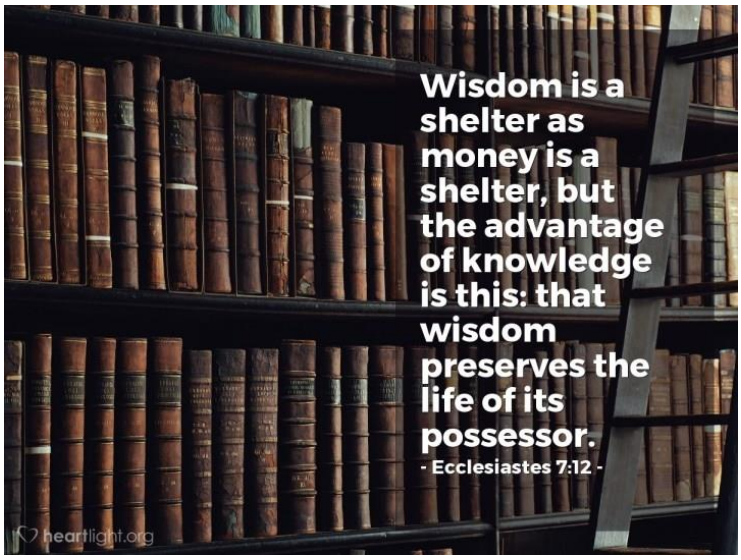
Burley Gate Primary School Reading Policy 2023



Burley Gate Primary School understands the importance of reading in the process of developing pupils into independent learners. Reading is central to our ability to understand, interpret and communicate with one another: pupils who read on a regular basis, in school and at home, have a higher chance of fulfilling their potential. Our school's Curriculum Drivers are designed to ensure that pupils at Burley Gate Primary School have the opportunity to understand and appreciate the world around them so they can develop into responsible, knowledgeable and caring international citizens of the 21st century.

Our reading curriculum is designed to support these drivers and our school's core values. The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as having extreme importance in the curriculum and is split into two main dimensions:

- *Word reading*
- *Comprehension (both listening and reading)*

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

The aims of this policy are:

- *To instil a passion for reading in pupils, which they will carry on into subsequent education and their later life.*
- *To set out the school's intentions and approach to reading, in order to enrich and support the curriculum.*

How is our Reading taught at a subject and classroom level?

Delivery – Key 2 Reading

Key 2 Reading is a whole-school reading approach that equips pupils with the necessary skills to be successful readers. It focuses on building fluency and embedding comprehension skills with direct, taught sessions. Key 2 Reading is progressional through our school and the "keys" are set out as follows:





These are all closely linked to the assessed strands in the end of key stage assessments. To ensure that the approach is effective, learning objectives are taken from our assessment system, Insight, and are linked to the National Curriculum. Burley Gate Primary School promotes the use of a variety of carefully selected literature that is matched to the attainment level of pupils. These texts have subtle challenge and allow pupils to reinforce fluency, decoding and comprehension skills regularly. The activities, or level of support, are adapted for different abilities so that all children can access the learning objective and be challenged.

This whole-school reading approach aims to support rapid progress of lower ability readers. Research suggests this is due to exposure to higher-level questions and answers. Pictorial stimulus or activities which are designed to have a comprehension focus, but reduce the amount of decoding, can also be used to support SEND/EAL pupils.

Love of Reading

Each day, classes share a text in Reading sessions. This is a pens-free session in order to promote verbal, in-depth discussions of the text. This could be a discussion on the class novel or a text of a different genre. Staff use this opportunity to model prosody and encourage children to develop their skills of expression through poetry, fiction and other genres of text. Staff receive CPD to equip them with tools to deliver specific teaching for improving prosody. This is also an opportunity for the class to discuss the books that they are reading currently and make any recommendations to other children based on what they have read recently.

Children who are below age-related expectations

Burley Gate Primary School is determined that every pupil will learn to read, regardless of their background, needs or abilities. As a result, we recognise the importance of supporting the children who are below age-related expectations. The lowest 20% of readers are identified in each class and are heard read every day by an adult in school. This is made a priority by staff and a running-record of these is kept so that they can ensure no child misses out. The lowest 20% of readers also take part in small group, targeted intervention sessions to ensure that these children also become confident, fluent readers. The lowest 20% are reviewed every half-term, and may change, depending on progress. Where necessary, reading support for the lowest 20% of readers is clearly planned on the child's Individual Education Plan (IEP).
Children who are unable to achieve the phonics expected standard at the end of Year 2 will proceed to reading intervention support in Year 3. Phonics is continued in KS2 for those who need it including application practise with decodable reading books.

Interventions

Intervention sessions enable a greater proportion of pupils to be on track to meet year group expectations or, in the case of those working significantly below expectations, to make better than expected progress. Children in need of intervention sessions are identified through pupil progress meetings and teacher judgement. Children participating in intervention sessions changes regularly, depending on need and progress. Each class / year group has these sessions timetabled and planned by the class teacher in conjunction with the Reading Lead and SENCo. These intervention sessions are run by either a teacher or a learning assistant.
The heat maps in Little Wandle for EYFS/KS1 help to identify the children's areas of weakness, so these sessions can be tailored to specific needs. Classes can be grouped for interventions according to their Little Wandle heat map results and then the system provides staff with the group's collective weaknesses. These should be shared with adults running the session, so they know what which specific areas to focus on.
Teachers and Learning Assistants are provided with question stems which match our Key 2 Reading strands as well as the different National Curriculum learning objectives which can be used to ensure that the intervention sessions are helping to target the group's specific weakness. Regular support and training is given to teachers and learning assistants to ensure that these intervention sessions are of high-quality and support children in making rapid progress. These sessions are also monitored by the Reading Lead and Executive Head Teacher.

Wider Curriculum

At Burley Gate Primary School, we maximise opportunities for reading by ensuring that children are exposed to a variety of different text types during lessons in other curriculum areas too. In wider curriculum lessons, teachers plan opportunities for children to read, discuss and learn from a diverse range of subject-specific texts.

Reading Timetable Each Week

The following outlines the timetable of reading sessions which take place at Burley Gate Primary School each week.

EYFS Nursery	Opportunities for increasing phonological awareness are planned daily and the environment is organised to encourage communication friendly spaces. Staff adopt the principles of Early Reading as set out by Little Wandle. There is a dedicated reading area resources to include a range of texts from different genres. Staff regularly read to the children and lead song and rhyme sessions. Activities are planned each week with a book based stimulus which is shared with parents on Seesaw.
EYFS Reception and Year 1	30 minutes of Little Wandle phonics will take place daily. Six-weekly assessments will be carried out. All children will complete Little Wandle reading and comprehension as well, after Christmas. This will be carried out verbally. Children will also be exposed to different types of literature through continuous provision. There is a dedicated reading area set up in the classroom and this is resourced with a range of texts across different genres. Teachers use a class text as a stimulus for English lessons that is suited to the ages and stages of the children. Phonological awareness is encouraged at all opportunities and the classroom is organised to promote communication friendly spaces.
Year 2	All children will receive daily phonics or spelling teaching. Those who did not achieve a pass in the phonics screening in Year 1 will continue to receive Little Wandle sessions daily. Children working below the expected standard will have extra phonic intervention to support any gaps. Whole Class Key 2 Reading sessions to improve comprehension will take place one a week – this will be written in order to prepare for the KS1 SATs. There is a dedicated reading area set up in the classroom and this is resourced with a range of texts across different genres. Teachers use a class text as a stimulus for English lessons that is suited to the ages and stages of the children.
KS2	All children will receive spelling teaching. Those children working significantly below will continue to receive Little Wandle sessions daily using the SEND and Rapid catch up programs. Children working below the expected KS2 standard will have extra reading intervention to support any gaps. Whole Class Key 2 Reading sessions to improve comprehension will take place one a week – this will be written in order to prepare for the KS2 SATs. There is a dedicated reading area set up in the classroom and this is resourced with a range of texts across different genres. Teachers use a class text as a stimulus for English lessons that is suited to the ages and stages of the children.

Planning

Each week, teachers choose a learning objective, taken from the National Curriculum. This will lead the planning of Key 2 Reading sessions each week. This learning objective will be recorded on the weekly English plan. Planning will include key questions for that reading session, teacher input and activities for learning. All planning is saved on the Share Point system for monitoring purposes. Each term teachers will use the Insight assessment system to identify which children are working at the expected standard, those who are working above and those who are working below. Where appropriate/needed, differentiated reading groups are updated. All vulnerable children are identified on weekly planning and planning is specific support is planned to help the child meet the objective.

Assessment

Assessment is used to inform the planning and teaching of reading. Key learning objectives for reading are identified using the Insight tracker grids, taken from the National Curriculum (2014), and are translated into working towards, working at expected or working above categories. Pupils' progress is assessed by teachers during whole-class Key 2 Reading sessions. In addition to this, every child is heard reading at least twice a week (with the lowest 20%

being heard read every day). Adults in school write in logbooks for the parents to see how the child is progressing with their individual reading. Adults also record comments in a reading folder and record when children take home a new reading book. This is regularly monitored by the Reading Lead and Executive Head Teacher.

Inclusion

All of our children have equal access to reading provision and to the resources available. We recognise that some children take longer to develop the necessary skills and we cater for those children by providing additional opportunities for skills development. Children who need additional support are identified early and the impact of interventions is carefully monitored. SEND pupils are catered for, and progress is monitored according to their individual action plans. More-able pupils are provided with reading materials suited to their abilities in order to challenge them and keep them interested in reading. During reading sessions, more-able pupils are provided with alternative or additional questions, where appropriate, in order to ensure that they are sufficiently challenged. Those children who are working below the expected standard are given appropriate adult intervention to help support them access and explore the same text as the rest of the class.

Home Reading at Burley Gate Primary School

A Book to Share

All children will have the opportunity to take home a 'Book to Share'. This is a book which they may like to read for pleasure, but may be above their reading band. It should be made clear to the child that there may be words within these books that they do not understand, and therefore these books are to be 'shared' with adults. This is an opportunity for the adults at home to model expressive reading and discuss the key features of the books chosen by their child.

Big Cat Collins Reading Books

These books are specifically matched to the child's individual reading stage. They will provide moderate challenge and be matched to suit the child's level of decoding and fluency. The adult's role is to help support the child with blending unfamiliar words, and developing their comprehension using the questions provided in each book. This is to ensure the child is having the opportunity to read a book which they should be able to decode and understand independently, as well as then having the opportunity to read a book chosen from a wider range, to develop reading for pleasure. On the school website, you will find a video with useful reading links.

The Role of Parents & Carers

The role of parents & carers is essential to the good development of children's reading. Burley Gate Primary School values the engagement of parents in reading and recognises the impact that this has. We promote and encourage a home-school reading partnership in the following ways:

- ***Reading Journals** are used as a means of communication between school and parents/carers. Children are encouraged to read daily at home in KS1. There is a*

minimum expectation of 3 entries a week at KS2. Where this is not happening, a discussion with children and parents should take place, at the teacher's discretion.

- **Questions and comments in Reading journals.** In the back of children's reading journals there is guidance for parents & carers to use whilst listening to their children read. A list of questions is provided which parents can use when reading with their children.
- **The School's Website** provides parents and carers more information about reading at Burley Gate Primary School. It also contains a list of useful links to websites. Additionally, it contains some helpful hints for supporting children with their reading, as well as a list of recommended reads.
- **Videos** have been created to inform parents and carers about what reading looks like at Burley Gate Primary School and how the system works. These can be accessed via the school website.

Love of Reading at Burley Gate Primary School

Doing what you love is a gift of God. Find what you love to do and do it. **Ecclesiastes 3:12-13**

Children at Burley Gate Primary School deserve a rich curriculum that encourages a love of literature. All classes enjoy reading class novels and children are given access to a wide range of texts throughout the curriculum. We believe that active encouragement of a love of reading is a core part of every child's educational entitlement, whatever their background or attainment, because we know that extensive reading and exposure to a wide range of texts make a huge contribution to students' educational achievement. Throughout the year, Burley Gate Primary School does a number of things to encourage a love of reading:

Whole class reading – At least 15 minutes of every day is set aside to enjoy a whole-class reading session. This is prioritised by staff and is scheduled as part of the day's timetable to ensure it does not get missed.

Reading Champions – Our Reading Champions play a big part in the running of our school library. These are children who have applied for the position because they are passionate about reading. Every month they meet with the Reading Lead and plan out the month ahead. They plan the new displays for the library as well as any upcoming reading-related events. Their photographs are on display in the library and they have badges to wear so that other children within the school know who they are and know they can go to them for advice when they are looking for book recommendations.

Literacy calendar – Throughout the year, significant reading events are celebrated in school. These include World Book Day, National Poetry Week and Roald Dahl Day, amongst others.

Hay Festival – Every other year, KS2 children participate in the Hay Festival. This is a festival where the children meet established authors and listening to inspiring stories and talks from a range of fiction and non-fiction writers.

Mystery Reader – The last week of every half-term, Mystery Reader takes place in school. The adults in school rotate classrooms and share a book with a class from a different year group.

Recommended Reads – On display in school are our Recommended Reads books. These are chosen favourite reads from staff members. The children can ask staff about these books if they want to find out more and share in the passion for books that all our staff have.

Book Bingo – Within the children's logbooks is a Book Bingo for them to complete. This is to encourage them to read a variety of different books/genres. When the child completes BINGO, they are celebrated in assembly and presented with an award.

How is Reading measured at Burley Gate Primary School?

Outcomes for Pupils

By the time children leave Burley Gate Primary School, our aim is for them to be competent readers who can recommend books to their peers, have a thirst for reading a range of genres and are able to confidently participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader. Children will use be able to use their reading knowledge and skills, in all curriculum areas, to enable them to know more, remember more and understand more.

Subject Leadership

The Reading Lead is responsible for:

- Ensuring all teachers have familiarised themselves with the Reading Policy.
- Supporting colleagues with any aspect of the Reading Policy.
- When required, assist with the planning and selection of new resources.
- Inform staff of any updates to the Reading Policy.
- Accept responsibility for reading resources and keeping colleagues informed of available resources.
- Liaising with the headteacher to report any developments to the STG.
- Reviewing and scrutinising assessment data in order to track pupils' progress.
- Monitor reading, observing and offering feedback on the teaching of reading.
- Annually reviewing the Reading Policy and updating as necessary.

Monitoring and Evaluation

In order to monitor reading at Burley Gate Primary School, the Reading Lead conducts learning walks, lesson observations, pupil interviews and book monitoring throughout the year. These inform future areas for improvement and the impact of new initiatives. Staff are keen to act quickly on any feedback given in order to ensure they are providing children at Burley Gate Primary School with high-quality teaching. Pupil progress meetings take place each term to ensure different progress is monitored and interventions organised to support progress. Children who need extra support, in order to ensure good progress, are identified (if not already) and a plan of action is devised to ensure these children are on track to meet age-related expectations, or an expected level of progress. In addition to this, our School Improvement Advisor and the director of Education for the DHMAT work closely with the school on supporting the teaching and learning of reading. When visiting, they will observe teaching, carry out pupil voice interviews, look through books and meet with staff to discuss reading.

CPD

Continual professional development is an important part of developing reading at Burley Gate Primary School. All new staff receive training on what reading looks like, and how it runs, at Burley Gate Primary School. Leaders regularly meet and discuss reading with other DHMAT schools. Here, they are able to share and discuss ideas to support reading in school. Staff meetings, on reading, take place regularly where staff are able to discuss reading in school and evaluate the impact of reading. This is also an opportunity for leaders to feedback any useful ideas / information they have received through their meetings with other school. Here, staff are also able to feedback on any relevant training that have received.

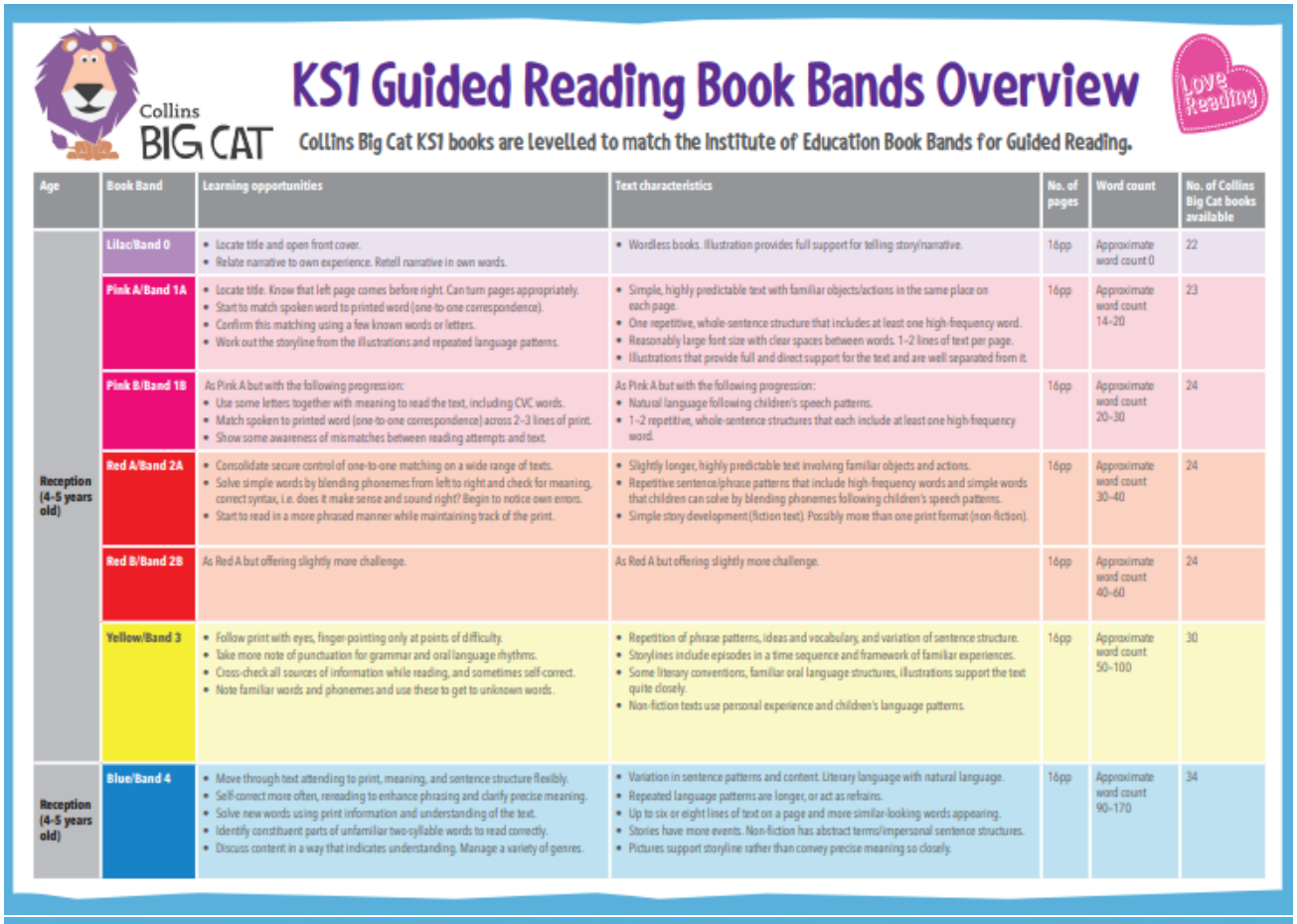
At Burley Gate Primary School, we believe it is important that Learning Assistants become experts in teaching and supporting the development of reading too. Learning Assistants receive training, where necessary, to ensure that the intervention sessions they provide are impactful and high-quality. These sessions are also monitored by the Reading Lead.

All staff receive Little Wandle Training, and can access the modules they complete at any time. This allows CPD to be personalised to staff and allow them to manage their own training. The Reading Lead can monitor who has access which modules and also advise when new modules or information on the Little Wandle Training have been released.

Written by: Tracy Westlake
Date: November 2023

Approved by: M.Lewis
Date: 2/1//23

Appendix 1 Converting Reading Ages to Year Group expectations – A rough guide to support teacher judgements



Collins BIG CAT

KS1 Guided Reading Book Bands Overview

Love Reading

Collins Big Cat KS1 books are Levelled to match the Institute of Education Book Bands for Guided Reading.

Age	Book Band	Learning opportunities	Text characteristics	No. of pages	Word count	No. of Collins Big Cat books available
Reception (4–5 years old)	Lilac/Band 0	• Locate title and open front cover. • Relate narrative to own experience. Retell narrative in own words.	• Wordless books. Illustration provides full support for telling story/narrative.	16pp	Approximate word count 0	22
	Pink A/Band 1A	• Locate title. Know that left page comes before right. Can turn pages appropriately. • Start to match spoken word to printed word (one-to-one correspondence). • Confirm this matching using a few known words or letters. • Work out the storyline from the illustrations and repeated language patterns.	• Simple, highly predictable text with familiar objects/actions in the same place on each page. • One repetitive, whole-sentence structure that includes at least one high-frequency word. • Reasonably large font size with clear spaces between words. 1–2 lines of text per page. • Illustrations that provide full and direct support for the text and are well separated from it.	16pp	Approximate word count 14–20	23
	Pink B/Band 1B	As Pink A but with the following progression: • Use some letters together with meaning to read the text, including CVC words. • Match spoken to printed word (one-to-one correspondence) across 2–3 lines of print. • Show some awareness of mismatches between reading attempts and text.	As Pink A but with the following progression: • Natural language following children's speech patterns. • 1–2 repetitive, whole-sentence structures that each include at least one high-frequency word.	16pp	Approximate word count 20–30	24
	Red A/Band 2A	• Consolidate secure control of one-to-one matching on a wide range of texts. • Solve simple words by blending phonemes from left to right and check for meaning, correct syntax, i.e. does it make sense and sound right? Begin to notice own errors. • Start to read in a more phrased manner while maintaining track of the print.	• Slightly longer, highly predictable text involving familiar objects and actions. • Repetitive sentence/phrase patterns that include high-frequency words and simple words that children can solve by blending phonemes following children's speech patterns. • Simple story development (fiction text). Possibly more than one print format (non-fiction).	16pp	Approximate word count 30–40	24
	Red B/Band 2B	As Red A but offering slightly more challenge.	As Red A but offering slightly more challenge.	16pp	Approximate word count 40–60	24
	Yellow/Band 3	• Follow print with eyes, finger pointing only at points of difficulty. • Take more note of punctuation for grammar and oral language rhythms. • Cross-check all sources of information while reading, and sometimes self-correct. • Note familiar words and phonemes and use these to get to unknown words.	• Repetition of phrase patterns, ideas and vocabulary, and variation of sentence structure. • Storylines include episodes in a time sequence and framework of familiar experiences. • Some literary conventions, familiar oral language structures, illustrations support the text quite closely. • Non-fiction texts use personal experience and children's language patterns.	16pp	Approximate word count 50–100	30
Reception (4–5 years old)	Blue/Band 4	• Move through text attending to print, meaning, and sentence structure flexibly. • Self-correct more often, rereading to enhance phrasing and clarify precise meaning. • Solve new words using print information and understanding of the text. • Identify constituent parts of unfamiliar two-syllable words to read correctly. • Discuss content in a way that indicates understanding. Manage a variety of genres.	• Variation in sentence patterns and content. Literary language with natural language. • Repeated language patterns are longer, or act as refrains. • Up to six or eight lines of text on a page and more similar-looking words appearing. • Stories have more events. Non-fiction has abstract terms/impersonal sentence structures. • Pictures support storyline rather than convey precise meaning so closely.	16pp	Approximate word count 90–170	34

Age	Book Band	Learning opportunities	Text characteristics	No. of pages	Word count	No. of Collins Big Cat books available
Year 1 (5–6 years old)	Green/Band 5	• Read fluently with attention to punctuation. • Solve new words using print detail, attending to meaning and syntax. Self-correct. • Manage effectively a growing variety of texts, including non-fiction. • Discuss and interpret character and plot more fully. • Use contents page and glossary in non-fiction books, and locate information.	• Varied, longer sentences, with little repetition of phrases. Repeated, unfamiliar words. • More varied and larger number of characters involved. • Events sustained over several pages with a larger number of words on page. • Less familiar, more specialized vocabulary. Illustrations provide moderate support for fiction. • Print may be located in captions, fact-boxes and diagrams in non-fiction.	24pp	Approximate word count 170–250	26
	Orange/Band 6	• Get started on fiction after briefer introductions, without relying on artwork. • Examine non-fiction layout, using contents pages to select sections of a book to read. • Read longer and more complex sentences with a range of punctuation and text layout. • Use familiar syllables to read longer words. Use appropriate terminology in discussion. • Check information in text with illustrations and comment on content. Infer meaning.	• Increased proportion of space allocated to print rather than pictures in fiction. • Illustrations support overall meaning of text. • Longer stories with more literary language. Sentence structures more complex. • Range of text provision, e.g. plays, simple poetry, simple non-fiction of different types. • Non-fiction texts contain more formal sentences and unfamiliar terms and layouts.	24pp	Approximate word count 250–300	25
	Turquoise/ Band 7	• Extract meaning from the text while reading with less dependence on illustrations. • Use punctuation and text layout to read with expression and control. • Sustain reading through longer sentence structures and paragraphs. • Tackle a higher ratio of complex words with known vocabulary, phonics and syllables. • Monitor own reading, checking and self-correcting while considering text meaning. • Navigate around texts such as indexes, glossaries, and dictionaries.	• More extended descriptions and use of literary phrasing. • More print, more illustrations and layout with elaborated episodes and events. • More unusual and challenging vocabulary, particularly in non-fiction. • Illustrations provide a lower level of support in fictional texts, and include graphs, maps, and diagrams in non-fiction. • Non-fiction texts contain longer, more formal sentences. Some repeated terms.	24pp	Approximate word count 300–500	22
Year 2 (6–7 years old)	Purple/Band 8	• Adapt to a variety of fiction, non-fiction and poetry with growing independence. • Read silently and rapidly. Use punctuation to keep track of longer sentences. • Solve most unfamiliar words by blending less common digraphs and recognising alternative spellings to read longer and more complex words. Predict content/layout/ story development. • Take more conscious account of literary effects and the formal language of non-fiction. • Begin to consciously use reading to extend speaking, writing, vocabulary and syntax.	• Sentence structures becoming longer and more complex. Wider variety of genre but still illustrated. • Storyline may be more involved and reflect the feelings of the writer. • Some books with short chapters for more sustained reading. • Characters are more distinctive and rounded than at earlier levels. • Non-fiction texts cover an increasing curriculum range and different text formats. • Alphabetically ordered texts, i.e. dictionaries and simple encyclopedias, glossaries, indexes.	24pp	Approximate word count 500–750	23
	Gold/Band 9	As Purple, but offering slightly more challenge.	As Purple, but offering slightly more challenge.	24pp	Approximate word count 700–900	24
	White/Band 10	• Read silently, sustaining interest in longer text, returning to it easily later. • Use text more fully as a reference and as a model, and find information in texts more flexibly. • Notice the spelling of unfamiliar words and relate to known words. • Show increased awareness of vocabulary and precise meaning. • Express reasoned opinions and interpretations about what is read, and compare texts.	• Storyline or theme sustained over a longer period of time with chapters or subsections. • Sentence structures may be longer, with more subordinate phrases or clauses. • Characters may be more fully developed with more than one point of view expressed. • Information/action implied, not spelled out. May contain more metaphorical or technical language. • Non-fiction texts in a broader context and include more detailed information.	32pp	Approximate word count 1200	19
	White Plus/ Band 10+	• As White, but offering more challenge for pupils that are ready for higher reading levels.	• As White, but with longer texts and more complex plot structures.	48pp	Approximate word count 1200	8
	Lime/Band 11	• Recognise text type and predict general content, returning easily to them after a break. • Read silently, adjusting speed to suit material and monitoring the meaning. • Reruns to make different interpretations of dialogue, complex sentences etc. • Make use of blurbs, glossaries, and indexes to locate information quickly and accurately. • Express reasoned opinions about what is read, and compare texts. • Sustain meaning over many phrases for comprehension due to complex sentences.	• Storyline or theme may be sustained over a longer period of time with chapters or subsections. • More unfamiliar, sophisticated terms including a greater range of verbs to suggest precise meanings. • Widening range of layout, genre, and writing style. • More metaphorical or technical language. • More technical vocabulary not supported directly by illustrations.	32pp	Approximate word count 1500	21
	Lime Plus/ Band 11+	• As Lime, but offering more challenge for pupils that are ready for higher reading levels.	• As Lime, but with longer texts and more complex plot structures.	48pp	Approximate word count 1500	8



Collins BIG CAT

KS2 Guided Reading Book Bands Overview



Age	Book Band	Learning opportunities	No. of pages	Word count	No. of Collins Big Cat books available
Year 3 (7–8 years old)	Copper/Band 12	Provides more complex plots and longer chapters that develop reading stamina.	32pp	Approximate word count 1500	38
	Topaz/Band 13	Offers longer and more demanding reads for children to investigate and evaluate.	32pp	Approximate word count 2000	38
Year 4 (8–9 years old)	Ruby/Band 14	Gives increasing opportunities for children to develop their skills of inference and deduction.	48pp	Approximate word count 2500	38
	Emerald/Band 15	Provides a widening range of genres including science fiction and biography, prompting more ways to respond to texts.	48pp	Approximate word count 3000	42
Year 5 (9–10 years old)	Sapphire/Band 16	Longer reads to develop children's sustained engagement with texts that are more complex syntactically.	56pp	Approximate word count 4000	38
Year 6 (10–11 years old)	Diamond/Band 17	More complex, underlying themes to give opportunities for children to understand causes and points of view.	56pp	Approximate word count 5000	38
Year 6+ (10–11+ years old)	Pearl/Band 18	Offers fluent readers a complex, substantial text with challenging themes to facilitate sustained comprehension, bridging the gap between a reading programme and longer chapter books.	80pp	Approximate word count 8000	40