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Reading Chest has a vast selection of reading books, which are used in schools across the UK. These are carefully graded by reading levels known as book bands. This means that when you know your child's book band, you will be able to select books from different reading schemes with confidence, knowing that they are the right level for your child. Each book band has its own colour. These are shown below together with some sample pages to show the levels of difficulty at each band. × Oxford Reading Tree books have always used their own levels, but also use book bands that correspond to their levels. Oxford Reading Tree levels correspond to the following book band colours: Book Band Color

ORT Level Pink book band
ORT Level 1+ Red book band
ORT Level 2 Yellow book band
ORT Level 3 Blue book band
ORT Level 4 Green book band
ORT Level 5 Orange book band
ORT Level 6 Turquoise book band
ORT Level 7 Purple book band
ORT Level 8 Gold book band
ORT Level 9 White book band
ORT Level 10 Lime book band
ORT Level 11 Extended book band
ORT Level 12 & 13 The book band system is designed to help schools grade their reading books. Most reading scheme books for children aged 4 to 8 years have been given a book band colour by the publisher based on the level of reading difficulty. These colours (also used by Reading Chest) usually correspond to those in your child's school. Ideally this means that a 'pink' book in the Collins Big Cat scheme is at the same reading level as a 'pink' book in the Project X scheme. As you will see from the chart above there are general guidelines about which book bands should be covered at each age group. Please remember that children learn in different ways and make progress at different times. It is possible that there may be seven year olds on book band red and five year olds on book band turquoise. As a rough guide, children are expected to reach the highest level (lime) at seven or eight years old. Children who read above lime level are reading fairly fluently and although some books are still graded above this level, children are reading such a wide range of material that the banding becomes not so important. Reading Chest offers books up to book band lime and also beyond (extended readers) so that we can cater for those young readers who might be called 'free readers' at school. Book bands are usually shown on the back or spine of the book. If you don't already know your child's book band colour, please refer to the chart above. Have a look at the sample pages, or take advice from your child's school. It is important that children read books at the correct level. For more information on this have a look at our tips on choosing books page. Last post: 03/06/2015 at 1:13 pmhello,are your children reading ginn reading 360 books? if they are, please can someone tell me what level books their child is reading and how old your child is?!!My son is 6 nearly 7 and is reading level two which apparently is aimed at reception classes not year two. Im a bit confused, can anyone give me a little insight to what their child is reading?pleaseeeeeeeeeee thank'kooooo!!!!My daughter is 4 and started reception in September, she is reading the Gin books level 1 and we've nearly read them all so will be on level two soon But I know that there are lots of kids in her class who still have the picture books and books with one word on (I hear readers in her class) they're all at very different stages.hlx.xThanks Jen,I just want sure if my son was at the right level or not, it seems like other kids his age are reading level 6 or 7 .maybe im worrying too much as per usual!!!!Hi Jen,My son is the same age as yours. He's on level 10, although that is apparently what the top readers in year 3 are also reading. So sounds like your son is about right.HTHHi,My son is 5 & 1/2 and is on level 5. He switched from Oxford Reading Tree level 9 - don't really understand how they all link up.PaulaDD is 5 and in year one, she is reading level 3 with ease and teacher says she is ahead of many others in her class with her reading.Its such an individual thing though tbh i only looked at the levels today seeing this thread as as long as she is enjoying the reading, and she seems to me that she is managing the book she brings home to read i try not to worry.....it is hard not to though!!!!!!My daughter is in reception and is currently reading level 3 Ginn bookshello,are your children reading ginn reading 360 books? if they are, please can someone tell me what level books their child is reading and how old your child is?!!My son is 6 nearly 7 and is reading level two which apparently is aimed at reception classes not year two. Im a bit confused, can anyone give me a little insight to what their child is reading?pleaseeeeeeeeeee thank'kooooo!!!!Hi Jen,Are you worried about your DS's reading ability or worried that the school aren't giving him the right level book for his age and ability?My DD2 is 6, in Year 1 and on Stage 3 Oxford Reading Tree, but I have no idea how this compares to the Ginn books.Perhaps you could have a word with his teacher if you are worried at all.hthLouise xXhiya i would not worry about level of reading your son got years ahead of him my daughter is 5 and think she on level one of the oxford tree reading scheme i have started to introduce the old peter and jane books and she seems happy to give them ago..... i think boys tend to be a bit more behind on the reading so i would really not worry i sure he good at other things other than just reading,just make sure reading and listening to story are fun otherwise he will switch off completely then he will not be on any level (hello,are your children reading ginn reading 360 books? if they are, please can someone tell me what level books their child is reading and how old your child is?!!My son is 6 nearly 7 and is reading level two which apparently is aimed at reception classes not year two. Im a bit confused, can anyone give me a little insight to what their child is reading?pleaseeeeeeeeeee thank'kooooo!!!!Hi Jen,My son is 5 n half in yr1 and he is reading level 2. He is struggling a bit with his reading and most of his friends are on level 3 or 4 (or above)I would speak to his teacher and voice your concerns. It might just be a case of reminding him of the basics?Hi there I teach reception aged children and i would say an 'average' reception child is on level 2 Ginn bearing in mind this is not the only reading scheme we use, they will also have had books for phonic work only like 'Jelly and Bean'.At the end of level 2 which would include all of the core readers and most of the little books, the children will then read Oxford reading tree books like The dream,Kippers birthday, The wobbly toth etc . Remember though all children are different i have some still on level 1 and some flying on level 4, bear in mind children also need breadth with their reading for consolidation so its not always onwards and upwards. Hope this helps! wouldn't worry too much. Firstly schools tend to use the books they have, which is often a mixture of schemes and secondly all the children are at different levels so as long as the levels are changing with your child and you think the books being sent home are appropriate then its fine. Personally my year 1 reads fluently and its a real problem. INo one else in the class is anywhere near his level. t may sound daft but school struggle to send home apporpraite books for his mental age that he can read. They send home stuff that is innapropriate and suitable for year 5 or 6 or they send home stuff there is no point in bothering with. I write notes and speak to the teacher all the time to address this.The key is - if you are not happy, write a note with the books and ask for answers. You are legally responsible for your child's education and choose to educate via school - that means you have the right to ask any questions you need answers to --> to get the bnest education that you can for your child Good luck! wouldn't worry too much. Firstly schools tend to use the books they have, which is often a mixture of schemes and secondly all the children are at different levels so as long as the levels are changing with your child you think the books being sent home are appropriate then its fine. Personally my year 1 reads fluently and its a real problem. INo one else in the class is anywhere near his level. t may sound daft but school struggle to send home apporpraite books for his mental age that he can read. They send home stuff that is innapropriate and suitable for year 5 or 6 or they send home stuff there is no point in bothering with. I write notes and speak to the teacher all the time to address this.The key is - if you are not happy, write a note with the books and ask for answers. You are legally responsible for your child's education and choose to educate via school - that means you have the right to ask any questions you need answers to --> to get the bnest education that you can for your child Good luck!Not to hijack this thread but just to say Catherine I have had the same problem, the books my son (y2) is capable of reading at school are in no way suitable age wise and don't interest him, but the books that are written for his age are far too easy for him. Now he reads school books when he reads to a teacher at school (rarely!) and at home he reads books he chooses himself from the library, mostly non fiction atm. I don't want to fight with him every day forcing him to read a book that is not suitable and which he doesn't enjoy. I want him to like reading and for it to be something he looks forward to and chooses to do. Don't think his teacher has even noticed yet - gave up on school support for this about a year ago Reading books in school are not always as clear cut as you might think. The book that a child is given is not only a book that the child is capable of reading, but a book that the child is capable of comprehending. Once a child has moved on from simple picture and short sentence books, it is not race to see how many books the child can read the words of. If this is what you want, give them the dictionary to read. Comprehension and understanding of the text they have read is so important. Unfortunately so many parents do not seem to accept this and insist on plowing on through the stages. End result a child who can read words, but has no idea what the story is, or what the text is actually telling them. Trust your teacher and school. They actually do know what they are doing..) As regular readers will know, my son is in Reception class at school currently. His school uses a range of different reading schemes, and it can be difficult for parents to understand how the various schemes relate to each other. I think there are good educational reasons for using different school reading schemes. One child may get one with a particular scheme better than another, so the school can pick the right one for the right child. The school may not have the money to replace an entire reading scheme at once, so it gradually buys a new series. Some schemes may be better for the early days of learning to read and others better later on.I've tried to make sense of some of the different schemes in one table here, so parents can see how the schemes relate. I find it helpful to know how they compare, so that I can borrow books from the library at the right level for my child. As well as that I've tried to relate the books to the national curriculum levels (these measure children from key stage one onwards) and to reading recovery levels (this is a scheme to help children who are struggling with reading to catch up).For those who are new to national curriculum levels, they start at 1c then 1b, with 1a being the highest sublevel within level 1. W stands for 'working towards' so this is primarily for Reception class children who are not yet working at level 1.I am not a teacher, but have compiled this table from a number of teaching resources. To the best of my knowledge it is accurate, but I would welcome feedback if you think it could be improved or added to.Book Band Colour (includes PM Readers)National Curriculum LevelOxford Reading Tree StageReading Recovery LevelsGinn 360 schemePinkw21,21Redw33,4,52Yelloww-1c46,7,83Blue1c59,10,113Green1b612,13,144Orange1a715,164Turquoise1a-2c817,185Purple2c19,206Gold2b921,226White2a23,247Lime2a-3c1025,267Garnet3c-3b1126+Silver3b-3a1126+Sapphire3a-4c12/1326+Ruby4b-4a+14/15/1626+ Ginn 360 Reading ProgrammeAnother colour based scheme, we certainly had these 3 or 4 years into primary school Please click here for second-hand copies Click here for my Pinterest Board By the early 1990's these books were looking like this Reading Chest has a vast selection of reading books, which are used in schools across the UK. These are carefully graded by reading levels known as book bands. This means that when you know your child's book band, you will be able to select books from different reading schemes with confidence, knowing that they are the right level for your child. Each book band has its own colour. These are shown below together with some sample pages to show the levels of difficulty at each band. × Oxford Reading Tree books have always used their own levels, but also use book bands that correspond to their levels. Oxford Reading Tree levels correspond to the following book band colours: Book Band Color

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But primary school reading schemes, book bands and reading levels.Back in the 70s and 80s when I was learning to read it was easy to understand. Everyone seemed to do Roger Red Hat, Billy Blue Hat etc, and then whizzed on to whatever books were on the book shelves that suited. We didn't have book bands, book colours or reading schemes. But now, if you worry about how your child is getting on and want to check the books your child is reading compared to children at a similar level, it is likely that schools nearby are using a different method and reading scheme. Of course, we shouldn't compare our children, but if you want to gauge how they're improving it does help to understand reading schemes.Some schools use one book scheme, but most schools seem to use a mix of reading schemes to provide children with a breadth of reading experience. And to avoid parents getting totally bored of reading about the same characters over and over again. You also find schools send home books in different amounts. For example while most children I know were learning phonics and learning to read in their first half term, N's school didn't start their phonics until after the October half term.Their first half term was spent learning to listen in class, listen and focus in on different sounds, and get used to a learning environment. It did worry me a little because I knew N preferred practical learning (or just playing), but it worked and they were certainly in the right frame of mind to then be able to listen and learn their phonics. They had school reading books from just before Christmas (rather than books for parents to read to them or to discuss the pictures). In year 1, N had 1 book home 3 times a week, but over holidays he may bring a couple of books home.*Contains affiliate linksOur school uses a myriad of reading schemes. The main one is Oxford Reading Tree (which includes Biff Chip and Kipper, plus Songbirds and Snadragon series in the scheme). In reception they used Phonic Bugs books, and we've also had Pearson, Heinemann Storywords and Ginn 360 as well.Each reading book scheme brings its own benefits. Most of the story books in a book band (or level) are based on phonics progression, using lots of repetitive words, phrases and rhyming. As children move through the levels, schools often introduce non-fiction books and poetry. The poetry books we've had are old fashioned, but they do introduce children to different types of writing. The fiction books are seriously dull in our experience (for children as well as parents) and a little patronising in some cases.Not all of the book schemes are enjoyable. Certainly the Biff, Chip and Kipper* ones seem to annoy parents a lot (I mean, who calls a girl Biff?!). But I found them preferable to most of the other books we've had home. Having a mix of reading schemes does mean that if your child hates one range, they get more variety by having different books home. Oh, and you also get to spot typos, incorrect facts, or politically incorrect items to have a laugh at. N got very upset one time about quote marks not having 2 marks like they'd learnt at school, so I had to explain that I mark each side of the quote was still a speech mark.With such a range of schemes out there, it's hard to see how your child is progressing because they don't always match their levels. Where one scheme uses colour bands, another uses numbers or letters, and even the numbers don't always match up. Most have used colours. I tend to compare all books to the Oxford Reading Tree levels as that's the main scheme we use. It is demoralising for children to move up a level, then find the next book they bring home is back a level or 2. So being able to compare and give them confidence that they've not gone down again does help.In my investigations over the years N has been at primary school, I've found some handy key stage reading guides and comparison charts, although not all reading schemes are included in one complete version. The expectation is that children cover 2 levels per key stage, but depending on the child they may skip a level, or continue working through the tens of books at that level. For example, N skipped level 4 at the start of year 1, but then was on level 6 from Christmas until May (covering a huge range of books – it seems our school has a mammoth amount of books, they were never-ending).I've collated the information from reading schemes and reading bands I've found into a reading scheme printable for download. Hopefully it'll be useful as a guide to understand what the levels are and where book schemes fit. If you notice any errors or changes, let me know and I'll update.In the printable you can see the approximate reading ages for each colour book band, the stage of the national curriculum, and the various book schemes compared. The main book band colours are predominantly based on the Oxford Reading Tree colours.Hopefully this helps explain key stage 1 reading levels.With reading, and everything else with children at school, remember that every child is different. As long as they're improving, they're enjoying their learning and the school are getting the best out of your child, then there's nothing to worry about.How does your school manage their reading schemes for the different years?Why not take a look at these similar posts. My daughter's school uses the Ginn reading scheme. I don't know if it is Ginn 360, but some of the stories have Rosie and Sam in them. Once they pass stage 8, they put them onto real books. In year two this was a bit hit or miss because the real books were not appropriate to children just coming off a reading scheme. Some were OK, at the level of a corgi sprinter, but others were much too difficult (Paddington Bear?). In year three the classroom has much better books eg. Flat Stanley series. In fact because there are things that annoy me about my daughter's school, I should remember the good stuff too. Miaou - I'm not suprised you are driven bananas by your child being on a reading scheme if she can read so well. She is in the top set, so the school clearly know she is a very fluent reader. On the positive side, does the school's method produce good spellers? I don't know what to do about my daughter's spelling, it is so bad and bears no relationship to her reading ability. Good luck with the parent's evening. Given that your daughter has a bit longer to go at primary school, they are either going to have to buy some more books for her, or put her onto free reading. Surely they are not going to keep her at the same level until she goes to secondary school?!! Until then enjoy the library.