

Book Club

Organisation

**Planning, Teaching and Assessing
Fluency**

Comprehension HOTS

Comprehension Tasks

Self and Peer Assessment

Whole School Reading Evaluation



This is whole class reading session which is 45 minutes every day. It is clearly defined by a planned format and broken into 3 clear sections.

Word Reading (20 mins)

Comprehension (20 mins) & Higher Order Thinking Skills – Firing Neurons!

Plenary (5 mins) - Self and Peer Assessment

It is advisable that the '**Word Reading**' section is: presented as

- relaxed and as pleasurable as possible,
- children are paired, in mixed ability, to promote fluency activities,
- Use of rulers to mark reading section,
- Short books **120–150 pages** or short chapters, ideally suggested from Doug Lemov's spine.

The first priority is to ensure that any children with gaps in learning at the start of the year have the opportunity to read at a level that is accessible to them in order for them to catch up. It is expected that all children who are capable will end the year working within the year group expectation.

As the year progresses, the teacher's focus will ensure that the majority of children will be secure at the year group expectation.

In this system, there is both fluidity in the expectation of each group and movement of children across groups. This ensures all children read at an appropriately challenging level, with their peers and an adult, **every day**.

Developing Fluency - Menu of Options

| | | |
|---------------|--------------------------|------------------------------------------|
| Genre | Features/ Conventions | Purpose – inform, entertain, persuade |
| Author/ Theme | Preference | Predictions – background |

| | | |
|-----------------------|-----------------------|------------------------------|
| Read and Re-read | Reading in context | Roots/ prefixes/ suffixes |
| Super Speed 1000 | Phonics Practice | Follow the Leader |
| Read Naturally | HFW recognition | Model Fluency |
| Reciprocal Reading | Other | Breakdowns |

Super Speed 1000

This is a great strategy for children for whom phonics does not work. If a child, for whatever reason, cannot get along with the large number of grapheme/phoneme correspondences, phonics will never work for them, even if they receive phonics teaching right up to Y6. Super Speed 1000 is an alternative strategy based on the sight learning of words through a challenging game.

Phonics Practice + HFW recognition

This is as simple as it sounds. Look at content from the relevant phase in the letters and sounds documents. There are lots of websites and apps with games to play to help polish these skills. Flash cards, bingo, sorting, match and word arranging activities all work well.

Roots/ prefixes/ suffixes

To help children gain more understanding whilst reading, they need to understand root words and how the meaning is changed by the prefix or suffix. Understanding this can help with the decoding of words and the fluency of reading.

Breakdowns

Have words or phrases on post that the children will come across in the text, from the extract or the chapter that they will be reading next. Decode and discuss the meaning of these, particularly in different context (polysemous – multiple meanings/ Connecting to the text)

Background

Children share their own predictions of what the text content will be about from the Book Title, they can share their own experiences and develop an awareness of the possible themes or vocabulary that may appear in the text they are about to read.

Model Fluency

Again, this is as straightforward as it sounds! For children to be able to read fluently, they need the process modelling to them. They need to see the difference between a passage read in a disjointed manor and a passage read fluently. Children must follow the text when anyone is reading.

Read and Re-read

This is a strategy for children with a reasonable level of phonics. Children use their phonics decoding and high frequency word recognition to work their way through a sentence/page of text (depending on ability). After the child has decoded all of the words, they must then return to the start of the sentence and re-read. The child should remember some the words they recognised and decoded so a second reading of the sentence will be more fluent. If needed the child returns to the beginning again and re-reads.

The idea is that the child is using their phonics to develop a fluency in reading. Once the sentence/ text has been read fluently, the adult should check that the child has taken meaning from the words.

Reading in context

This is a strategy by which children are encouraged to use the context of the sentence they are reading to help decode the word. E.g. 'Early in the mor...' is probably going to be 'Early in the morning...'. Obviously, this requires children to already have a level of fluency to understand the meaning of the sentence as they are reading – (see tippexing)

Follow the Leader

After you have read a sentence or passage aloud, get the children to do an echo read where they repeat a line after the teacher (following the words in their book). Finally, do a choral read of the script where the entire group read the text together.

Reciprocal Reading

This strategy is a child led, group reading activity. The children read an extract to themselves and then have different roles to play in the comprehension of the text (questioner, clarifier, summariser, predictor). This requires children to already have a good level of fluency. If you are interested in looking at this, please come and see me 😊



HELPING STUDENTS SELECT APPROPRIATE TEXTS

- If the text is for repeated reading, choose a text that is worth rereading.
- Vary the type of text to include fiction, poetry, and informational text.
- Comics and graphic novels are good for expressive reading.

Comprehension Higher Order Thinking Skills – Menu of Options

| | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|------------------------------------|------------------------------------------------------------------------------|----------------------------------|
| Infer | Role on the Wall | Debate | Hot seat | Table |
| Predict | Flash Back | Flash Forward | Debate | Table |
| Connect | Mind Maps/mind map | Research | Video/ film link | Mood board |
| Question | Question generator/quiz creator/mastermind | Thinking Hats | Question Hand/KWFL | Magic Mirror/Why on Earth! |
| Summarize | Headline | Book Review/ Literary critic | Babble Gabble /Word Tennis/act out | Storyboard/Graph events/tension |
| Monitor & Clarify | Quiz creator/ Mastermind | Answer Shells | Tippexing | Highlight speech and perform |
| Visualise | Draw a word | Draw a setting/character | Create a diorama or stage set for a puppet show | Perform a scene |
| Read as a Writer | Role of Expert/author | Language Replacer | Novel As A Theme | Feature Creature/Grammar Grabber |
| Feel | Thinking Hats | Paired Improv | Freeze Frame/ Conscience Alley/ Thought Tracking/ Hot Seating/ Forum Theatre | Language Replacer Meeting |
| Skimming & Scanning | Detectives | Key Word finder Text and Questions | Focus Boxes | KWFL Grids |
| Comprehension | Stolen Sentence | Jeopardy (Question words) | Rainbow/Envoy | Sequence |
| PEE = POINT EXPLAIN EXAMPLE use sentence frames – ‘I think she is feeling _____ because in the text it say: “- _____” which shows _____.’ | | | | |

Freeze Frame

Children create a still image or tableaux to spot light a specific incident or event in a text. They use body shape, position and facial expression to convey ideas and emotions. Other children can offer critique to the freeze frame to help it portray the text more accurately.

Thought Tracking

This has to be used with a freeze frame (maybe hot seating). The children who are not frozen (or paused in hot seating) can contribute ideas as if they were speaking for the character. Alternatively, they can question/ interview the children in the freeze frame.

Conscience Alley

This is used to explore a character’s mind-set at a pivotal point in a text. Children sit in two lines with alternative views, opinions or advice for the character (creating an alley). As the character walks through the alley, children tell them their opinion. This can be used to infer feelings and thoughts of the character or to predict what action should be taken next.

Hot Seating

This can be used a multiple points through the story with different children being able to adopt the role of any character (usually sitting on a chair with some kind of prop). The other children ask questions based on the learning objective e.g. predictions of up and coming actions and event or inferring thoughts and feelings. The adult will have to model both being in role and asking relevant questions.

Forum Theatre

Sit in a circle or horseshoe. Decide on a situation, character, location and context. Give the children in the roles an opening line and let them improvise the discussion in the centre of a circle. At any point, another child can raise their hand and the improvisation can be frozen. The child can then suggest how a character could/should react to what is happening or can volunteer to take over a role. The action can also be rewound so different scenarios can be played out.

Meetings

The adult calls a meeting with the whole group. New information about a character or text is shared. A discussion is held about how this information will affect the character/ pot.

Pair Improv

Children work in pairs and adopt a role of two of the character. Given a situation or topic, they must improvise dialogue between the characters. This is useful for the inference of thought and emotion, prediction, clarifying past events and recalling the plot of the text so far.

Flashbacks and Flashforward

Stop the text at a particularly pivotal or dramatic moment. Children flashback in time and recall events and actions that have lead to this point of the text. Flashforward to predict how the event will unfold.

Visualisation

This is a really useful technique when looking at the author's use of language. Teacher reads a sections of text whilst the children layback and visualise the scene. Which word and phrases help the children see what is happening in their mind? Could they improve upon the language to make the image even clearer?

Role on the Wall

Draw a large body shape on the board/ A3 paper that represents a character from the text. The children write the character's feelings or their own feelings on the paper or a sticky note inside the body. Facts about the character are stuck on the outside of the body. Using one colour sticky note or pen for direct retrieval and another for inference can vary this.

Focus Box

Children split their whiteboard or a piece of paper into 4 boxes. Each box is given a specific focus that children must record evidence against as they read. This is very useful for coving more than one object at a time.

E.g.

| | |
|---------------|--------------------|
| Main events | Interesting words |
| Unknown words | Character feelings |

The Question Hand



This is a useful resource to help children generate a variety of questions either when not seating, creating their own quiz or in reciprocal reading.

Mind Maps

Giving the children a mind map with the branches already labelled is a really useful tool. They can record specific details about character, plot or information found. An extension of this is to make links between areas of the mind map

KWFL Grids

These are great to use at the start of a non-fiction book. Children record what they already know, what they want to find out, how we will find it out and what they have learnt.

Magic Mirror

This is a good technique for developing questioning skills. The magic mirror (empty photo frame) can only give extended answers/ PEE answers. This means children cannot ask questions that have yes, no or one word answers. The questions can either be about the text or as if it was the character asking for advice.

Why on Earth

Children can interrogate the characters in a text by asking 'Why on Earth did you...?' questions.

PEE

This is a useful prompt in helping children give more detailed answers.

P- make a point

E – find the evidence for your answer

E – Explain or elaborate upon you answer.

Thinking Hats

This technique requires the children to be in a group of 6. For large book clubs, simply pair or put children in 3's to share a hat. There are 6 different hats, each with a different perspective to focus on. When considering a problem or situation in a text, they children must offer different views.

White Hat – deals with facts

Yellow Hat – looks for the positives in a situation

Black Hat – plays the devil's advocate and spots all the difficulties or where things might go wrong for a character

Red Hat – expresses the characters feelings and emotions t the situations

Green Hat – focuses on creativity, possibilities, alternatives and new ideas

Blue Hat – ensure that all of the other hats are contributing the correct views

Reciprocal Reading

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Novel as a Theme

When looking at an extended text, there are lots on smaller activities to keep the momentum going.

- Write a letter from one character to another
- Write an extra scene
- Re-write a passage from another point of view
- Write questions to the author (these could actually be tweeted to them!)
- Write a factual report about a setting
- Draw the setting and annotate with words, phrases, similes and metaphors
- Add yourself to the story along with your own dialogue

Perform

A lot of the new reading curriculum requires children to read aloud and perform poetry.

E.g.

- Uses intonation, tone and volume when preparing to read aloud and **present** poems and plays, showing understanding and making the meaning clear to the audience
- Uses knowledge of root words, prefixes and suffixes to read **aloud** and to understand the meaning of new words

These should be skills that are taught and practiced. Children should look at volume, pace, intonation etc.

Book Review

There are 100s of different book review templates available by doing a simple Google search. These range from a simple form to fill in about the book to essay style piece of writing. Obviously, the template for your book review will depend on the ability of the children in your group and the objectives from the bookmark you wish to work on.

Language Replacer

This activity is as simple as it sounds. It comes into the new curriculum under 'Recognises how authors use of language impacts on the reader' and 'Recognises new vocabulary and its meaning in context'. Whilst looking at the use of authorial language, choose a word to replace with a better word, make simpler or just use another synonym.

Feature Creature

This activity is to make sure the old AF4 is still being covered. Children should look at a text and decide its genre and the features it would typically have. e.g. sticky label, list, define the features.

Question generator

The teacher poses a topic to be learnt. Children (individually, in pairs or small groups) then generate as many questions as possible about the topic. These can then be ordered and pose a focus for an independent learning activity.

Literary Critic

Children will be in role as literary critics (probably on the radio station or TV studio). What are their opinions of the book? Would they recommend it? Synopsis? Authors use of language? Any other objective!

Quiz Creator/ Mastermind

Children write their own quizzes on the book being read. They can then challenge other groups/ pairs to answer. In Mastermind, split a new topic book of learning / non-fiction into equally sized chunks. Working in mixed ability groups, each research group is given a different aspect of the topic. The group goes and researches their topic ready for the mastermind game. The teacher gathers the groups back together and quizzes each one about their specific aspect of the topic. Points can be given and a winning team identified.

Answer Shells

Give children the start of an answer that they must complete e.g. The authors use of the word..... makes the reader.....

The information is set out..... to help the reader.....

Tippexing

Conceal some of the wording in text. What do the children think is under the tippex?

Verbal Tennis

Children sit in pairs and play a word association game. The teacher chooses the starting player and gives the players a word from the text e.g. words for 'happy'. The starting player says a word associated with 'happy' and the second player must return with a different word. This continues until a player cannot think of any more words or a word is repeated.

Formal Comprehension Tasks

Just giving children a photocopied, ready-made comprehension text and questions is, at best, slow paced, disengaging and possibly setting children up to fail.

Who would we expect to see completing comprehension texts?

Comprehension texts are just one skill amongst many that our readers have to master. This becomes more important as the children approach the end of the key stage statutory assessments. However, this only makes up a small percentage of the reading curriculum.

Of course, many of the comprehension tasks could be adapted for other groups.

What should a comprehension text activity look like?

We don't expect children to be sitting cold comprehension texts under 'test' conditions (unless this is a specific skill being taught in Y6). Ideally, the text used should be the text the children have been working on throughout their book club sessions that week.

Alternative Activities

| | | | | |
|----------------|--------------|------------|------------------|-------------------|
| Pairs to Fours | Quiz | Matchup | Beat the teacher | Back to Back |
| Broken Pieces | Distillation | Loop Cards | On Tour | Quick on the Draw |

Pairs to Fours

The children work in pairs to complete a comprehension question. At the end of their time, two pairs come together to make a four and further debate the Question(s). At any point, the teacher can drop in on a group to make sure everyone is on their toes.

Quiz

Following some question generator activities from previous book club sessions, the children's questions are collated and converted into a group quiz. This can then be combined with any of the comprehension activities described.

Back-to-Back

Children sit back to back. One has a section of text they must read. The other child has comprehension related to that section of text. The children must work in collaboration to complete the task.

Beat the Teacher

Teacher models/ shared reads a section of text and questions. The children record their notes and then compare with a partner. Children try to repeat the same activity without any mistakes or support from the teacher. Following this, the child explains an answer but with mistakes and the adult has to spot them. Alternatively, children devise a question that they think the teacher won't be able to answer.

Broken Pieces

Children sit in groups of 5 and each child has a key pieces of information e.g. part of a non-fiction text, page of a narrative. Given comprehension questions, children are only allowed to discuss by word of mouth (one child possibly scribing for the group). Children need to combine information to solve the questions.

Distillation (Filtration)

Draw a simple funnel on the board and share a text. Children work in pairs to filter down the whole text to 5 (or any other number of) key words. Children then volunteer their suggestions as the basis of a discussion. This is useful for the ordering of a text style questions.

Dominoes

Using loop cards, children read out a question. If someone thinks they have the corresponding answer (based on a text), they share it. The rest of the class say whether they agree or disagree (thumbs up/down/red card, green card). The Dominoes are then stuck up on the board for everyone to see.

On Tour

Put children in small groups or pairs. Select a series of challenging questions that need long responses (3 mark answers etc.) and write each one on the top of a large sheet of paper. The class has the collective responsibility to ensure all questions are fully answered. They start the questions nearest to them and after a few minutes the teacher asks the children to move on. Pairs are encouraged to expand on, critique or redraft other people's responses. When the time is up, turn the sheets into WAGOLL answers.

Quick on the Draw

Split the class into groups of three. Each group has a set of questions at the front of the class. Give the children the necessary text needed to complete all of the questions. When the children have answered question 1, they take it to the teacher. If it is correct, they can take question 2. If it is incorrect, they must return to their group and try again. The first group to answer all the questions wins.

Self and Peer Assessment

| | | | |
|-------------------------|-----------------------|----------------------------------------------|--------------------|
| Peer tutoring | Red disk green | Traffic lights | I-you-we checklist |
| Error classification | 2 stars and a wish | End of unit questions | |
| What did we learn today | Student reporter | Pre-flight checklist | |
| Secret reporter | Group based test prep | If you've learnt it, help someone who hasn't | |

Peer tutoring

Evidence suggests that children can learn as effectively from other children as they do from 1-1 adult support. It is also especially effective for the children who are giving the support. It is the job of the teacher to ensure that the support given is instructive not informative e.g. Give guidance not answers. In class this would be incredibly effective as a 'green group' activity in both literacy and numeracy.

Traffic lights

Instead of the traditional use of traffic lighting where the students have to assess the extent to which they have achieved the intended learning by placing a coloured circle against the learning intention that they wrote in their notebooks at the start of the lesson. Green indicates confidence that the intended learning has been achieved. Yellow indicates either ambivalence about the extent to which the intended learning has been achieved or that the objectives have been partially met. Red indicates that the student believes that he or she has not learned what was intended.

A more effective twist is to say something like, Reds over here with me; greens help the yellows; yellows make sure the greens understand this as well as they think they do." By changing the meaning of green from "I feel confident" to "I am now ready to teach this to someone else," it much less likely that students would signal green just because they wanted to look good.

Red disk green disk

Children are all given a disk, red on one side and green on the reverse. If students wanted to signal that they thought the teacher was going too fast or they were getting lost, they flip the disk over to red. This is a much less threatening way of telling the teacher that you are struggling than having to raise you hand and announce it to the class. It would also help the teacher to deploy the TA where needed.

2 stars and a wish

A simple strategy for peer assessment where pupils give two comments about the strengths of the work and one suggestion for an improvement. If the 2 stars and a wish are put on sticky notes, the children receiving the feedback can choose to remove any feedback they thought was not useful. Feedback which is removed from work can be handed to the teacher and displayed on the I-Visualiser app and discussed with the class. How could the feedback be improved etc. Eventually this could build up to feedback S2S to ensure future feedback increases in quality for the whole class.

End of unit questions

At the end of a unit or topic, groups of children write questions about what they haven't understood or want clarifying. If no one in the group has a solution, and no other groups can answer it, then it's clearly not a dumb question.

Error classification

In activities where errors can easily be classified e.g. SPAG, sentence structure, formal written methods, the students then classify the errors they had made (for example, tense, gender, pronouns, possessives). After determining the errors they had made and the areas in which they had made few errors, students identified a buddy with complementary strengths to help them correct their work.

What did we learn today

Form the class into groups five minutes before the end of the lesson and ask each group to produce a list of things they have learned during the lesson. If the children have to list the as many items as there are groups, each group should have something to say.

Student reporter - captains log

Either at the beginning or end of a lesson a child is selected (lolly pop sticks) to be student reporter. The student reporter then gives a summary of the main points of the lesson and tries to answer any remaining questions that other children in the class may have. For Star Trek fans, this can be done in the style of a captains log, star date ...

Preflight checklist

Before a student can submit a piece of learning, it must be signed off by a buddy, who checks that all the required features are present. If the work is not up to standard when submitted, it is then the buddy who is held to account for not picking up on the errors.

I-you-we checklist

Towards the end of the lesson, each student records something about his or her own contributions, something about other individuals' contributions, and an evaluation of the quality of the work of the group as a whole.

Secret reporter

During group work, assigning students roles, such as chair, timekeeper, facilitator, scribe, and so on, when they are working collaboratively works well. However, leaving the role of reporter until the end of the session helps ensure all children remain engaged.

Group based test prep

Each student is given a card on which details of a task are written, with suggestions for how it could be carried out. The following day, each member presents to the group. The rest of the group then responds to the presentation using coloured cups to traffic-light their responses: green means "better than I could have done"; yellow means "about the same as I would have done"; and red means "not as good as I would have done."

If you've learnt it, help someone who hasn't

At a point during a lesson, a child thinks they have learnt the desired objective, they find someone who is struggling (coloured cups). Again the focus has to be on elaborated explanations rather than just answers.

Whole School Reading Evaluation

| 1 | 2 | 3 | 4 | 5 |
|---------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| All children read every day | All children read every day with an adult | All children read every day with an adult and with children of a similar ability | All children read every day with an adult and with children of a similar ability. There is an increase in expectation for each group across the year. | All children read every day with an adult and with children of a similar ability. There is an increase in expectation for each group across the year and a fluidity of movement across groups. |
| Children are given a chance to develop fluency in reading. | Children are given a chance to develop fluency and comprehension skills in reading. | Children are given a chance to develop fluency and comprehension skills in reading. This is achieved through the use of higher order thinking skills and activities. | Children are given a chance to develop fluency and comprehension skills in reading. This is achieved through the use of a wide range of higher order thinking skills and activities. | Children are given a chance to develop fluency and comprehension skills in reading. This is achieved through the use of a wide range of higher order thinking skills and activities that are specifically focused on the reading skill being taught. |
| Children regularly read independently or in a 'round robin' fashion. | Some variety of reading approach is used to enable children to develop fluency. | A variety of reading approaches are used to help children increase their fluency and confidence. | Some variety of reading approach is used to enable children to develop fluency, including adult modelled, echo, choral and paired reading etc. | A variety of reading approaches are used to help children increase their fluency and confidence. These ensure all children are actively engaged in learning all of the time. |
| The adult dominates the talk within the group | The adult talk is the focus with children offering answers by hands up. | The balance of adult/pupil talk is fairly even by making use of partner talk and discussion. | Children take the lead on activities and talk within the book club. | The adult is only there to guide learning in the right direction. |
| Children read because they are told to do so. | Children are told why they are completing an activity or task. | Learning is shared with children and they have the opportunity to self or peer assess. | Learning is shared with children and they have the opportunity to self or peer assess. The adult tracks progress for the children in the group. | Children are clear about what they are learning at each stage of the book club. They are given the opportunity to reflect of their achievements through a range of strategies and are responsible for tracking their own progress. |
| Children remain in the same group at the same level through out the year. | | Adults are responsible for ensuring children are appropriately challenged and reading is completed at home. | | Adult intervene quickly with children who are not making progress by: <ol style="list-style-type: none"> 1. Contacting Parents 2. HWK Club 3. Intervention 4. SLT support |

| Date: | | Year Group: Colour: | | Book: | | Adult: | | | | | | | | | | | | | | | | | | | | | | | | |
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| Word Reading (20 mins) | | Comprehension (20 mins) & Higher Order Thinking Skills – Firing Neurons! | | | | Plenary (5 mins) | | | | | | | | | | | | | | | | | | | | | | | | |
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Highlight progress and update teacher assessments

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Appendix B

| Band | Reading Recovery Level | Phonics phase | Bug Club NC level | Reading Age | YR | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|-----------|------------------------|---------------|-------------------|-------------|----|----|----|----|----|----|----|
| Pink | 1 2 | 2 | Towards level 1 | 5.0 - 5.2 | | | | | | | |
| Red | 3 4 5 | 3 | Towards level 1 | 5.3 - 5.5 | | | | | | | |
| Yellow | 6 7 8 | 3-4 | 1c | 5.6 - 5.9 | | | | | | | |
| Blue | 9 10 11 | 4-5 | 1b | 6.0 - 6.2 | | | | | | | |
| Green | 12 13 14 | 5 | 1b | 6.3 - 6.5 | | | | | | | |
| Orange | 15 16 | 5-6 | 1a | 6.5 - 7.0 | | | | | | | |
| Turq | 17 18 | 5-6 | 1a | 7.0 - 7.5 | | | | | | | |
| Purple | 19 20 | 6 | 2c | 7.5 - 8.0 | | | | | | | |
| Gold | 21 22 | 6 | 2b | 8.0 - 8.5 | | | | | | | |
| White | 23 24 | | 2a | 8.5 - 9.0 | | | | | | | |
| Lime | 25 26 | | 3c | 9.0 - 9.5 | | | | | | | |
| Brown | 27 28 | | 3b | 9.5 - 10.0 | | | | | | | |
| Grey | 29 30 | | 3a | 10.0 - 10.5 | | | | | | | |
| Dark Blue | | | 4+ | 10.5 - 11.0 | | | | | | | |
| Burgundy | | | | 11.0 - 11.5 | | | | | | | |
| Black | | | | 11.5 - 12+ | | | | | | | |