

# Kingscourt Reading Extension ~ Book Band Level PINK

BBL	Title	Type of Text	High Frequency Words	Other Features	Oral Reading Record Available
Pink	Big and Little	* Non-Fiction	look, at, the , big, little	*Repeated sentences with two-word changes *Capital letter emphasis *Exclamation marks	No
Pink	Chalk Talk	* Personal Narrative * Two lines of text per page	I, had, some, so,the, a	*A cumulative text with a word-change and a phrase change in a regular place *Colour name; yellow, green, blue, purple, red orange	Yes
Pink	Fun with Fruit	* Non-Fiction * Question and answer text		*Photographs *Repeated text with a one-word change on alternate even- numbered pages	
Pink	Helping Dad	* Fiction * Illustrated Fiction	I, help, Dad	*Repeated sentence structure with one-word changes *Social studies link	No
Pink	I Made a Picture	* Non-Fiction	I, made, a	*Photographs of each step in the procedure *Art education link	No
Pink	Look at the Ball	* Non-Fiction	the, look, a, at, is, it	*Photographs *Repeated sentence structure with a one-word change *Physical Education link	No
Pink	My Special Book	* Fiction/Non-Fiction	This, is, me at, the, my	*Photographs and illustrations *Social studies and health education links	No
Pink	The Nest	* Fiction/Non-Fiction * One line of text per page with a one-word change in a regular position	the, look, a	*Illustration and photographs *Exclamation marks	No
Pink	Our week	* Chart * A large picture spread to talk about, and symbols to interpret	it, is, today	*Names for the days of the week *Three lines of text with a two-word change in a regular position *A model for a diary weather record	No
Pink	The Puzzle	* Interrogative * Interrogative text with questions and answers on alternate pages	where, does, this go, it, goes, here	*Question mark *Visual discrimination and sorting, matching skills	No
Pink	Things I Like	* Fiction * Illustrated Fiction	I, like	*Repeated simple sentence structure with a one-word change (I like.....) *Social studies and health education links	No
Pink	We Ski	* Personal Narrative * Two lines of text per page	we, put, on, our go, up, down	*Ordering events *A repetitive pattern with a one-word change in a regular position	No
Pink	What can I See?	* Fiction * Illustrated Fiction	I, can, see, the	*Science links *Repeated sentence structure with a one-word change *Question and exclamation marks	No

## Kingscourt Reading Extension ~ Book Band Level RED

BBL	Title	Type of Text	High Frequency Words	Other Features	Oral Reading Record Available
Red	Ballons	* Play * A puppet play with a repetitive pattern and a one-word change in a regular position	who, wants, I, do, a, an look, here, comes	* Photographs for the children to view and interpret to make a paper-bag puppets * colour name; green, yellow, blue, purple, orange	No
Red	Bears	* Expository * One to two lines of text per page with a word change in a regular position	these, like	* Simple first index * Labels	No
Red	Before I Go to School	* Personal Narrative * Two lines of text per page	I, go, to, my	* Odering events * A repetitive pattern with a phrase-change in a regular position * Repeated adverb: before	Yes
Red	The Bird Feeder	* Personal Narrative * One to two lines of text per page	we, the	* Vocabulary involving buildings tools and actions that the children can mine * A cumulative text a phrase-change in each sentence	No
Red	Black and White	* Description * Simple factual statements in the form of a guessing game	it, is, and	* Die-cuts for prediction * A word- or phrase-change in each sentence in a regular position	No
Red	Breakfast on the Farm	* Factual Narrative * Two or three lines of text per page	the, are, hungry, feeds	* Simple factual narative * A repetitive sentence structure with a word change in a regular position	No
Red	Burrows	* Factual Narrative * One to three lines of text	good, stay, place, safe	* Informative text and illustrations * A phrase-change in a regular position	No
Red	The Face in the Dark	* Fantasy * Two to four lines of text	look, looks, looking, at, too	* A cumulative narative with a word change in a regular position * Word endings -s and -ing * Exclamation marks * Available as a Lap Book	No
Red	Homes	* Expository * A repetitive pattern	some, make, out, of, too	* Two or three lines of factual text per page with a phrase-change in a regular position * Labels	No
Red	Looking After Baby	* Narrative * Several lines of simple expository text	some, after, their, and they, keep, them	* A table of content and glossary	No
Red	My Baby	* Fantasy * Speech bubbles with three or four lines of text	where, is, my, you are, not	* A Repetitive pattern established over four pages * Vocabulary associated with baby animals (names and noises * Elements to develop prediction	No
Red	My Bike	* Personal Narrative * one to two lines of text per page	my, has, I, can, me go, down, up, get	* A narrative text with no repetitive support	Yes
Red	Our Chore Chart	* Chart * Two lines of text with a repetitive pattern, with a word-change, and a phrase-change in regular position	on, we, the	* Diagrams and a chart to view and interpret * Days of the week	No

## Kingscourt Reading Extension ~ Book Band Level RED

Red	Pass the Present	* Fantasy * Two lines of text per page	who, has, the,takes,off	* A repetitive pattern established over four pages with two word-changes in a regular position * Colour names, shape names, question mark, exclamation mark.	No
Red	Pass the Pasta Please	* Personal Narrative * One to four lines of text	can, be, fun	* Word-changes and phrase-change in a regular position * Informative text and photograp * Maths concepts: long, short, fat, thin, sorting	No
Red	A Picture	* Personal Narrative * Up to three lines of text per page	so, I, can, make, a	* A repetitive pattern established after four pages, with a phrase-change in a regular position * Shape names: circle, triangle, square	No
Red	Presents	* Fantasy * One to three lines of text	can, you, give, a , the some, an	* A word-change in a regular position * Prenominals (a, an, some) that break repetition * A conceptually more difficult text that draws on children's background knowledge of various animals.	No
Red	A Puppet Play	* Procedural * One line of text per page	made	* following instructions * A contents page * Baby animal names	No
Red	Scissors	* Personal Narrative * A cumulative story with two lines of text per page	can, cannot, but, now, my	* A word-change in a regular position * A story that deals with a common problem for young children	Yes
Red	Shopping	* Personal Narrative * Three to four lines of text	we, want, something that, is,it, yes	* A narrative with a repeated pattern * Reviewing letters c, b, p, w, r, d	No
Red	Strings	* Personal Narrative * Two lines of text per page	I, for, my	* A repetitive pattern with a two-word change in a regular position * A procedural section in which children interpret diagrams * Counting numbers one-five	No
Red	The Tea Party	* Fantasy * Two to three lines of text per page	come, on, with, me, for, I	* A repetitive pattern established after four pages * Make-believe * Animals and animal sounds: dog, cat, hen, duck, donkey	No
Red	What Can It Be?	* Interrogative * One to three lines of text per page	I, can, see, a, an, what it, be	* A repetitive pattern over four pages * Question mark * Names for body parts: eye, nose, etc	No
Red	What Is It?	* Interrogative * One or two lines of text per page	is, it, what	* A repetitive pattern with a word-change in a regular position * Fruit and Vegetable names and colours * Question mark	No
Red	What Lays Eggs?	* Description * Simple factual sentences	do, not, look, after, their	* Pghotographs with captions * Labels * Life-cycle photographs to discuss and interpret * Index	No
Red	Who?	* Personal Narrative * Two to three lines of text	something, said, who	* A narrative story with a phrase-change in a regular position * Direct speech * Animals names and sounds * Question mark, exclamation mark	No

## Kingscourt Reading Extension ~ Book Band Level YELLOW

BBL	Title	Type of Text	High Frequency Words	Other Features	Oral Reading Record Available
Yellow	Big Bear's Socks	* Fiction * Fictional Narrative	the, big	* Written and illustrated by the same person (Gavin Bishop) * Science link (hot/cold)	No
Yellow	The Bus Ride	* Personal Narrative * Three to five lines of text	Something, that, said, yes, it	* A narrative with a repeated pattern * Matching letters to words	No
Yellow	The Butterfly Nest	* Fiction/Non-Fiction * Non-Fiction with Photographs and prediction windows	it, is, a, what, on, does, get in, her, this, she, and, some they, their	* Science link (studying and caring for insects) * Days of the week	No
Yellow	Camping	* Fiction * Illustrated Fiction presented in speech bubbles	the, to, what's, that, it's, only	* Prediction flap pages * Onomatopoeia (scratch, hoo, tweet) * Physical education/outdoor education link	No
Yellow	Clever Little Bird	* Personal Narrative * One to four lines of text	went, into, came, away, did, back	* A narrative	Yes
Yellow	Make a Glider	* Procedural * Procedural text	this, out, your	* Measuring and making * Viewing and interpreting	No
Yellow	The Monster at the Beach	* Narrative * A narrative	look, at, me, I, after, ran, we	* Direct speech * Letter blends: sh, er, fl	No
Yellow	The Rhyme Game	* Personal Narrative * Two to four lines of text	what, with, said	* A narrative * rhyming words	No
Yellow	Say Cheese	* Narrative * A cumulative narrative with some repetitive support	take, of, me, said, say, but, before, could, came, along	* Direct speech * Exclamation marks	Yes
Yellow	Skeletons	* Non-Fiction * Non-fiction with prediction flaps	this, to, a, that, can, and, it is, the, of, have, you, your, in, has, have	* Illustrations and photographs * Science links	No
Yellow	Snake's sore head	* Fantasy * A narrative with a phrase change in a regular place	came, along, can, help, you she, they, still, had, but, around	* Initial blends: sn, fl, st, wh	Yes
Yellow	Stella	* Personal Narrative * A narrative	we, say, but, when	* A phrase-change in a regular position * Letters blend st	No
Yellow	The Three Goats	* Fantasy  * Three to six lines of text	hungry, said, went, back, under, over	* A fantasy narrative with some supporting repetition * Direct speech, exclamation mark, question mark	yes
Yellow	Up and Down	* Personal Narrative * Two to four lines of text	put, come, call, to, up, down, get	* A narrative	No
Yellow	Wet Paint	* Personal Narrative * Fictional Narrative	Put, come, call, to, up, down, get	* Prediction flaps and some repetitive text sections	No

## Kingscourt Reading Extension ~ Book Band Level BLUE

BBL	Title	Type of Text	High Frequency Words	Other Features	Oral Reading Record Available
Blue	Balcony Garden	* Procedural * step-by-step photographs and instructions	you, can, gro, in, the, when put, with, your, plant, seed, of	* A repetitive format and sentence structure * Contents page	No
Blue	Frogs	* Non-Fiction  * Two to five lines of text per page	some, can, have, are, in	* Non-Fiction description, with a repetitive pattern on each page * Contents page and index	No
Blue	Goldilocks and the Three Bears	* Procedural	to, make, bear, is, this, too then, they, saw, some, someone has, been, my, mama, papa	* A play to read and perform * Step-by-step photographic instruction for how to make the puppets and perform the play as a puppet play	No
Blue	Grandpa's Lemonade	* Recount/Recipe * A factual narrative involving procedures	some, said, we, grandpa, water	* A recipe * Direct speech	No
Blue	Horse's Hiccups	* Fantasy * A narrative with a phrase-change in a regular position	like, this, on, your, so, but still, had, his	* Direct speech * Initial blends: st, fr, sw	No
Blue	Jeremy's Cake	* Narrative * A narrative with a little repetitive support	children, were, and, put, their most, his, laughed	* Shape names: round, square * Blends and digraphs: fr, br, ch * Homonyms: Their, there	No
Blue	Lili's Breakfast	* Personal Narrative * Two to six lines of text	on, made, have, please, into	* A narrative with a repeated pattern * Days of the week	No
Blue	Mr Smarty loves to Party	* Fantasy * A narrative with a repetitive pattern	when, goes, to, he, his	* A phrase change on each page * A literation of using letters, blends, rhyming words * Letter blends and digraphs: sm, sp, sh, cr, ch	No
Blue	Night Noises	* Realistic Narrative	hear	* A common childhood experience	No
Blue	The Pond Where Harriet Lives	* Cumulative Narrative * Cumulative text with a repeated pattern	this, that, where, lives	* Recognizing cause and effect * Blends and digraphs: th, wh, pr, gr, ar, fl, sl, st	No
Blue	Recycle Michael	* Fiction/Non-Fiction  * Illustrated fictional Narrative	said, them, it, the was, throw, out, you, can my, going, mother, don't	* Art, technology, and environmental education links * Contractions (don't, it's, let's)	No
Blue	Robot Crash	* Fiction  * Illustrated Fantasy Narrative	said, you, I'm, don't, as, good, no on, my, are	* Technology link (reconstruction) * Emphasis on dialogue that contains many contractions	No
Blue	The Sky is Falling	* Play * Four to six lines of text	go, going, where, with	* A play with a supportive pattern * Pictures to view and interpret	No
Blue	Swimming Lessons	* Narrative * A recount in diary format	to, they, their, put, on, help children, swim, learn, can my, I, week	* A checklist	Yes
Blue	Tom's Trousers	* Narrative * Narrative text with some patterns	busy, can't, them, so, poor back, put	* Direct speech * Recognizing cause and effect * Contraction: I'm, can't * Question mark, speech (quotation) mark, exclamation mark	No

## ***Kingscourt Reading Extension ~ Book Band Level BLUE***

Blue	Who Lives Here?	* Interogative * Repetitive interrogative text with questions and answers on alternate pages	what, is, this, who, here why, lives	* Simple factual information * Question marks * Die-cuts for prediction, index "Did You Know?" boxes	Yes
Blue	Wibble-Wobble	* Narrative	Words met in other contexts	* Direct speech * Question mark * Cause and effect	Yes

## Kingscourt Reading Extension ~ Book Band Level GREEN

BBL	Title	Type of Text	High Frequency Words	Other Features	Oral Reading Record Available
Green	Bird Song	* Poem * Rhyming Text	Words met in other contexts	* Addition * Blands and digraphs: cr, tr, br, cl, ch, sp, kn, squ, sc * Plurals	No
Green	The Boy Who Tried to Hide	* Cumulative Tale * A nonsense tale from Africa	along, hide, swallowed, came inside, found	* Cumulative text * Direct Speech * Cause and effect	No
Green	Celebrations	* Recount * Non-Fiction with prediction windows	my, with, what, our, can, you	* Question mark * Social studies link	No
Green	Daughter of the Sun	* Poetic Prose * Poetic narrative (Traditional Tale)	like, see, with, come, make, so, can my, we, help, some, it, by, when they, have	* Social Sstudies link * Reality and make-believe * Digraph: th in the medial and final position	No
Green	Don't Look Down	* Non-Fiction  * Report	the, some, work, you, like, to, on	* Photographs, contents page and index * Social studies and health links: occupation, keeping safe	No
Green	Finger Puppets, Finger Plays	* Poem/Procedural * Poems to act with finger puppets	need, paint, body, glue, face, eyes	* Procedural text for making finger puppets * Photographs to view and interpret * Rhyming words	No
Green	The Gonna Bird	* Fantasy * Narrative text with some repeated pattern	when, going, yourself, do, tomorrow	* Direct speech * Contractions: can't, well, we're, I'm, didn't * Question mark, exclamation mark, comma, full stop	Yes
Green	The Little Red Hen	* Trational Tale * A familiar tale	not, who, help, myself, then, asked	* Narrative text with a repeated pattern * Direct Speech	No
Green	The Man on the Moon	* Fiction * Rhyming Fiction	this, is, said, the, in, as, he, came comes, here, on, by, be, no	* Repeated sections in italics * Predictions flaps	No
Green	Malcom Magpie	* Non-Fiction * One to five lines of text	sometimes, so, like, likes, does	* A repetitive pattern with phrase-change in a regular position	No
Green	Munching Monster	* Play * A play using characters from an earlier book What Am I Going to Be?	hungry, very, must, please, help	* Alliteration using letter blend and digraphs: cr, ch, and initial letters: s, j * Contractions: I'll, I'm, It's	No
Green	My Scrapbook	* Recount/Journal * Simple recount in a journal format	I, there, are, you, here, love, my dear, we	* Labels * Letter and postcards	No
Green	The Whistle Tooth	* Narrative	could, she, her, then, there that, where	* Initial digraph: wh, and final medical digraph: th * Blends: bl, br, tr * Word endings: ed, er, ing * Contractions: you're, you'll	No

## Kingscourt Reading Extension ~ Book Band Level ORANGE

BBL	Title	Type of Text	High Frequency Words	Other Features	Oral Reading Record Available
Orange	Dear Grandma	* Letters * Letter format	dear, I, when, like, you, your, love she, for, house, mum, grandma	* Lap book available * Plan, map, postcard, labels, advertisements different letter fonts	No
Orange	Down in the Woods	* Narrative Poem * Rhyming text	there, her, where, they, a	* Story-book characters	No
Orange	Families	* Poem * Maths Poem	how, many, have, and number words one to ten	* Maths link: addition equations * Rhyming words	No
Orange	How Bat learned to fly	* Traditional * Narrative tale	hold, under, your, jumper	* Direct speech * Distinguishing between reality and make-believe * Word endings: er, ed, ing	No
Orange	How the Camel got his Hump and Other stories	* Pourquoi/Why stories	Many words that children have met in other contexts	* To recognize and discuss some common elements in these types of stories * To recall and sequence story events * To practise the use of appropriate reading strategies	Yes
Orange	Lion Talk	* Non-Fiction	know, has, they, did, live, their, that	* contents and index pages * Captions, labels * Photographs to view and interpret	Yes
Orange	Meet Me at the Waterhole	* Interrogative	we, who, love	* Question and answer format * Factual information * Captions * Drawing conclusions * Alliteration using blends: st, sl, str, cr	No
Orange	Off to the Shop	* Play	why, don't, what, way, buy, have than, shop, if	* Rhyming text * Questions and question marks * Contractions * Reality and make-believe	No
Orange	Please Don't Sneeze!	* Fiction * Fictional Narrative	please, was, he on, down, don't, the along, into, came, where, said	* Illustrated retelling of a traditional tale * italicised rhyming refrain (wheeze, sneeze, please) * Contractions (Couldn't, I'd, he'll, don't, won't, you're)	No
Orange	Shoo, Fly!	* Fiction	liked, she, and, away, her, only me, didn't, that, then	* Realistic fictional narrative plus factual final page * Illustrations and photos * Contractions (did't, don't, here's, wouldn't, it's)	No
Orange	The Shopping list	* Fiction	the, and, was, will, she, he asked, came, up	* Illustrated fictional narrative. * Social studies and science link	No
Orange	The Ski Lesson	* Recount	Words met in previous texts	* A narrative recount of a real event * Photographs to view and discuss	No
Orange	That's the Life!	* Fiction	a, an, like, the, to, be, I'd, that that's, for, me, might, but, too, so	* Prediction flaps * Social studies and art links: descriptive word pictures	No
Orange	What Am I Going to Be?	* Fantasy	have, of, what, an	* A narrative with a repeated pattern * A Lliteration using letters, blends, and digraphs * Blends and digraphs: sh, cr, dr	No

## ***Kingscourt Reading Extension ~ Book Band Level ORANGE***

Orange	Winter	* Non-fiction	has, have, gone, where, they	* Two or three lines of text * A repetitive storyline with sentence-changes in a regular pattern * Informative text and photographs * Question mark	No
Orange	A Year with Mother Bear	* Factual Narrative	mother, she, her, they, take like, are, to, them, their		No

## Kingscourt Reading Extension ~ Book Band Level TURQUOISE

BBL	Title	Type of Text	High Frequency Words	Other Features	Oral Reading Record Available
Turquoise	Amazing Tricks	* Procedural	Many words that children have met in other contexts	<ul style="list-style-type: none"> <li>* To read and follow simple sets of instructions, and explore explanations for observations</li> <li>* To use the contents and index pages to navigate the text</li> <li>* To use key structural features (headings and repetition of layout) to assist text reading</li> </ul>	No
Turquoise	The Bun	* Cumulative tale	it, she, please, don't, will, made, was, away, from, until	<ul style="list-style-type: none"> <li>* Direct speech</li> <li>* A familiar storyline if the children have heard or read The Gingerbread Man</li> <li>* Positional vocabulary: along, across, off, under, down</li> </ul>	No
Turquoise	Crocodile's Bag	* Play	Many words that children have met in other contexts	<ul style="list-style-type: none"> <li>* To read, and present a play script</li> <li>* To explore and recognize some of the key differences between prose and play script</li> <li>* To use repetition of text and plot elements to help text reading</li> </ul>	No
Turquoise	Fast Food for Butterflies	* Procedural	Many words that children have met in other contexts	<ul style="list-style-type: none"> <li>* Informative text</li> <li>* Contents and Index pages</li> <li>* Blends and digraphs: wh, pl, th</li> <li>* Science link</li> </ul>	Yes
Turquoise	Fowler's Family Tree	* Fiction	was, know, he, they, all, other, said, but, are, to, didn't, family, tree, write, that's, your, then	* Social studies link: family trees/records, family members	No
Turquoise	Granny Garcia's Gifts	* Fiction	to, was, she, her, them, this, things, said, you, put, some, that, they, for, from, house	* Social studies, environmental education, and art links: neighbours, recycling unwanted things, creative construction	No
Turquoise	Hat Chat	* Non-Fiction	all, and, kind, people, they	<ul style="list-style-type: none"> <li>* Photographs and labels</li> <li>* Contents page and index</li> <li>* Instructions (on how to make a hat)</li> </ul>	No
Turquoise	It's about Time	* Journal * Expository text	when, it, is, there, are, in, each	* Table of contents, chapter headings, index, captions, labels	No
Turquoise	Knitting for Penguins	* Non-Fiction	the, and, are, they, their, to	<ul style="list-style-type: none"> <li>* Illustrations and photos</li> <li>* Did you know? Boxes</li> <li>* Science, social studies, and environmental education link</li> </ul>	No

## ***Kingscourt Reading Extension ~ Book Band Level TURQUOISE***

Turquoise	Lizzie's Lizard	* Recount	said, it, look, put, at, has, can, are, some, have, its, grandma	* Direct speech * Factual information about lizards * labels, website screens about lizards	No
Turquoise	Parachutes	* Narrative	each, into, cut, of	* Technology link * Viewing and interpreting	No
Turquoise	Please, Do Not Drop Your Jelly beans	* Cumulative Narrative	please, you, your, if, will, could, might	* Cause and effect * Using imagination * Blends and digraphs: dr, pl, cr, sh, wh * Word endings: -ed	No
Turquoise	Sarah's Pet	* Contemporary/Narrative	Many words that children have met in other contexts	* To recall and sequence the main events in text * To practise phrasing and expression when reading aloud * To gain a better understanding of the views of the minor character towards the main character	No
Turquoise	Turtle Talk	* Non-Fiction	so, did, just, like, some, eat, live	* Table of contents, chapters headings, index * Captions and labels	No

## Kingscourt Reading Extension ~ Book Band Level PURPLE

BBL	Title	Type of Text	Purpose of reading this Title	Oral Reading Record Available
Purple	Adventures of the Robber Pig	Fantasy	<ul style="list-style-type: none"> <li>* To discuss and compare story themes</li> <li>* To discuss and compare settings, plot development and characterization from two stories</li> <li>* To use graphophonic cues to help eliminate alternatives when reading text</li> </ul>	No
Purple	Camels and Their Cousins	Expository/Non-Fiction	<ul style="list-style-type: none"> <li>* To continue to explore some aspects of non-fiction text, in particular, the index</li> <li>* To identify some of the different purposes of non-fiction text</li> <li>* To use the features of non-fiction text to help anticipate and check meaning</li> </ul>	No
Purple	Coyote, Fox and Wolf Tales	Folk Tales	<ul style="list-style-type: none"> <li>* To explore the content and style of traditional tales and fables</li> <li>* To identify story themes</li> <li>* To use appropriate reading strategies to anticipate and check on text while reading</li> </ul>	No
Purple	The Dream Catchers	Procedural	<ul style="list-style-type: none"> <li>* Step-by-step photographs for children to view and interpret</li> <li>* Following instructions</li> <li>* Action words; wind, twist, tie, weave, knot</li> </ul>	No
Purple	Elephant Walk	Expository/Non-Fiction	<ul style="list-style-type: none"> <li>* To note some key structural features of non-fiction text</li> <li>* To effectively use the glossary to locate specific information</li> <li>* To identify and summarize the main points in major sections of text</li> <li>* To use appropriate strategies to read non-fiction text</li> </ul>	No
Purple	Feathers	Humorous Narrative	<ul style="list-style-type: none"> <li>* To understand the reason for the actions of the main character</li> <li>* To explore characters' points of view</li> <li>* To generalize main points of the plot development and explore the minor action that contributes to the main developments</li> <li>* To practise reading fluently and with expression</li> </ul>	No
Purple	Fire! Fire!	Expository/Non-Fiction	<ul style="list-style-type: none"> <li>* To pose questions prior to reading and then locate answers</li> <li>* To explore differences between fiction and non-fiction text</li> <li>* To identify main points in paragraphs</li> <li>* To use picture cues to help anticipate and confirm meaning</li> </ul>	Yes
Purple	Frog Day	Fiction/Non-Fiction	<ul style="list-style-type: none"> <li>* Science, social studies, and environmental education links</li> <li>* High-frequency words: and, everyone, were, they, the, said, will, at, help, up, that, would, after, wrote, their, them, had, down</li> </ul>	No
Purple	Happily Ever After!	Play	<ul style="list-style-type: none"> <li>* To compare and contrast elements of the play</li> <li>* To discuss and make judgements about characters' behaviours and motivation</li> <li>* To read play script with expression and intonation appropriate to the character</li> </ul>	No
Purple	Look Inside	Expository	<ul style="list-style-type: none"> <li>* Cut-away pages, diagrams, labels and captions</li> <li>* Contents page, glossary</li> <li>* High-frequency words: make, they, their, with, when, are, and, in</li> </ul>	No
Purple	Pandora's Box	Myth	<ul style="list-style-type: none"> <li>* To explore the motives behind the major characters' actions</li> <li>* To understand that a myth is a genre used to explain various phenomena</li> <li>* To continue to read larger sections of text, using appropriate reading strategies</li> </ul>	No
Purple	The Rhyming Prince	Fiction	<ul style="list-style-type: none"> <li>* Contractions (can't, hasn't, you're, that's, won't, couldn't, I'll)</li> <li>* Capitalised words for emphasis</li> <li>* High-frequency words: her, talk, they, she, so, said, you, just, asked</li> </ul>	No
Purple	School Days, Cool Days!	Humorous Narrative	<ul style="list-style-type: none"> <li>* To identify and discuss reasons for events in stories linked in action or plot</li> <li>* To use the accumulated understanding of text to predict story endings</li> <li>* To practise using appropriate reading strategies</li> </ul>	No

## ***Kingscourt Reading Extension ~ Book Band Level PURPLE***

Purple Solve This!	Non-Fiction Narrative	<ul style="list-style-type: none"> <li>* To identify and understand different storytelling techniques</li> <li>* To compare some of the different ways in which information is presented</li> <li>* To continue to use meaning cues to anticipate and check text while reading</li> </ul>	No
Purple The Wild Easts and the Wild West	Humorous Narrative	<ul style="list-style-type: none"> <li>* To anticipate and identify recurring patterns in text</li> <li>* To compare and contrast story events with personal experiences</li> <li>* To continue to use appropriate reading strategies and, in particular, repetition to help anticipate text</li> </ul>	No
Purple Winter Woolies	Expository	<ul style="list-style-type: none"> <li>* Report with Photographs</li> <li>* Did You Know? Boxes, chapter headings, contents page, index</li> <li>* Question marks</li> <li>* High-frequency words: from, live, for, people, some, did, you, know, wool</li> </ul>	No

## Kingscourt Reading Extension ~ Book Band Level GOLD

BBL	Title	Type of Text	Purpose of reading this Title	Oral Reading Record Available
Gold	3,2,1...Lift off!	Humourous Narrative	<ul style="list-style-type: none"> <li>* To explore the use of humour in plot development</li> <li>* To discuss the significant aspects of the text, e.g., opening, build-up, atmosphere, etc</li> <li>* To continue to read with fluency and expression</li> </ul>	Yes
Gold	Bird Watchers	Procedural Non-Fiction	<ul style="list-style-type: none"> <li>* To explore some of the unique features of non-fiction text</li> <li>* To search for answers to specific questions</li> <li>* To use a range of reading strategies appropriate to non-fiction text</li> </ul>	No
Gold	Birds of Prey	Expository Non-Fiction	<ul style="list-style-type: none"> <li>* To notice differences in style and structure of fiction and non-fiction text</li> <li>* To identify the specific purpose of text</li> <li>* To locate important information</li> <li>* To continue to use context to eliminate errors in reading</li> </ul>	Yes
Gold	Caves	Non-Fiction	<ul style="list-style-type: none"> <li>* Photographs</li> <li>* Contents page</li> <li>* Index</li> <li>* High-frequency words: the, some, are, made, of, these</li> </ul>	No
Gold	Clever Coyote and other Wild Dogs	Expository Non-Fiction	<ul style="list-style-type: none"> <li>* To read and gain specific information</li> <li>* To explore some of the features of non-fiction text</li> <li>* To effectively use guide questions as a means of anticipating and checking meaning</li> </ul>	No
Gold	The Flutey Family Fruit Cake	Fantasy	<ul style="list-style-type: none"> <li>* To retell the main points of a story in sequence</li> <li>* To discuss and understand the implied meaning in direct speech</li> <li>* To explore and discuss characters' feelings and behaviours</li> <li>* To reread text to confirm or reject predictions</li> </ul>	Yes
Gold	Hiding Places	Non-Fiction	<ul style="list-style-type: none"> <li>* Nature notes</li> <li>* Drawing conclusions</li> <li>* Blends and digraphs: wh, sh, tr, sn, st, sl, bl, br, fl</li> <li>* High-frequency words: what, know, could</li> </ul>	No
Gold	Just Hanging Around	Non-Fiction	<ul style="list-style-type: none"> <li>* Question and answer format</li> <li>* Informative text</li> <li>* Different environments or habitats</li> <li>* Drawing conclusions</li> <li>* Word ending: -ing</li> <li>* High-frequency words: who, know, upside down, that</li> </ul>	No
Gold	The Lunch Bunch	Recount/Expository	<ul style="list-style-type: none"> <li>* Informative narrative</li> <li>* Social Studies link</li> <li>* Maps</li> <li>* Blends and digraphs: br, ch, sh</li> <li>* High-frequency words: brought, from, family, our, lunch, for, sometimes, made, have</li> </ul>	No

## Kingscourt Reading Extension ~ Book Band Level GOLD

Gold	News on Shoes	Non-Fiction	<ul style="list-style-type: none"> <li>* Report</li> <li>* Photographs with captions and labels</li> <li>* Content and index</li> <li>* High-frequency words: you, your, some, have, people, and, to, they, help, are, the, their, these</li> </ul>	No
Gold	No Space to Waste	Contemporary Narrative	<ul style="list-style-type: none"> <li>* To read narrative for pleasure and to gain specific information</li> <li>* To explore some of the relationships between the main characters</li> <li>* To continue to gain increasing control over their own reading</li> </ul>	No
Gold	The Pet Tarantula	Recount	<ul style="list-style-type: none"> <li>* A factual recount in present tense</li> <li>* Direct speech</li> <li>* Question marks, exclamation mark</li> <li>* Expository section on tarantulas</li> <li>* High-frequency words: in, it, is, and, with, that, the, his, live, its</li> </ul>	No
Gold	Rupert Goes to School	Contemporary Narrative	<ul style="list-style-type: none"> <li>* To predict story ending and events</li> <li>* To link the story theme with a range of personal experiences</li> <li>* To explore and discuss the credibility of events</li> <li>* To use the accumulated understanding of the text to anticipate text</li> </ul>	No
Gold	Sam's Dad	Contemporary Narrative	<ul style="list-style-type: none"> <li>* To read and compare different forms of personal written communication</li> <li>* To explore and understand the changing point of view of the main character</li> <li>* To use strategies, including recurring theme, to anticipate and check overall meaning in reading</li> </ul>	No
Gold	Sculpture	Non-Fiction	<ul style="list-style-type: none"> <li>* Photographs and labels</li> <li>* Contents page, index and glossary</li> <li>* Art link and procedural text</li> <li>* High-frequency words: this, is, me, at, the, my</li> </ul>	No
Gold	Squirrels	Expository	<ul style="list-style-type: none"> <li>* Report with Photographs</li> <li>* Did You Know?" boxes, chapter headings, tabel of contents, glossary, label, map</li> <li>* High-frequency words16/02/2004 is, to, their, they, squirrels, live</li> </ul>	Yes
Gold	Those Birds!	Contemporary Narrative	<ul style="list-style-type: none"> <li>* To explore the link between characters' actions and speech and their personalities</li> <li>* To link the story theme to personal events and feelings</li> <li>* To continue to practse a range of reading strategies</li> </ul>	No
Gold	Trees, Please!	Internet Format	<ul style="list-style-type: none"> <li>* To notice and discuss some differences in style and structure of fiction and non-fiction text</li> <li>* To read for specific information</li> <li>* To continue to use appropriate strategies independently while reading text</li> </ul>	No

## Kingscourt Reading Extension ~ Book Band Level WHITE

BBL	Title	Type of Text	Learning Outcomes	Oral Reading Record Available
White	Crazy Miss Maisey's Alphabet Pets	Humourous Narrative	<ul style="list-style-type: none"> <li>* Discuss the way the cover illustration has been used to elicit interest in the story</li> <li>* Write an alphabetical list of animals</li> <li>* Explore and record the main points in each chapter</li> <li>* Develop short alliterative sentences for each letter of the alphabet</li> </ul>	No
White	The Masterpiece	Fantasy	<ul style="list-style-type: none"> <li>* Explore the way the artwork reflects the theme of the story</li> <li>* Talk about the function of the dedication</li> <li>* Write a dedication to a special person</li> <li>* Explore figurative language, including personification and metaphor</li> <li>* Locate and record various points of view and make</li> </ul>	No
White	Monkey Business	Expository	<ul style="list-style-type: none"> <li>* Explore the use of the contents page</li> <li>* Discuss, write and search for answers to questions for each chapters</li> <li>* Explore and discuss features of the text, especially the Did You Know? Sections</li> <li>* Write headings and notes for a new non-fiction book about another animal</li> </ul>	No
White	Sea Otters	Expository	<ul style="list-style-type: none"> <li>* "Did You Know?" boxes, chapter headings, contents page, index, labels</li> <li>* High-frequency words: they, have, their, can, warm, in, eat, food, did, you, know</li> </ul>	No
White	Storytellers		<ul style="list-style-type: none"> <li>* Report and Procedure</li> <li>* Chapter headings, content, labels, captions step-bystep recipe</li> <li>* High-frequency words: to, make, tell, she, some, you, your, people, little, animals, story</li> </ul>	No
White	Sugar and Spice and All Things Nice	Expository	<ul style="list-style-type: none"> <li>* Discuss favourite foods, in particular, snacks and treats</li> <li>* Discuss the contents page and explore alternative ways of grouping information</li> <li>* Write a rhyme about some of their favourite foods</li> <li>* Be involved in producing a group index for this book</li> <li>* Locate important information and present it in a heightened form</li> </ul>	No
White	Things with Wings	Expository	<ul style="list-style-type: none"> <li>* Tabs</li> <li>* An index</li> <li>* Labels, captions</li> <li>* High-frequency words: have, some, with, it</li> </ul>	No
White	Zoom In!	Expository	<ul style="list-style-type: none"> <li>* Discuss the uses of instruments primarily used to enlarge images of various things</li> <li>* Discuss possible questions a researcher might ask</li> <li>* Write interview questions and conduct an interview</li> <li>* Explore the use of interrogative pronouns</li> </ul>	No

## Kingscourt Reading Extension ~ Book Band Level LIME

BBL	Title	Type of Text	Learning Outcomes	Oral Reading Record Available
Lime	Bats about Bats!	Report Traditional	<ul style="list-style-type: none"> <li>* Compose and research an appropriate glossary for the text</li> <li>* Demonstrate an understanding of alliteration and compose a range of alliterative animal book titles</li> <li>* Select and summarise text in a different format</li> <li>* Understand more about the lives and habits of bats</li> <li>* Explore some of the features of non-fiction text</li> <li>* Take increasing responsibility for their own reading</li> </ul>	No
Lime	And The Winner Is.....	Contemporary Fiction	<ul style="list-style-type: none"> <li>* Compose and complete a contest form</li> <li>* Locate and discuss a range of speech indicators</li> <li>* Plan and argument</li> <li>* Understand how chapters are organised</li> <li>* Discuss the causes and results of events</li> <li>* Discuss character development throughout the story</li> </ul>	No
Lime	How Not To Catch the Moon	Traditional Tale	<ul style="list-style-type: none"> <li>* Compose and research questions about the moon</li> <li>* Summarise text in the form of a moral for each story</li> <li>* Understand the use of contractions, especially in direct speech</li> <li>* Compare different text forms with a common theme</li> </ul>	No
Lime	The Klutzy Cat	Humourous Fiction	<ul style="list-style-type: none"> <li>* Demonstrate an understanding of sequence in plot</li> <li>* Use a range of strategies to predict and confirm during reading</li> <li>* relate cause and effect in story events</li> <li>* Understand the role of alliteration and compose examples of alliteration</li> <li>* Recognize examples of simile</li> <li>* Identify compound words</li> </ul>	No
Lime	The Magic Shoes	Contemporary Fiction	<ul style="list-style-type: none"> <li>* Write real and imaginative definitions of terms that incorporate the word shoe</li> <li>* Locate action verbs and write appropriate synonyms</li> <li>* Recall and record significant events in the form of a newspaper article</li> </ul>	No
Lime	Seiko the Watchdog	Humourous/Mystery	<ul style="list-style-type: none"> <li>* Explore mugshots and profiles as ways of explaining characters</li> <li>* Use a range of strategies to predict and confirm during reading</li> <li>* complete a web for a story character</li> <li>* Explore the difference between direct speech and narrative</li> <li>* understand the use of adverbs to enhance the text</li> <li>* Understand the difference between nouns and verbs</li> </ul>	No
Lime	Spider and Buffalo	Folktale	<ul style="list-style-type: none"> <li>* Demonstrate and understanding of some of the differences between fiction and non-fiction text</li> <li>* Make resonable predictions about the likely events in a fiction text</li> <li>* Read a fiction text to confirm, modify, or reject predictions</li> <li>* Recognise and summarise the main points of specific non-fiction passages</li> <li>* Describe the function of non-fiction features, such as glossary, a biography, and an index</li> </ul>	No
Lime	Turtles, Tortoises, and Terrapins	Report Traditional	<ul style="list-style-type: none"> <li>* Formulate and record questions and assumptions about turtles and research the answers</li> <li>* Demonstrate an understanding of the way an index is composed</li> <li>* Evaluate the actions of a fictional character</li> </ul>	No

## Kingscourt Reading Extension ~ Book Band Level SILVER

BBL	Title	Type of Text	Learning Outcomes	Oral Reading Record Available
Silver	Dolphins	Folktale/Non-Fiction	<ul style="list-style-type: none"> <li>* Compose, record, and research questions relating to dolphins</li> <li>* Locate and record examples of homophones</li> <li>* Search the text for important information</li> </ul>	No
Silver	Fun with Fizz and Frost	Procedural/Report	<ul style="list-style-type: none"> <li>* Learn how to conduct experiments involving fizz and frost</li> <li>* Explore the conventions of a non-fiction book, including procedural text listing materials and methods for experiments</li> <li>* Research and create their own glossary</li> <li>* Search the text for information to answer their questions</li> </ul>	No
Silver	High Noon	Time Travel	<ul style="list-style-type: none"> <li>* Research facts about life in different time periods</li> <li>* Recall and summarise important information</li> <li>* Compose synonyms and antonyms for specific words in the text</li> </ul>	No
Silver	Paper Capers	Report	<ul style="list-style-type: none"> <li>* Compose, record, and research questions relating to paper</li> <li>* Explore the conventions of a non-fiction book that includes procedural text</li> <li>* interpret information from a time line, and add their own information to it</li> </ul>	No
Silver	Storyteller Quilts	Historical/ Fiction	<ul style="list-style-type: none"> <li>* Research and complete a personal family tree</li> <li>* Explore archaic language and slang terms and substitute contemporary words and phrases</li> <li>* Compare the elements of two of the stories</li> <li>* Gain some knowledge of historical context and sequence</li> </ul>	No
Silver	The Birthday Flood	Adventure Fiction	<ul style="list-style-type: none"> <li>* Discuss character development throughout the story</li> <li>* Research and record facts about a range of natural disasters</li> <li>* Discuss the causes and results of events</li> <li>* Summarise and rate the main character's behaviour</li> <li>* Explore direct and indirect speech</li> </ul>	No
Silver	The Lockgate Mystery	Mystery	<ul style="list-style-type: none"> <li>* Write an account of a time they were falsely accused of something</li> <li>* Form generalisations about the feelings of the main Character</li> <li>* Explor simple and complex sentence structures</li> </ul>	No
Silver	The Saturday Morning Treasure Hunt	Humour/Mystery	<ul style="list-style-type: none"> <li>* Compose clues to help others solve a puzzle</li> <li>* Complete an outline of the main elements of the story</li> <li>* Explore the use of the apostrophe in contractions and possessives</li> <li>* Discuss the causes and results of events</li> <li>* Discuss character development throughout the story</li> </ul>	No

## Kingscourt Reading Extension ~ Book Band Level SAPPHIRE

BBL	Title	Type of Text	Learning Outcomes	Oral Reading Record Available
Sapphire	A Friend in the Wild	Adventure Fiction	<ul style="list-style-type: none"> <li>* Write a narrative that explains the front cover</li> <li>* Explore the use and choice of adjectives employed by the author</li> <li>* Locate and record important information in sequence</li> </ul>	No
Sapphire	Aunt Victoria's Monster	Humourous Fantasy	<ul style="list-style-type: none"> <li>* Recall and write details about a favourite relative</li> <li>* Recognise a range of text devices used by the author</li> <li>* Compose interview questions and locate important information in order to provide answers</li> <li>* Discuss points of view</li> </ul>	No
Sapphire	Cat culture	Report/Narrative	<ul style="list-style-type: none"> <li>* Learn about the features of a non-fiction book containing many diverse elements</li> <li>* Explore examples of alliteration in the text and write the own examples</li> <li>* Complete a crossword that contains words from the text</li> </ul>	No
Sapphire	Cheetah Conservation	Report Interview	<ul style="list-style-type: none"> <li>* Formulate and record questions and assumptions about cheetahs and research the answers</li> <li>* Explore the features of a non-fiction book</li> <li>* Demonstrate an understanding of the way and index is composed</li> </ul>	No
Sapphire	Groovy Gran and the Karaoke Kid	Humourous Fiction	<ul style="list-style-type: none"> <li>* Identify examples of foreshadowing</li> <li>* Write a personal horescope, and an accompanying explanation</li> <li>* Discuss writing in the first person, and which words will be used</li> <li>* Experiment with synonyms and colloquial language</li> <li>* Summerise and evaluate the behaviour of the main character</li> </ul>	No
Sapphire	Samantha's Sea	Expository/Non-Fiction	<ul style="list-style-type: none"> <li>* Write an acknowledgement to special people in their lives</li> <li>* Explore some of the differences between narratives and reports in non-fiction text</li> <li>* Find and recall detail in order to match animals with appropriate information</li> </ul>	No
Sapphire	Suvival in Cyberspace	Science Fiction	<ul style="list-style-type: none"> <li>* Compose Chapter titles and summerise main points</li> <li>* Explore the use of similes and metaphors in text</li> <li>* Demonstrate an understanding of how actions and dialogue are used to reveal character</li> <li>* Discuss the inclusion of a glossary in a work of fiction</li> </ul>	No
Sapphire	Wolfmaster	Science Fiction	<ul style="list-style-type: none"> <li>* Compare the feeling, actions, and changes that takes place in the two main characters in the story</li> <li>* recognise common letter strings and compose smaller words from a larger word</li> <li>* Understand the use of inference in direct speech</li> </ul>	No

## Kingscourt Reading Extension ~ Book Band Level MAGENTA

BBL	Title	Type of Text	Learning Outcomes	Oral Reading Record Available
Magenta	A Rose on the River	Historical Fiction	<ul style="list-style-type: none"> <li>* compare aspects of modern life with life in the 16th century</li> <li>* Discuss the author's use of simile, metaphor, and personification</li> <li>* Explore changes in language use from the 16th century to the present</li> <li>* Compare the lives and actions of the two elizabeths</li> </ul>	No
Magenta	Across the Oregon Trail	Historical Fiction	<ul style="list-style-type: none"> <li>* Use a diary format and a map to recount a special trip</li> <li>* Locate and record examples of cause and effect involving the main character</li> </ul>	No
Magenta	Glory Gate	Science Fiction	<ul style="list-style-type: none"> <li>* Discuss and compare different writing genres</li> <li>* Help to compose a glossary of terms used in the text</li> <li>* Recognise, compare, and contrast different pointsof view</li> <li>* Discuss ways of solving problems</li> </ul>	No
Magenta	Fibonacci's Cows	Fiction/Report	<ul style="list-style-type: none"> <li>* Encounter a fictional story based around historical facts</li> <li>* Learn about Fibonacci numbers, the Golden Number, and the Golden Angle</li> <li>* Compare real and imaginary events in a text</li> <li>* Explore non-fiction feature, such as diagrams and a glossary</li> </ul>	No
Magenta	The Genie of the Bike Lamp	Adventure Fantasy	<ul style="list-style-type: none"> <li>* Compose a set of wishes for themselves, their family members, and friends</li> <li>* Investigate sayings or proverbs and translate them into contemporary language</li> <li>* Demonstrate and understanding of the main components of the story</li> </ul>	No
Magenta	The Mary Celeste Mystery	Report/Discussion	<ul style="list-style-type: none"> <li>* Explore the features of a non-fiction book, including a bibliography</li> <li>* Discuss the feature of a mystery story</li> <li>* Analyse information in order to choose one of the many different theories that claim to solve the mystery</li> <li>* Write another explanation for the cause of the mystery</li> </ul>	No
Magenta	The Riddle of the Seaplanes	Mystery	<ul style="list-style-type: none"> <li>* Search for appropriate words, write clues, and compose their own crossword puzzles based on the text</li> <li>* Discuss the way characters are developed throughout the text</li> <li>* Compose suitable chapter headings</li> <li>* Make assumptions about how the charac-ters would describe their adventure</li> </ul>	No
Magenta	War Heroes	Expository/Non-Fiction	<ul style="list-style-type: none"> <li>* Recall and write about a range of personal heroes</li> <li>* Explore the use of paragraphs in non-fiction text</li> <li>* Summarise text in the form of a table</li> <li>* Interpret information from photographs, maps, diagrams and paintings</li> </ul>	No