

Jelly and Bean Book Bands

The books in the Jelly and Bean reading scheme are divided into bands of colours to indicate the level and difficulty of the texts.

The criteria used to define each band depends on:-

- the phonics introduced, (letter/sound relationships)
- the high-frequency words introduced,
- the appropriate vocabulary and word complexity for the age of the children,
- the length and complexity of sentences, including verb tenses,
- the number of words per page.

Pink Book Band

The main aim of the books in the Pink Book Band is to introduce the letters of the alphabet in simple written words so that children learn the relationships between letters and sounds in these words. These are *a, b, c, d, e, f, g, h, i, k, l, m, n, o, p, r, s, t, u, x, w* introduced in the AB Starter Pack, First Words Series and Tom and Bella Series 1. The rest of the letters *j, q, v, y, z* of the letters are introduced in the books A Series 5-10 and B Series 5-10.

The other aims are:

- to introduce some very 'high-frequency' joining words that are impossible to illustrate alone, but are essential for the construction of meaningful phrases and sentences. These are '*a, on, in, and, the*' in the AB Starter Pack, First Words Series and Tom and Bella Series 1.

The regular high-frequency words '*at, of, off, can, dad, big, his, not, up, put, with*' are used in later books. The irregular high-frequency words '*to, I, no, into, me, my, of*' are used in later books in this band also.

- to consistently use simple sentences. This includes capital letters, verbs and punctuation. In particular we use the verbs '*see, look, is, has, will*' as well as CVC verbs in the present tense in the rest of the books for this band.

By using sentences we give children clues other than letter/sound relationships to decode words. The context of the sentence (semantics) and the order of words in the sentence (syntax) help children to decipher any new written words that are part of their own vocabulary of spoken language.

The aims are achieved by:

- starting out as simply as possible with a very small number of letters in nouns that can be illustrated,
- using lower case letters only to avoid confusion with capital letters,
- gradually increasing the number of letters and words used in phrases,
- moving on to use capital letters and punctuation in complete sentences.

Red Book Band

The books in the Red Book Band aim to:

- reinforce the single letters of the alphabet in simple CVC words to give children plenty of practice in reading this type of word.
- introduce the regular high-frequency words such as '*an, it, back, get, got, mum, but, for, down, went, play, away, out, this, from, help*'.
- introduce some irregular high-frequency words such as '*go, you, are, said, we, have, little*'.
- reinforce the consonant combinations '*ck, ng, sh, ch*' in simple words.
- use single letters of the alphabet in well-known words where their pronunciation is not always the same. This helps children understand that letter/sound relationships are dependent on the specific words in which they are written, e.g. '*e*' in '*red, me, the*', '*a*' in '*cat, a, baby*', '*i*' in '*is, lion*', '*o*' in '*got, no, hippo*', '*y*' in '*happy, puppy, my, yes*' and '*g*' in '*get, giraffe*'.

Yellow Book Band

The books in the yellow book band aim to:

- use the consonant digraphs '*sh, th, ch*' in as many words as possible.
- introduce and use the vowel digraphs '*ay, ai, ee, er*' in as many words as possible. The digraphs '*oo, or, ou, ow*' are also used but only in the specific words '*look, for, out, down*'. The vowel digraphs '*ea (please, Bean), oo (pool)*' are also used in those specific words.
- introduce and use the remaining pronouns '*he, she, they, her*'.
- introduce the high-frequency words '*come, all, day, do, by*'.

Blue Book Band

The books in the Blue Book Band aim to:

- introduce and use the '*long vowel*' digraphs '*ay/ai, ee/ea, ie/y/i, oa/o, oo (moon)*' in as many words as possible.
- reinforce the vowel digraphs '*ow, ou*' in more words.
- introduce the '*ar*' digraph and reinforce the other r-controlled vowels '*er, or*'.

- introduce more of the 100 high-frequency words from the Children's Printed Word Database (2003). These specific words are *that, be, now, too, was, it's, so, some, there, one, what, don't, house, about, made, here, called*'.
- increase the length of sentences and the number of words on a page.
- continue using present tense verbs.

Green Book Band

The books in the Green Book Band do not introduce many new phonic relationships.

The new letter/sound relationships introduced in the early books occur in single use words, e.g. 'oi' in 'noise', 'are' in 'scared', 'ea' in 'head', 'ear' in 'near'. The books do, however, introduce some difficult high-frequency words.

The books aim to:

- use the r-controlled graphemes 'ar, er, or/oor/ore' in as many words as possible relating to the farm. Many of these words have more than one syllable and involve two different vowel graphemes.
- reinforce the vowel digraphs 'ow, ou' in complicated words with more than one syllable.
- introduce and use the digraph 'ur' in as many words as possible.
- increase the length of sentences and the number of words on a page.

The first two series of books in the Green Book Band are written in the present tense. The later two series of books are written in the past tense. This entails the use of the past tense verbs 'was, saw, were, could, would, heard, came, thought'.

Orange Book Band

The main aim of the books in the Orange Book Band is to introduce the rest of the vowel graphemes to be taught in Phase 5 of *Letters and Sounds (2007)* in as many words as possible. Any of these could appear in the Phonic Screening Check for the end of school Year 1.

The books also introduce the remainder of the 100 high-frequency words from the Children's Printed Word Database (2003) leaving only 'Mr, Mrs, people, I'm, your' not used.

Most of the words on the list of the next 200 frequently occurring words have also been used at this stage.

The books are written in the past tense and contain many multi-syllable past tense verbs ending in the three different pronunciations of 'ed' (*wanted, wobbled, jumped*).