print • full range of punctuation 	EYFS
3 Yellow	<ul style="list-style-type: none"> • 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 and children's language patterns 	EYFS/ Year 1
4 Blue	<ul style="list-style-type: none"> • greater variation in sentence pattern and content • stories have more events, non-fiction texts include abstract terms and impersonal sentence structures • any repeated language patterns are longer or act as refrains • more similar looking words appearing in text 	Year 1
5 Green	<ul style="list-style-type: none"> • varied and longer sentences, little or no repetition of phrases • more varied and larger number of characters, events sustained over several pages • less familiar or specialised vocabulary used 	Year 1
6 Orange	<ul style="list-style-type: none"> • longer stories (250-300 words) more literary language used • sentence structures becoming more complex • Non-fiction contains more formal sentences and widening range of unfamiliar text 	Year 1/2
7 Turquoise	<ul style="list-style-type: none"> • elaborated episodes and events, extended descriptions, more use literary language • more unusual and challenging vocabulary • non-fiction contains longer more formal sentences, widening range unfamiliar terms 	Year 2
8 Purple	<ul style="list-style-type: none"> • sentence structure longer more complex, story plot more involved reflecting feelings of writer • wider range text genre, some books with chapters, characters more distinctive and rounded • widening vocabulary and range of terminology • non-fiction covers increasing curriculum range and different text formats 	Year 2
9 Gold	<ul style="list-style-type: none"> • sentence structure longer more complex, widening vocabulary and range of terminology • plot more involved and reflect the feelings of the writer, non-fiction covers increasing curriculum range • characters more distinctive and rounded than at earlier levels • wider variety of text genre but still illustrated Chapters for more sustained reading 	Year 2/3
10 White	<ul style="list-style-type: none"> • widening range genre and writing style, sentence structure longer more subordinate phrases or clauses • story theme sustained over period of time, chapters or sub-sections of text • characters more fully developed, more than one point of view expressed in text • information or action may be implied rather than spelled out • texts may contain more metaphorical or technical language 	Year 3
11 Lime	<ul style="list-style-type: none"> • an increased variation in sentence structure and figurative, idiomatic and literary language 	Y3/4
12 Brown	<ul style="list-style-type: none"> • understand a story that is told through dialogue and action to 'show' instead of 'tell' the plot 	Year 4
13 Grey	<ul style="list-style-type: none"> • explain a character's motivations and discuss the points of view of the character and the narrator 	Year 5
14 Sapphire	<ul style="list-style-type: none"> • gather information and use inference based on what is shown rather than being told 	Year 5/6
15 Magenta	<ul style="list-style-type: none"> • able to synthesise information from different places in a text & beginning to recognise layers of meaning 	Year 6
16 Black	<ul style="list-style-type: none"> • confident and competent at reading, decoding and comprehension of all genres 	Year 6