

## Reading Progression Book Band Guidance (2019– 2020)

Book Band Colour	Phonic Phase	Year Group Expected
<b>Pink (Band 1)</b>	<b>Phase 2</b>	Reception
<b>Red (Band 2)</b>	<b>Phase 3</b>	
<b>Yellow (Band 3)</b>	<b>Phase 3-4</b>	
<b>Blue (Band 4)</b>	<b>Phase 4-5</b>	Year 1
<b>Green (Band 5)</b>	<b>Phase 5</b>	
<b>Orange (Band 6)</b>	<b>Phase 5</b>	
<b>Turquoise (Band 7)</b>	<b>Phase 5-6</b>	Year 2
<b>Purple (Band 8)</b>	<b>Phase 5-6</b>	
<b>Gold (Band 9)</b>	<b>Phase 6</b>	
<b>White (Band 10)</b>		
<b>Lime (Band 11)</b>		Year 3
<b>Brown (Band 12)</b>		
<b>Grey (Band 13)</b>		Year 4
<b>Black (Band 14)</b>		Year 5
<b>Free Readers (15)</b>		Year 6

## Reading Progression Book Band Guidance (2019– 2020)

Book Band Colour	Phonic Phase	Year Group Expected	Word Reading	Comprehension
Pink (Band 1)	Phase 2	Reception	<ul style="list-style-type: none"> <li>I can read phonically regular words of more than 1 syllable</li> <li>I can read many irregular but high frequency words.</li> <li>I can use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the main events in the simple stories they have read.</li> </ul>
Red (Band 2)	Phase 3			
Yellow (Band 3)	Phase 3-4			
Blue (Band 4)	Phase 4-5	Year 1	<ul style="list-style-type: none"> <li>I can match all 40+ graphemes to their phonemes</li> <li>I can blend sounds in unfamiliar words</li> <li>I can read common exception words</li> <li>I can divide words into syllables</li> <li>I can read compound words</li> <li>I can read words with contractions and understand that the apostrophe represents the missing letters</li> <li>I can read phonetically decodable words</li> <li>I can read words that end with 's, -ing, -ed, -est</li> <li>I can read words which start with un-</li> <li>I can add -ing, -ed and -er to verbs. (Where no change is needed to the root word)</li> <li>I can read words of more than one syllable that contain taught GPCs</li> </ul>	<ul style="list-style-type: none"> <li>I can say what I like and do not like about a text</li> <li>I can link what I have heard or read to my own experiences</li> <li>I can retell key stories orally using narrative language</li> <li>I can talk about the main characters within a well-known story</li> <li>I can learn some poems and rhymes by heart</li> <li>I can use what I already know to understand texts</li> <li>I can check that my reading makes sense and go back to correct when it doesn't</li> <li>I can draw inferences from the text and/or the illustrations (beginning)</li> <li>I can make predictions about the events in the text</li> <li>I can explain what I think a text is about</li> <li>I can recognise full stops, question marks and exclamation marks and use them when reading</li> <li>I can make comment on why some words have been used in a text e.g. use of adjectives</li> </ul>
Green (Band 5)	Phase 5			
Orange (Band 6)	Phase 5			
Turquoise (Band 7)	Phase 5-6			
Purple (Band 8)	Phase 5-6	Year 2	<ul style="list-style-type: none"> <li>I can decode automatically and fluently without overt sounding or blending e.g. 90 words per minute</li> <li>I can blend sounds in words that contain the graphemes for all 40+ phonemes</li> <li>I can recognise and read alternative sounds for graphemes</li> <li>I can read accurately words of two or more syllables that contain the same GPCs</li> <li>I can read words with common suffixes</li> <li>I can read most common exception words</li> <li>I can read and comment on unusual correspondence between grapheme and phoneme</li> <li>I can sound out most unfamiliar words quickly and accurately</li> <li>I can read most suitable books accurately, showing fluency and confidence</li> <li>I can comment on the plot, setting and character in familiar and unfamiliar stories</li> <li>I can comment on features of non-fiction texts</li> <li>Working at greater depth within the expected standard</li> <li>I can make inferences on the basis of what is said and done</li> <li>I can predict what might happen on the basis of what has been read so far</li> <li>I can make links between the book I am reading and other books I have read</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about and give an opinion on a range of texts</li> <li>I can discuss the sequence of events in books and how they relate to each other</li> <li>I use prior knowledge, including context and vocabulary, to understand texts</li> <li>I can retell stories, including fairy stories and traditional tales</li> <li>I can read for meaning and check that the text makes sense. I go back and re-read when it does not make sense</li> <li>I can find recurring language in stories and poems</li> <li>I can comment on word choice e.g. choice of adjective</li> <li>I can discuss the meaning of unknown words and link them to words I know</li> <li>I can talk about my favourite words and phrases in stories and poems</li> <li>I can recite some poems by heart, with appropriate intonation</li> <li>I can answer questions and make simple inferences</li> <li>I can make predictions using evidence from the text to support my ideas</li> <li>I can draw simple inferences from illustrations, events, characters' actions and speech</li> </ul>
Gold (Band 9)	Phase 6			
White (Band 10)				
Lime (Band 11)		Year 3	<ul style="list-style-type: none"> <li>I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words</li> <li>I can read further exception words, noting the unusual correspondences between spelling and sound</li> <li>I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words</li> </ul>	<ul style="list-style-type: none"> <li>I read a range of fiction, poetry, plays, and non-fiction texts</li> <li>I can discuss the texts that I read</li> <li>I can read aloud and independently, taking turns and listening to others</li> <li>I can identify language features e.g. types of word and how they capture the readers' attention</li> <li>I can explain the difference that adjectives and verbs make</li> <li>I can explain how non-fiction books are structured in different ways and can use them effectively</li> <li>I can explain some of the different types of fiction books (genres)</li> <li>I can ask relevant questions to get a better understanding of a text</li> <li>I can predict what might happen based on details I have</li> <li>I can draw inferences such as inferring a characters' feelings, thoughts and motives from their actions</li> <li>I can use a dictionary to check the meaning of unfamiliar words</li> <li>I can identify the main point of a text</li> <li>I can explain how structure and presentation contribute to the meaning of texts</li> <li>I can use non-fiction texts to retrieve information</li> <li>I can make connections with other texts I have read</li> <li>I can identify ideas from more than one paragraph and summarise</li> <li>I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> </ul>
Brown (Band 12)				

<p><b>Grey ( Band 13)</b></p>	<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>• I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words</li> <li>• I can read further exception words, noting the unusual correspondences between spelling and sound</li> <li>• I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words</li> </ul>	<ul style="list-style-type: none"> <li>• I know which books to select for specific purposes, especially in relation to science, geography and history learning</li> <li>• I can use a dictionary to check the meaning of unfamiliar words</li> <li>• I can discuss and record words and phrases that writers use to engage and impact on the reader</li> <li>• I can identify some of the literary conventions in different texts</li> <li>• I can identify the (simple) themes in texts</li> <li>• I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>• I can explain the meaning of words in context</li> <li>• I can identify where a writer has used precise word choices for effect to impact on the reader</li> <li>• I can identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation</li> <li>• I can infer meanings and begin to justify them with evidence from the text</li> <li>• I can ask relevant questions to improve my understanding of a text</li> <li>• I can predict what might happen from details stated and from the information I have deduced</li> <li>• I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• I can identify some text type organisational features, for example, narrative, explanation and persuasion</li> <li>• I can retrieve information from non-fiction texts</li> <li>• I can build on others' ideas and opinions about a text in discussion</li> <li>• I can justify inferences with evidence from the text and take meaning from the whole text</li> </ul>
<p><b>Black ( Band 14)</b></p>	<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>• I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words</li> <li>• I can read further exception words, noting the unusual correspondences between spelling and sound</li> <li>• I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words</li> <li>• I can re-read and read ahead to check for meaning</li> </ul>	<ul style="list-style-type: none"> <li>• I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories from other cultures and traditions</li> <li>• I can discuss the features of a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions</li> <li>• I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are</li> <li>• I can use more than one source when carrying out research</li> <li>• I can identify important ideas, events and characters; and discuss their significance</li> <li>• I can use character, feelings, motives, actions and thoughts to infer meaning</li> <li>• I can pick out relevant points in a text</li> <li>• I can back up key points using quotes from the text</li> <li>• I can ask questions to improve my understanding</li> <li>• I can predict what might happen from what is stated or implied</li> <li>• I can suggest alternative words with similar meanings</li> <li>• I can identify how language contributes to meaning</li> <li>• I can recite poems by heart, e.g. narrative verse, haiku</li> <li>• I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• I can formulate an opinion and give reasoned justification for my views</li> </ul>
<p><b>Free Readers (15)</b></p>	<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>• I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words</li> <li>• I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia</li> <li>• I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words</li> <li>• I can read fluently, using punctuation to inform meaning and with intonation that shows understanding</li> </ul>	<ul style="list-style-type: none"> <li>• I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories from other cultures and traditions</li> <li>• I can discuss the features of wide range of books and text types, including myths, legends and traditional stories from other cultures</li> <li>• I can read books that are structured in different ways (including whole novels) and evaluate how effectively texts are structured and presented</li> <li>• I can work out the meaning of words from context</li> <li>• I can recognise texts that contain features from more than one text type</li> <li>• I know conventions of different styles of writing and suggest how these effect the nature of the story</li> <li>• I can distinguish between statements of fact and opinion</li> <li>• I can read non-fiction texts and retrieve / record relevant information from a variety of non-fiction genres</li> <li>• I read accurately and use strategies to check that I understand</li> <li>• I can identify key points and themes in texts using quotations for illustration</li> <li>• I can identify and discuss the conventions in different text types</li> <li>• I can justify inferences with evidence from a text including direct quotes</li> <li>• I can make detailed predictions what might happen from what is stated or implied</li> <li>• I can compare characters considering different accounts of the same events and discuss viewpoints (both fictional and author viewpoint)</li> <li>• I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• I can use technical terms when discussing text such as simile, metaphor, imagery, style, effect</li> </ul>