

NAME:.....

BOOK BAND

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2

Indicative Book Band	Termly assessment	Literal Comprehension (LIT)				Inference (INF)		Responding to the text (RT)		Language for Effort		Themes and Conventions (TAC)	
		Literal Comprehension (LIT)	Literal Comprehension: Sequencing (SEQ)	Information Retrieval (IR)	Accuracy (ACC)	Making Inferences (INF)	Prediction (PRED)	Personal Response and Evaluation of Text (PRS)	Performance (PERF)	Literary Language (LANG)	Vocabulary Development (VOC)	Range of Texts (RGE)	Text Structure (STRC)
LILAC	R term 1	Explain in simple terms what is happening in a picture in a familiar story. Example: When asked what is happening in a picture in a story they have listened to, child can respond appropriately, e.g. 'Jack is playing with a ball.'	Sequence two events from a familiar story, using puppets, pictures from book or role-play. Example: In response to the story of Goldilocks, child can show a bear frightening a girl, and a girl running away, using puppets, props or role-play.			Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Example: Teacher asks: 'Do you think Goldilocks was scared when she saw the bears?'	Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Example: Child can predict that when the elephant jumps into the water, everyone will get splashed.	Express a preference for a book, song or rhyme, from a limited selection. Example: When asked to choose between singing 'Humpty Dumpty' and 'Hickory Dickory Dock,' child is able to say which rhyme they would prefer to sing.			Show understanding of some words and phrases in a story that is read aloud to them. Example: After reading a story featuring a caterpillar and a butterfly, child can use these words accurately in context or explain them to someone else.	Experience and respond to different types of books, e.g. story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Example: Child can talk about simple non-fiction books and rhymes, as well as about story books at an appropriate level.	Know that a book has a beginning and an end, and can hold the book the right way up and turn some pages appropriately. Example: When given an unfamiliar book, child can independently hold it the correct way up and turn some pages in the correct order.
	R term 1			Recognise some familiar words in print, e.g. own name or advertising logos. Example: Child can identify own name from a selection of three names.		Complete a repeated refrain in a familiar rhyme, story or poem being read aloud. Example: Child can anticipate what comes next in the phrase: 'Run, run, as fast as you can...' in the story <i>The Gingerbread Man</i> .						Know that a book has a beginning and end, and can turn accurately to the beginning or end when prompted. Example: When given an unfamiliar book, child can independently find the beginning and the end.	
PINK A	R term 2	Say something about who was in the story, what happened and where it took place. Example: When child has heard Goldilocks story and has followed the pictures, they can explain that Goldilocks was the little girl in the story and that she ate some porridge in a cottage.	Sequence three events from a familiar story, using puppets, pictures from the book or role-play. Example: In response to the story of Goldilocks, child can show Goldilocks sleeping, a bear frightening her, and Goldilocks running away using puppets, props or role-play, or by pointing at the pictures.	Point to title of book on front cover. Example: Teacher asks: 'Can you point to the name of the book?' and child successfully points to title.	Know that text in English is read top to bottom and left to right. Example: Teacher can observe child eye scanning, or finger pointing, along the text in the right order when reading	Make inferences to answer a question about a character's emotions in a familiar picture book read aloud to them, where answer is heavily cued. Example: Child can answer the question: 'Why did the fox want the Gingerbread Man to jump on his nose?'	Suggest how an unfamiliar story read aloud to them might end. Example: When listening to a new story that is highly predictable or heavily patterned, child can make a plausible (not necessarily correct) prediction about likely ending.	Give a simple opinion on a book they have read, when prompted. Example: Teacher asks: 'Did you like the book?' Child says: 'Yes, it was funny.'		Recognise repetition of words or phrases in a short passage of text. Example: In <i>The Billy Goats Gruff</i> , child can repeat the phrase 'trip-trap, trip-trap, trip-trap' when asked to say which words are repeated.		Know that a book has a beginning and end and turns most of the pages between them accurately. Example: When given an unfamiliar book, child can independently find the beginning and turn most pages in the correct order to the end	
		Say something about a key aspect of a non-fiction book or story. Example: When asked what a book called 'Pets' is about, the child can say that it is about some children and their pets.		Retrieve information from pictures in a book that has been read to them, in response to a simple question. Example: When prompted, child can say what key characters are doing, using the pictures.		Make inferences to answer a simple question related directly to characters' emotions in a familiar picture book read aloud to them, where answer is signposted in book but question is quite open. Example: Child can answer the				With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Example: After reading or hearing the story of Goldilocks, child can explain what the phrase 'just right' means.			

PINK B						question: 'How did Cinderella feel when the Fairy Godmother said she could go to the ball after all?'							
Lowest attainment for end of Foundation Stage (below which consider intervention)													

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Red A,B Red B,C	R term 3	<p>Answer 'how' and 'why' questions on one point of a picture book they have listened to, where answer is clear in the book.</p> <p>Example: When child is read Goldilocks aloud, they can answer the question: 'Why did Baby Bear cry?'</p>	<p>Usually remember main sequence of events in a story when questioned.</p> <p>Example: Teacher asks child: 'Whose porridge did Goldilocks eat first?' and 'Whose porridge did she eat next?'</p>	<p>Understand that information can be found in books, computers and other sources.</p> <p>Example: Child can answer the question: 'Where can I find out more about owls?'</p>		<p>Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted.</p> <p>Example: Child can answer the question: 'Why do you think the ladder is dangerous?'</p>	<p>Make simple, plausible suggestions about what will happen next in a book they are reading.</p> <p>Example: When reading a book in which lots of animals get on a boat, and when asked to predict what will happen when the cow gets on the boat, child can predict that it will sink.</p>	<p>When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.</p> <p>Example: Teacher asks: 'Did you like the book?' Child says: 'Yes, this bit was interesting,' or 'Yes. I like pirates.'</p>		<p>Able to identify the repeated sound, having heard a phrase with clear alliteration.</p> <p>Example: Upon hearing the phrase 'two tiny tortoises,' child can say that it is the /t/ sound that is repeated.</p>	<p>With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p> <p>Example: After reading or hearing <i>Cinderella</i> child may, with support, be able to infer and explain what the word 'selfish' means.</p>	<p>Know that stories have a beginning, middle and an end.</p> <p>Example: Child can answer the questions: 'What happened at the beginning of the book?' and 'What happened at the end of the book?'</p>	
		<p>Answer simple literal questions about one point in the text of a book they have read.</p> <p>Example: Child can answer a simple question, e.g. 'What was in the bag?' where answer is clear in the book.</p>	<p>With support and when prompted, put some of the main events or ideas in a text in correct sequence.</p> <p>Example: When given three events from a story, the child can normally put them in the correct sequence.</p>			<p>Make inferences to answer a question beginning 'Why do you think...?' in a book they have read, where answer is clearly signposted.</p> <p>Example: Child can answer the question: 'Why do you think she was crying?'</p>						<p>Know that a book has a beginning and end and turns all the pages between them accurately.</p> <p>Example: When given an unfamiliar book, child can independently find the beginning and turn all the pages in the correct order to the end.</p>	
Expected attainment at end of Foundation Stage													

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		Literal Comprehension (LIT)	Literal Comprehension: Sequencing (SEQ)	Information Retrieval (IR)	Accuracy (ACC)	Making Inferences (INF)	Prediction (PRCD)	Personal Response and Evaluation of Text (PRS)	Performance (PERF)	Literary Language (LANG)	Vocabulary Development (VOC)	Range of Texts (RGE)	Text Structure (STRC)
Yellow A,B	Y1 term 1	Answer questions about information on a selected page. Example: Child can answer questions giving information from text, e.g. 'On page 7, what does it say the T-rex ate?'	Retell, with prompting, some key points of a simple story in the correct sequence. Example: When prompted by an adult as necessary, child can retell some of the most important points of a story they have read.			Interpret a character's motivations in a story or make simple inferences in a non-fiction text they have listened to, based on what is said and done. Example: Child realises that the wolf pretended to be Mother Goat because he wanted to eat the kids.	Use title to make sensible prediction about the content of a book they are going to read. Example: The book is called <i>Bug Boy</i> and child says: 'I think the book is about a boy who likes bugs.'	Choose and locate favourite part of a book. Example: Child can show teacher a picture they find funny.			With support, begin to show a more independent understanding of some familiar and less familiar words and phrases in a story that is read aloud to them. Example: When asked the meaning of a word that is fairly common but not in child's spoken vocabulary, e.g. 'tub', the child can sometimes work it out from the context.	Understand that some books are stories and other books contain facts about the world (non-fiction). Example: Child can say whether a book is a story or a non-fiction book of facts.	Demonstrate a structure or pattern when retelling a story to a teacher or peer using familiar phrases. Example: Child can retell a story using a refrain or phrase from the story.
Yellow B,C	Y1 term 1	Answer 'how' and 'why' questions or other straightforward questions based on one point in a text they have read, where answer is clear in the book. Example: Child can answer the question: 'Why did Tom let the spider out of the jar?'				Interpret a character's motivations or make simple inferences in a text they have read, based on what is said and done. Example: Teacher asks: 'Why did Emma run away?' and child infers that Emma ran away because she doesn't like bugs (inference based on the text saying, "'Yuck, a bug!' said Emma,' and the picture showing her running off.)				With prompting, often show understanding of a range of familiar and less familiar words and phrases in a story that is read aloud to them. Example: When asked the meaning of a word, e.g. 'glad,' child can often work it out from the context of the story.		Answer questions using words relating to book structure, such as title, page, line, word, letter, beginning, end, cover. Example: When prompted, child can point to a line, a word and a letter.	
Blue A,B	Y1 term 2	Identify and links two significant events in a story they have listened to or read. Example: In <i>The Frog Prince</i> , child can answer the question: 'What did the princess have to do to the frog to get her ball back?'		Point to author's name on a book cover where name is easily identifiable, and explain what an author does. Example: Child can point to the author's name on the front cover and, when prompted, can say that the author wrote the book.	Having mis-read a word in print, with support, can recognise sentence does not make sense and can correct it. Example: Child mis-reads 'The cat saw a bat' as 'The cat was a bat' and, when asked whether it makes sense, recognises it doesn't. When mistake is pointed out, child corrects the word and, with support, can re-read the sentence correctly.	Link events in a book, in order to answer questions about why or how events take place. Example: Teacher asks: 'Why did the alien call the sheep a thing?' and child answers: 'Because it didn't know what a sheep was, because it had come from space.'	Explain a prediction about what might happen next in a book based on personal opinions and experience. Example: In a book where children are going to a park, teacher asks: 'What might the children do in the park?' and child replies: 'They might go on the slides, swings and see-saw.'	Select a favourite book and talk about why book is their favourite giving clear reasons. Example: Child identifies a book as their favourite and gives a reason, e.g. 'This book is about dogs, and I like dogs,' or 'This book is funny.'	Recite a very familiar rhyme they have learnt by heart. Example: Child can recite 'Humpty Dumpty' or another familiar rhyme.				

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Blue B,C	Y1 term 2	<p>Find a specific piece of information in answer to a literal question when looking at a double-page spread.</p> <p>Example: Child can answer the question: 'What does Sam say on page 5?'</p>				<p>Link events in a book they have read, in order to answer questions about why or how events take place.</p> <p>Example: Child can answer questions such as: 'How did the fox trick the stork?' and 'Why did he want to trick him?'</p>				<p>When prompted, sometimes recall interesting and effective word choices in books they have listened to or read.</p> <p>Example: With prompting, child may recall a phrase such as: 'What a soggy moggy!'</p>	<p>Sometimes reuse interesting words and phrases from books they have listened to or read, in their own speech or writing.</p> <p>Example: Child may reuse a phrase, e.g. 'soggy moggy', in their own stories or conversations.</p>			1=
Green A, B	Y1 term 3	<p>Find a specific piece of information in answer to a literal question on a double page spread that includes more text or a mixture of different types of information.</p> <p>Example: Child can answer the question 'Where do parrots live,' when the text also gives lots of other information about parrots or when it mentions the habitats of several different types of birds.</p>	<p>Retell familiar stories which have been read to them and discussed with them.</p> <p>Example: Child can retell several key events from a familiar story in the correct order.</p>			<p>Participate in discussion about books, drawing simple inferences based on things said and done.</p> <p>Example: In a conversation about why the title 'Silly Jack' suits the book, child might mention some of the silly things Jack does in the story.</p>	<p>Predict what might happen on the basis of what has been read so far.</p> <p>Example: In a story where a dragon eats the first and second knights, child can predict that the third knight is cleverer than the others so he will defeat the dragon.</p>	<p>Select favourite part of a book and talk about why that part is their favourite, giving reasons linked to their own experiences where appropriate.</p> <p>Example: Child says: 'I liked the bit when the man slipped on the banana skin. It was funny.'</p>	<p>Recite a simple rhyme or poem they have learnt by heart.</p> <p>Example: Child can recite a short rhyme or simple nursery rhyme from memory, e.g. 'Jack and Jill' or 'Inky Pinky Ponky'.</p>		<p>Know some key stories, fairy stories and traditional tales, and can identify key characteristics of these stories.</p> <p>Example: Child can link characteristics of fairy stories, e.g. when asked 'How do traditional tales often end?' child answers: 'With them all living happily ever after.'</p>		1+	
Green B,C	Y1 term 3	<p>Explain their understanding clearly when referring to a book that has been read to them.</p> <p>Example: Child says: 'It was about a dinosaur called Brian and he didn't have any friends, because he kept nearly stepping on them by mistake. Then his friends all got bells so they could let the dinosaur know if they were near his big feet.'</p>			<p>With prompting as necessary, begin to check text makes sense during reading, and correct inaccurate reading.</p> <p>Example: Child mis-reads a particular word in a sentence, e.g. mistaking 'them' for 'the,' and realises they have got the word wrong (with prompting from teacher if necessary). Child can correct the error after prompting and, with support, can re-read sentence correctly.</p>	<p>With prompts, answer questions about books they have listened to drawing on what they already know, or on background information and vocabulary provided by teacher.</p> <p>Example: In a story where the character Silly Jack puts a cat in his pocket, child can say this is a silly thing to do in response to the question: 'What silly thing did Jack do with the cat?'</p>	<p>Recognise and joins in with predictable phrases in a book they have listened to or read.</p> <p>Example: When listening to a story with a repeated refrain, child can join in with the refrain once they have heard it several times.</p>	<p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Example: In a group context, child participates in talking about a book, listening to others and offering their views in turn.</p>		<p>Discuss word meanings, linking new meanings to those already known.</p> <p>Example: When child comes across the word 'gleaming' they can guess at the meaning (supported by a picture) and, when prompted, can suggest an alternative word that could be used, e.g. 'shiny.'</p>	<p>Contribute to discussions about poems, stories and non-fiction texts they have listened to or read.</p> <p>Example: When talking about a non-fiction text at an appropriate level, child listens to others and contributes their thoughts in turn, e.g. by linking the topic of the book to their own experiences.</p>	<p>Talk about the significance of the title and how it relates to events in a book.</p> <p>Example: When asked why a book is called 'Jack's Journey', child says: 'Jack is the main character and the book is about what happened to him on his way to the seaside.'</p>		1+

Expected attainment at end of Year 1

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ORANGE A, B	Y2 term 1	Demonstrate understanding of simple cause and effect in fiction and non-fiction texts they have read where the link between cause and effect is stated in the text and supported by a picture. Example: Child can explain why polar bears are suited to living in a cold climate, when the text says: 'Polar bears have thick fur which helps to keep them warm.'	Refer to the book to retell main points in the correct sequence. Example: With prompting, child can summarise a simple story including main events, problem and resolution (though not necessarily using this terminology).		With support, check the text makes sense as they read and correct inaccurate reading. Example: Child mis-reads 'The cat licked her paw' as 'The cat liked her paw,' and, when adult reads the sentence back with the wrong word, child recognises there is a mistake and corrects it.	Participate in discussions about books they have listened to or read, making inferences about reasons for events. Example: In <i>Little Red Riding Hood</i> , why did the wolf put on Grandma's clothes? Child answers: 'So Little Red Riding Hood would think he was Grandma.'		Give a personal opinion about an event or character and give a simple justification in a discussion about a story. Example: Child can answer questions such as: 'Do you think Emma is nice?' Child answers: 'Yes' and, when asked why, adds: 'Because she helps the kitten find its mum.'	Recite two or three short poems by heart, with some prompts. Example: Child is able to recite a favourite poem, remembering most of the words and with some prompts from the teacher for forgotten lines.	Recognise repetition of words or phrases in a short passage of text, even when that repetition is relatively subtle. Example: Child can recognise the repetition in passages such as: 'Monday was a bad day. Wednesday was a worse day. Saturday was the worst day of all.'	Able to find a word in a sentence that has the same meaning as a given word or phrase. Example: Child can find a word on the page that means that same as 'good,' e.g. 'excellent.'		Beginning to recognise that some non-fiction books have features that are different from the main text. Example: When asked to find the bit of text that tells you what the picture shows, child is able to point to a caption or label.	-2
TURQUOISE A	Y2 term 1	Answer literal or deductive questions about books they have listened to or read, drawing on what they already know, or on background information and vocabulary provided by teacher. Example: In a book about Robin Hood, child can identify that the story is set in the past and can point out some details in the story that are different from the present time.	Retell, without visual prompts, recently read stories in correct sequence, in response to questions and including approximately four events. Example: Child can answer questions such as: 'What happened in the beginning?', 'What did Jack do next?', 'What happened after that?' and 'What happened in the end?'		With occasional support, check text makes sense as they read, and able to correct mistakes. Example: Child mis-reads 'The dog stared at the moon' as 'The dog stared at the moon,' and, when asked to look again at the sentence, recognises it doesn't make sense and then re-reads it correctly.	Participate in discussions about books they have listened to or read, making inferences about how characters feel. Example: In <i>Hansel and Gretel</i> , how did Hansel and Gretel feel when they first saw the gingerbread house? Child answers: 'They were excited because they were so hungry, and they probably also thought someone kind might live there, who could help them.'	Make a sensible prediction of what might happen in a text they have not encountered before and, with support, can justify the prediction on the basis of what has happened so far in the story. Example: In <i>The Boy Who Cried Wolf</i> , child can respond to a detailed and supportive question, e.g. 'Do you think the villagers will believe him this third time?' Child says: 'No' and, when prompted, justifies response, e.g. 'Because they will think he is making it up again.'	Explain how a story, poem or non-fiction topic makes them feel. Example: After listening to a poem, child is able to answer the question: 'How did the poem make you feel?' Child answers: 'It made me feel sad.'	Recite with accuracy about three familiar short poems by heart. Example: Child is able to recite a favourite poem from a choice of three that they know, remembering all of the words with very few or no prompts.	Recognise clear patterns of language, such as the repetition of words or phrases. Example: When reading <i>Jack and the Beanstalk</i> , child can answer the question: 'What will the giant say when he comes back to the castle the third time.' Child can use their knowledge of what the giant said the first two times to answer: 'Fee fi fo fum...'	Able to find a word in a page of text that has the same meaning as a given word. Example: When asked to find a word that means 'jumped' in a page of text, child can point out the word 'leaped.'		Know what some common non-fiction features are called and what they do. Example: When asked to point to a caption, child can point to a caption on a page and, when asked, can explain that it tells you about the picture.	-2
TURQUOISE B	Y2 term 2	Participate in discussions about books they have listened to or read, answering literal questions and making reference to significant events and characters. Example: As part of a group discussion, child can name a significant event and explain how one event leads to or affects another, e.g. explaining that the three bears went out, so Goldilocks was able to get into their house.				Demonstrate understanding of simple cause and effect in fiction and non-fiction texts where the link between cause and effect is strongly implied. Example: In <i>The Fox and the Crow</i> , what did the fox do that was clever? Child answers: 'It was clever of the fox to ask the crow to sing, because he knew that the crow would have to open her mouth and drop the cheese and he could eat it.'		With support, form a simple question they would like to ask a character about events from the story. Example: After hearing some modelled questions to ask <i>Little Red Riding Hood</i> , child can ask: 'Why did you think the wolf was your Grandma?'		With support, sometimes identify specific examples of literary language in texts they have listened to or read, e.g. alliteration. Example: When asked: 'How has the author made the description sound special?' child can sometimes pick out an example of alliteration or other literary language.		Contribute appropriately to discussion about a wide range of different types of texts they have listened to or read, including stories, traditional tales, poems and non-fiction. Example: Child can add an appropriate comment to a discussion about a non-fiction text by picking up on an aspect of the text that relates to their own experience or by relating something interesting they learned from the text.	With support, clearly explain what some common non-fiction features are called and what they do. Example: When asked which part of the text tells you what is in the picture, child says 'a label', and points to a label.	2=
PURPLE A, B	Y2 term 2	Answer literal questions about books they have listened to or read, using new vocabulary they have met in the text. Example: In a non-fiction book about how chocolate is made, child can answer questions using words and phrases such as 'cacao tree' or 'chocolate moulds'.	Retell recently read stories, including main characters and most key events, in correct order with minimal prompting. Example: In <i>Jack and the Beanstalk</i> , child can say that Jack went up a beanstalk, ran back down the beanstalk and then chopped it down. Teacher asks: 'What was at the top of the beanstalk?' and child can answer.		Usually checks for themselves that text makes sense as they read, and correct inaccurate reading. Example: Child mis-reads 'The lion wouldn't stop roaring' as 'The lion would stop roaring,' recognises it doesn't make sense and self-corrects, and usually does this unprompted.	Participate in discussions about books they have listened to or read, making simple inferences on the basis of what characters do. Example: In <i>Robin Hood</i> , why did Robin Hood steal from rich people and give to poor people? Child answers: 'The poor people were starving and Robin Hood wanted to help them.'		With some support, explain and discuss their understanding of books, poems and other material in simple terms. Example: After listening to a poem, child is able to answer the questions: 'How did the poem make you feel?' Child answers: 'It made me feel sad.' With prompting, child can explain why in very simple terms, e.g. 'Because the girl in the poem is sad.'	Recite about four poems by heart, and beginning to use appropriate intonation to make the meaning clear. Example: When reciting a poem, child uses appropriate intonation for some questions or exclamations, but may not do this consistently.	Recognise rhymes or alliteration in poems they have listened to or read. Example: After listening to a poem, teacher asks: 'Which word has the poet used to rhyme with "rain"? and then re-reads the lines. Child is able to answer 'drain.'	Identify their favourite words and phrases. Example: When looking at or listening to a short poem, child is able to point out words and phrases that appeal to them.		Able to read non-fiction texts that include one or more common non-fiction features and can tell you what some features are called. Example: Child can read aloud a page of an unfamiliar non-fiction text that includes a caption or label and can name these features.	2=

Indicative Book Band	Termly assessment	Literal Comprehension (LT)				Inference (INF)		Responding to the text (RT)		Language for Effort		Themes and Conventions (TAC)	
		Literal Comprehension (LIT)	Literal Comprehension: Sequencing (SEQ)	Information Retrieval (IR)	Accuracy (ACC)	Making Inferences (INF)	Prediction (PRED)	Personal Response and Evaluation of Text (PRS)	Performance (PERF)	Literary Language (LANG)	Vocabulary Development (VOC)	Range of Texts (RGE)	Text Structure (STRC)
GOLD A	Y2 term 3	<p>Participate in discussions about books they have listened to or read, recalling the story and making reference to significant events and characters.</p> <p>Example: As part of a group discussion, child can recall significant events and explain why they were important in the story, e.g. the ship was burning, so the pirate jumped into the sea and swam to the island, but there was a dragon there.</p>	<p>Become increasingly familiar with wider range of stories, fairy stories and traditional tales and can retell these.</p> <p>Example: Child can retell a range of familiar stories, including main characters and key events in the correct order, e.g. child can summarise <i>Cinderella</i>, briefly describing Cinderella's life, how she got to the ball, what happened at the ball and what happened after that.</p>	<p>With support, find specific information on a page of non-fiction text, often using features such as key words, headings, captions, etc. appropriately.</p> <p>Example: With support, child can answer question such as: 'Can you explain where swallows go in the winter?'</p>		<p>Discuss why some events in a story are important and make simple links between items of information.</p> <p>Example: When discussing a non-fiction book about how rice is grown, child can answer questions such as: 'Why do you think we don't grow much rice in the UK?' (Because our climate isn't ideal for growing rice, and it would take up a lot of land that we could better use for other things.)</p>	<p>Make a sensible prediction of what might happen and, when prompted, justify the prediction on the basis of what has happened so far in the story.</p> <p>Example: In <i>The Boy Who Cried Wolf</i> (when this is unfamiliar to child), when the boy sees the wolf, child can answer more open and less supportive questions, e.g. 'What will the villagers say?' (They will say he is lying) and 'Why do you think that?' (Because he had lied about it before).</p>	<p>With support, use empathy to help them understand characters and their motivation.</p> <p>Example: Following a spoken example, child can ask a question such as: 'Why did you choose the dragon as a pet?' When in the hot seat, child can give a simple, appropriate answer, e.g. 'Because it was friendly.'</p>		<p>Recognise interesting vocabulary in a text they have listened to or read.</p> <p>Example: When asked: 'Which word has the author used to help us imagine how loudly the baby was crying?' child can respond with the word 'wailed.'</p>	<p>Discuss their favourite words and phrases.</p> <p>Example: When looking at a page of text, child is able to point out words and phrases that appeal to them and explain in simple terms why they like these words, e.g. for the word 'spooky' child says 'I like it because it sounds scary.'</p>		<p>With support, can sometimes comment on the appropriateness of the author's choice of title for a poem or story.</p> <p>Example: When asked why a title might be a good choice for a story or poem, child can make some link between the title and the content of the writing.</p>
GOLD B	Y2 term 3	<p>Ask and answer questions about books they have listened to or read, often making links between one event or piece of information and another, and where necessary drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Example: When reading a story about two friends having an argument, child can ask and answer questions that help them make the connection between one of the character's behaviour towards the other, and what happens next.</p>	<p>Demonstrate understanding of simple cause and effect in fiction and non-fiction texts, discussing sequence of events and explaining how items of information are related.</p> <p>Example: When discussing <i>Little Red Riding Hood</i>, child can answer questions such as: 'What was the wolf's plan?' (He would put on Grandma's clothes so that Little Red Riding Hood would think he was Grandma and then he could eat Little Red Riding Hood).</p>		<p>Independently check text makes sense as they read, and correct inaccurate reading.</p> <p>Example: Child mis-reads 'The knight ran into the palace' as 'The knight ran into the place', realises it doesn't make sense, and self-corrects without being prompted.</p>	<p>Participate in discussions about books they have listened to or read, making inferences on the basis of what is said and done and listening to what others say.</p> <p>Example: In <i>Sinbad the Sailor</i>, how did the sailors feel when they saw the pile of bones? Child answers: 'The sailors were scared that something bad might happen to them.'</p>		<p>Explain and discuss their understanding of books, poems and other material they have listened to or read, sometimes giving a more detailed account of their opinions.</p> <p>Example: After listening to a poem, child gives a personal response to the question: 'How did the poem make you feel?' Child answers: 'It made me feel sad.' With prompting, child can explain why in simple terms, e.g. 'Because the girl in the poem is lonely, and I felt sorry for her.'</p>	<p>Recite at least five poems by heart, adding appropriate intonation to make the meaning clear.</p> <p>Example: When reciting a poem, child quickens their pace or uses an excited tone of voice for an exciting part of the poem.</p>	<p>Recognise simple recurring literary language in stories and poetry.</p> <p>Example: Child can find examples of alliteration or simple figurative language in a text, when the text contains numerous examples of this kind of language.</p>	<p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>Example: When child comes across a new word such as 'shattered,' they are able to make a sensible guess at the meaning using the context and can suggest an alternative word that could be used, e.g. 'broken.'</p>	<p>Discuss and express views about a wide range of texts they have listened to.</p> <p>Example: Child is able to discuss how they would feel in a character's place in stories; how poems make them feel and what they think of topics discussed in non-fiction texts.</p>	<p>Able to read a range of non-fiction texts structured in different ways.</p> <p>Example: Child can read a range of texts including simple instructions, books with non-fiction features such as captions and labels and simple online texts.</p>

Expected attainment at end of KS1

2+

2+

NAME:.....

BOOK BAND

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2

Indicative Book Band	Termly assessment	Literal Comprehension (LT)				Inference (INF)		Responding to the text (RT)		Language for Effort		Themes and Conventions (TAC)		
		Literal Comprehension (LT)	Literal Comprehension: Sequencing (SEQ)	Information Retrieval (IR)	Accuracy (ACC)	Making Inferences (INF)	Prediction (PRED)	Personal Response and Evaluation of Text (PRS)	Performance (PERF)	Literary Language (LANG)	Vocabulary Development (VOC)	Range of Texts (RGE)	Text Structure (STRC)	
BROWN A	Y3 term 1	With support, explain the main idea of a paragraph or page they have just read. Example: In a non-fiction text about different environments, child can explain that deserts have become hotter because of global warming in response to the question: 'What does this page tell you about how deserts have changed?'		Know a dictionary is arranged in alphabetical order and that it can be used to find out meaning of words. Example: When asked to find the word 'break', child finds the letter C in the dictionary and finds the correct word, and reads the definition aloud.			Make a sensible prediction of what might happen and can justify the prediction on the basis of what has happened so far in the story. Example: In a story in which a very scruffy pirate goes to sea on a very tidy ship, child can predict that the pirate might become more tidy and give a reason for this prediction.		Copy a modelled reading of a poem with predictable expression or, after rehearsal, follow simple stage directions for how to read lines of a play. Example: After hearing an adult read a simple poem with a whispered final line, child can read the poem whispering the final line.			Has read or heard a variety of myths and legends and can explain some of the key features of these. Example: Child can identify that myths are often about gods and other supernatural beings.		-3
BROWN A	Y3 term 1		Able, with support, to retell stories in correct sequence with different degrees of detail, depending on the purpose of the retelling. Example: When prompted and guided by teacher, child is able to sum up key points of a story briefly and without much unnecessary detail, or to give a more detailed summary including details as well as main points.	Know information can be found in non-fiction features such as diagrams, photos, captions, labels and charts, as well as in main text, and often use these features with minimal prompting to find answers to questions. Example: When asked to explain where bananas grow, child uses a map, photo and caption as well as text to find relevant information.		Distinguish between simple statements of fact and opinion where opinions are clearly signposted with 'I think'. Example: In a story, child can identify that 'I think my village is the best place in the world to live' is an opinion.			With prompting, identify an interesting word or phrase in a passage and express preferences for particular words. Example: With some support, child can think of an alternative word for a word in the text, and say which word they think is the better one to use in that case.		Identify some ways in which structure and presentation contribute to meaning. Example: Child can identify written instructions by commenting on presentational devices such as numbered lists.		-3	
BROWN A	Y3 term 2			Automatically track meaning of text during reading, pausing to self-correct where necessary. With some support or prompting, can explain meaning of what has been read, in response to a question. Example: In the context of a story, child can work out what pronouns 'they' and 'their' refer to in the sentence: 'Before supper, they gave the horses their food.'		With support, make inferences, such as inferring characters' feelings and motives from their actions. Example: Child can answer questions such as: 'Why did Caroline slam the door? How was she feeling?' when answer is not stated in the text.			Discuss interesting vocabulary on a page of text and, with support, can explain in simple terms the effect the word has on the reader. Example: Child can discuss interesting word, e.g. 'terrifying' and, in answer to the question: 'Why is this a better choice than "scary"? can explain that 'terrifying' sounds scarier.				3=	
	Y3 term 2					Predict what will happen	Give an opinion on a moral	Copy a modelled reading of				Beginning to use		

BROWN B							from what is clearly stated and straightforwardly implied in a text, sometimes drawing on knowledge of similar texts. Example: In a story in which a character did not listen properly to an instruction, child can predict that something will go wrong and can give a simple reason for this.	dilemma presented in a story. Example: After reading <i>The Boy Who Cried Wolf</i> , child can answer questions such as: 'Do you think the villagers did the right thing to ignore the boy?' Child answers: 'No, they should have listened to him.'	a poem with varying expression and volume or follows stage directions for how to read lines of a play. Example: When reading a play script aloud, child automatically follows stage directions such as <i>[whispers]</i> .			familiar non-fiction features independently to help them navigate through a text. Example: When asked to locate a specific piece of information, child uses headings and sub-headings to help them locate it.	3=
BROWN B	Y3 term 3	Explain the main idea of a paragraph or page they have just read. Example: In a fiction text, child can answer the question: 'What has happened on this page?' giving the main idea or event.	Retrieve specified information from a range of fiction and non-fiction texts. Example: When asked to find a particular topic in a non-fiction book, child uses the contents page to find the topic and scans the page for relevant information. When asked 'How old is the main character of this story?', and guided to the appropriate part of the text, the child can find the answer.	When prompted, draw inferences such as characters' feelings, thoughts and motives from their actions. Example: In a story where a character has misunderstood a situation, child can answer the question: 'What did Max think was happening?'			Give an opinion on a moral dilemma presented in a story and give a simple reason for this. Example: After reading <i>The Boy Who Cried Wolf</i> , child can answer questions such as: 'Do you think the villagers did the right thing to ignore the boy? Why?' Child can give a reason for their opinion, e.g. 'No, the villagers were wrong to ignore him, because it wasn't fair. They shouldn't have assumed he was lying.'		Point out interesting vocabulary on a page and can explain in simple terms the effect the word has on the reader. Example: Child can point out an interesting word, e.g. 'delighted' and can explain that this is a good choice because it sounds even happier than just saying 'happy.'	Use knowledge of how a dictionary is structured to find out the meaning of words. Example: When asked to find the word 'mast' in a dictionary, child turns to the middle section of the book, finds the letter M, locates the correct word and reads the definition.	Has read or listened to a range of texts, including some myths, legends, fiction, poetry, plays, non-fiction and reference books, and can answer questions about the texts. Example: Child regularly gives appropriate answers to questions, showing their understanding of a range of texts.	3+	
BROWN B	Y3 term 3	Answer literal or deductive questions about a range of different kinds of books and texts, using clues and information from different parts of the text where these are clearly signposted. Example: With support if necessary, child can put together evidence from two different pages in a story, to build up evidence about a character.	Retell longer familiar stories they have read, e.g. myths and legends. Example: After reading the story of Daedalus and Icarus, child can retell main points of story in order, including all main elements.								With support, identify some of the ways in which language and structure contribute to meaning in different types of texts. Example: Child can identify a set of classroom rules by commenting on the language used, e.g. commands/imperative verbs.	3+	

Expected attainment at end of Year 3 (on track to meet Y3/4 curriculum requirements)

NAME:.....

BOOK BAND

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2

Indicative Book Band	Termly assessment	Literal Comprehension (LT)		Inference (INF)		Responding to the text (RT)		Language for Effort		Themes and Conventions (TAC)			
		Literal Comprehension (LT)	Literal Comprehension: Sequencing (SEQ)	Information Retrieval (IR)	Accuracy (ACC)	Making Inferences (INF)	Prediction (PRCD)	Personal Response and Evaluation of Text (PRS)	Performance (PERF)	Literary Language (LANG)	Vocabulary Development (VOC)	Range of Texts (RGE)	Text Structure (STRC)
GREY A	Y4 term 1			Retrieve information from fiction or non-fiction and, with support, record this information. Example: When asked to find a piece of information from a book, child uses index and contents page to help find it and, with support, begins to be able to record this, e.g. by filling in a chart or making simple notes. They can use tabs and hyperlinks to navigate an online text to find information. In fiction, the child can locate relevant information to add to a character profile about a main character, and record the information briefly in note form.		Draw inferences such as characters' feelings, thoughts and motives from their actions, and with support can sometimes justify inferences with evidence. Example: Child can answer inferential questions, e.g. 'How do you think Oliver felt when he walked into his new school?' and with support in finding the relevant section of the text, child can justify their answer, e.g. 'It says he was shaking, so he must be scared.'	Predict what might happen in a story and, when directed to a relevant page, can find stated and clearly implied evidence to justify the prediction. Example: In response to the question: 'Will the boy get picked for the football team?' child can make a prediction and justify it, e.g. 'It says that he is training hard, so I think he will improve and be picked for the team.'			Discuss words and phrases from a page they have read and, with prompts if necessary, can explain how they capture the reader's interest and imagination. Example: Child can discuss the phrase 'fearsome fighters' in a book about the Romans and explain when prompted that this is an effective choice because it makes you think that the Roman soldiers were powerful and dangerous.		Begin to recognise some themes and conventions in fairy stories and traditional tales. Example: In answer to the question: 'How can we tell this is a traditional tale,' child can identify specific text and language features.	
GREY A	Y4 term 1	With support, identify main ideas drawn from more than one paragraph. Example: With support in finding the relevant sections of the text, child can answer the question: 'What have we learned about Egyptian burial practices in this section?'			Automatically track meaning of text during reading, self-correcting as part of the reading process (often without this being apparent to listeners). With occasional support, make a good estimate of meaning of an unfamiliar word in context. Example: In the sentence: 'The broken statue would soon be lost in the creeping foliage,' child can guess that 'foliage' might mean plants or leaves.		Participate in discussion about books by giving a personal response to questions, taking turns and listening to what others say. Example: Child can give a personal response to questions, e.g. 'Would you have told the truth in this situation? Why?'	Use appropriate actions and gestures to convey the meaning of a poem or play script. Example: When reading a line of play script, child yawns and stretches to help convey that the character is tired.	Usually recognise, when reading, an unfamiliar word, and can use a dictionary to find the meaning of the word. Example: When child comes across an unfamiliar word, e.g. 'slumped,' they can find the word in a dictionary and use the definition to explain what the word means.		Recognise some different forms of poetry. Example: Child can recognise a haiku or a ballad.		
GREY A	Y4 term 2		Retell stories with support, and relay main points of sequentially ordered non-fiction texts in correct sequence, sometimes with different degrees of detail, depending on purpose. Example: Having read a non-fiction text describing the steps involved in making bread, child can sum up main steps concisely in order.	Use range of different non-fiction text features to help retrieve information from a text, and with support choose a simple way to record the information they have discovered. Example: Child understands how to find information in a picture, caption or diagram as well as in the text, and with prompting can decide whether to record the information in note form or in a simple chart.					With prompting if necessary, use a dictionary to quickly check the meaning of a word that is unfamiliar to them. Example: When child comes across an unknown word, they can find the word in a dictionary with minimal or no support, and use the definition to explain what the word means.				
		With support, concisely		Ask a question they would							Identify key themes and		

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GREY B	Y4 term 2	<p>sum up main ideas drawn from more than one paragraph.</p> <p>Example: When asked to explain what a page from a non-fiction text is mostly about, child is able to sum this up in a couple of sentences, without getting bogged down in detail.</p>		<p>like to find the answers to in a fiction or non-fiction book.</p> <p>Example: Before reading a non-fiction book about planes, child asks a relevant question they hope to answer, e.g. 'How do planes refuel in the sky?' While reading a story, child asks a question about plot or character, e.g. 'I wonder why Mr Martin crept out of the house during the night?' Child then notices the answer when it appears in the story.</p>								<p>conventions in a range of books.</p> <p>Example: Child can explain that good overcomes evil in most traditional tales, e.g. provides this response in answer to the question: 'What makes us think that Cinderella will be OK in the end?'</p>		4=
GREY B	Y4 term 3	<p>Discussing a book with others, ask questions to improve understanding of the text.</p> <p>Example: When thinking about a non-fiction text on an unfamiliar topic, child might ask: 'I wonder why rice farmers often grow their rice on terraces?' By thinking about this and discussing with others, child can arrive at a better understanding.</p>	<p>Retell stories with support, and relay main points of sequentially ordered non-fiction texts in correct sequence, usually with different degrees of detail and at a different length, depending on purpose.</p> <p>Example: Having retold a story in some detail, child can then say what the three main events are, usually making sensible choices about which events to include.</p>	<p>Check that text makes sense, discussing their understanding and explaining meaning of words in context.</p> <p>Example: With minimal prompting, child spots errors and miscues as they read, and goes back to make corrections. When asked, child can usually explain meaning of a word in a sentence they have just read.</p>		<p>Make a plausible prediction about what might happen next in a story, and when prompted can explain reasons.</p> <p>Example: When asked to explain why they think a particular event will happen in a story, child can find at least one piece of evidence that backs up their idea.</p>			<p>Use a dictionary to check the meaning of words they have read.</p> <p>Example: When child comes across an unknown word, they know how to find the word in the dictionary and use the definition to help them understand the word.</p>	<p>Read books that are structured in different ways and for a range of purposes.</p> <p>Example: Child can choose appropriate books to read for pleasure and uses non-fiction, reference books and websites to find out information about a topic that interests them.</p>	<p>Identify how language, structure and presentation contribute to meaning.</p> <p>Example: Child can identify a range of different types of writing by recognising features such as greetings in letters and the use of the first person in diaries.</p>	4+		
GREY B	Y4 term 3	<p>Identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Example: Child can answer the question: 'What has happened in this chapter?' giving main ideas and events.</p>	<p>Retrieve and record information from fiction and non-fiction.</p> <p>Example: When asked to find a piece of information, child can select an appropriate non-fiction book and use contents pages, indexes and headings to help find the information, and can record this information by filling in a chart or making notes. When looking for information in fiction, to answer a comprehension question or complete a character profile, the child can locate some relevant information and record it in an appropriate format (e.g. notes, full sentences or mind map).</p>	<p>Draw inferences such as characters' feelings, thoughts and motives from their actions, and can justify inferences with evidence.</p> <p>Example: Child can answer questions such as: 'How did Oliver feel when he walked into his new school, and how do we know?' with 'He was scared. It says he was shaking.'</p>	<p>Predict what might happen from what is stated and implied in a text.</p> <p>Example: In response to the question: 'Do you think Poppy will follow the rules?' child can predict using evidence, e.g. 'No, because it says she crosses her fingers behind her back when she says she will stick to the rules.'</p>	<p>Participate in discussion about books, taking turns and listening to what others say.</p> <p>Example: Child can give a personal response to questions, e.g. 'Do you think Max made the right choice? What would you have done?'</p>	<p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Example: Child adapts their voice appropriately and uses gestures to convey the feelings and actions of a character, e.g. speaking in an excited voice to show delight.</p>	<p>Discuss words and phrases from a book they have read and explain how they capture the reader's interest and imagination.</p> <p>Example: Child can pick out the word 'lickety-split' from a passage of text and explain that it's a good word because it makes it sound as if the characters were going very fast.</p>	<p>Has increasing familiarity with a wide range of books, including fairy stories, myths, legends, fiction, poetry, plays, non-fiction and reference books and is able to retell stories and discuss texts.</p> <p>Example: Child regularly contributes to discussions about a wide range of different types of books, showing good understanding of the similarities and differences between books.</p>	<p>Identify some of the ways in which fiction texts are structured, e.g. through use of chapters.</p> <p>Example: Child can find examples of how some chapters open dramatically and other chapters end on a cliffhanger.</p>	4+			

NAME:.....

BOOK BAND

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2

Indicative Book Band	Termly assessment	Literal Comprehension (LIT)				Inference (INF)		Responding to the text (RT)		Language for Effort		Themes and Conventions (TAC)	
		Literal Comprehension (LIT)	Literal Comprehension: Sequencing (SQ)	Information Retrieval (IR)	Accuracy (ACC)	Making Inferences (INF)	Prediction (PRCD)	Personal Response and Evaluation of Text (PRS)	Performance (PERF)	Literary Language (LANG)	Vocabulary Development (VOC)	Range of Texts (RGE)	Text Structure (STRC)
Blue A	Y5 term 1		Retell stories and relay main points of sequentially ordered non-fiction texts in correct sequence with different degrees of detail, depending on purpose. Example: Child can retell a story or a sequence of events in non-fiction in some detail, and can then retell it again more concisely, leaving out less important details.	Retrieve information from fiction or non-fiction, identifying key ideas and, with support, record and present it. Example: When given a page of text, child can make notes in the margin to identify key ideas and can highlight relevant sections, and with support can present this information to others.		Draw inferences such as characters' feelings, thoughts and motives from their actions, and with support, can justify inferences, including some that are less clearly suggested by the text. Example: Child can infer what a character is like when the book states that a character has missed school and stolen some sweets, child can infer that character is a trouble-maker and can use the examples in the text to justify this answer.	Make more detailed predictions drawing on details from the text, with some prompting if necessary. Example: Child can independently notice some important clues in a story that help to predict what a character will do next, and is usually able to articulate a quite detailed prediction with limited prompting.	With support, review a book they have read, explaining why they would or would not recommend the book to others. Example: Child can write a book review using a writing frame, and explain who would like the book and why, making links to other books they have read and using evidence from the text to support their views.	Work in a teacher-led group to prepare poems and play scripts to read aloud, planning appropriate intonation, tone and volume so that the meaning is clear to an audience. Example: With some prompting, child can contribute to discussions about how best to read each part of the poem or play, suggesting appropriate changes of voice to convey the meaning.	With support, discuss how authors use language, including similes, considering the impact on the reader. Example: When prompted, child can identify that 'The dragon's breath was as hot as lava' is a good simile because it helps the reader imagine how hot the dragon's breath was.		Familiar with and can discuss a wide range of fiction, poetry, plays, non-fiction and reference books, including myths, legends and traditional stories, modern fiction and books from other cultures and traditions. Example: When asked to talk about how different text types convey information, child's answers show some understanding of the purpose and form of the text types.	
Blue A	Y5 term 1			Answers questions about similarities and differences between two chapters of a book. Example: In a non-fiction text about places people live, child can identify what is similar and what is different about, for example, life in the Sahara and life in the Arctic. In a fiction book, child can explain that two chapters are each told from the viewpoint of a different character.	Accurately track meaning of the text during reading, self-correcting where necessary as part of the reading process. Often understands and explains meaning of an unfamiliar word in context. Example: In the sentence: 'The hound bayed as he caught the scent of the fox,' using wider context of the text, child can explain that 'bayed' must mean something like 'barked' or 'howled'.	Distinguish between statements of fact and opinion when both are included in a text. Example: Child can recognise that 'Sports cars are fast' is a fact and 'Everyone wants to drive one!' is an opinion.	With support, provide reasoned justifications for their views in response to prompts. Example: Child can give an opinion about a dilemma or controversial topic in a text and with prompts can justify their opinion.	Present information they have found out from a book or other source, maintaining a focus on the topic. Example: After reading about a specific topic, child can present to class or group three facts they have found out that will interest the audience.	Independently use a dictionary to quickly check the meaning of a word that is unfamiliar to them, and can then explain the word's meaning to someone else. Example: When child comes across an unknown word, they can find the word in a dictionary, and use the definition to explain what the word means.		With minimal support, identify some of the ways in which fiction and non-fiction texts are structured and sometimes identify why the author might have chosen this structure. Example: In a short non-fiction text, child can pick up that the last paragraph links back to the beginning, and can say that this makes the ending more satisfying.		
Blue A	Y5 term 2	Summarise main ideas drawn from more than one paragraph, and with support identify at least one key detail that supports main ideas. Example: Child can summarise main events in a chapter and can answer questions about the detail, e.g. 'How do we know that the ghost was scary?' Child quotes a relevant bit of text: 'The ghost jumped out and Jack screamed.'		Select and sort information from a range of sources and, with minimal support, record this information. Example: Child can quickly find information on a geography topic in library books, websites, maps and information leaflets, and with support can make notes of key points.	Identify the character from whose point of view the story is told, and can infer that character's feelings, thoughts and motives from their actions, often justifying inferences with evidence. Example: Child can infer what a character is like from implied details, e.g. near the start of a story, child can infer that main character is a bully and can read between the lines to find evidence justifying the opinion.	Predict what might happen to a character using evidence implied by other characters' reactions and viewpoints. Example: Child recognises when a character is only pretending to be kind to another character and can predict what might happen next. Child can find details in the text to support their idea.	Recommend books to peers, usually giving clear reasons for their choices. Example: Child can suggest why others would find the book enjoyable, e.g. 'Even if you don't like football, you will still enjoy this book because it's so much more than just a story about the game.'	Work in a group to prepare poems and play scripts to read aloud, usually planning appropriate intonation, tone and volume so that the meaning is clear to an audience. Example: Child can make a good contribution to discussions about how best to read each part of the poem or play, suggesting appropriate changes of voice to convey the meaning.	With support, discuss how the author's style affects the reader's understanding of the text, in cases where this is signalled straightforwardly in the text. Example: Child can explain that the short sentences in a paragraph help to build up tension by drawing the reader's attention to those sentences, suggesting that something is about to happen.				

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Blue A	Y5 term 2					<p>Distinguish between facts and opinions when both are included in a sentence.</p> <p>Example: In the statement: 'Medicines need to be tested, therefore we must test them on animals,' child can recognise that first part of sentence is a fact and second part an opinion.</p>		<p>With support where necessary, provide justifications for their views.</p> <p>Example: Child can prepare a response to a question about a familiar story, e.g. 'Was Jack from <i>Jack and the Beanstalk</i> a hero or a villain?' Child can give reasons from the text to support their views, e.g. 'Jack was a villain because he stole things from the giant.'</p>	<p>Discuss their understanding of what they have read, including through formal presentations, maintaining a focus on the topic, and with support can use simple notes.</p> <p>Example: After reading about a specific topic, e.g. what knights wore, child can make notes in response to questions and can briefly explain to a group or class what they have found out.</p>			<p>With support, identify and discuss themes and conventions in and across selected texts.</p> <p>Example: In response to the question: 'What do the main characters of these two books have in common?' child can identify a common theme, e.g. 'They have both lost something important to them, but they react differently.'</p>		5=
BLUE B	Y5 term 3	<p>Summarise main ideas drawn from more than one paragraph, and with minimal support identify one or more key details that support the main ideas.</p> <p>Example: In a non-fiction section about sheep farming, child can explain what the most common breed of sheep is and give one reason why it is common.</p>			<p>Identify some similarities and differences between two versions of a traditional tale.</p> <p>Example: Having read two versions of <i>Robin Hood</i>, child can identify main similarities and differences between the two versions.</p>	<p>Predict what might happen next in a story, sometimes using complex clues drawing on more than one aspect of the plot or of character.</p> <p>Example: Child can work out that two characters who are each unaware that the other one has the same goal are likely to find this out, and this will cause problems.</p>	<p>Participate in discussions about books, and with support can build on their own and others' ideas.</p> <p>Example: In a group discussion about a character's motives, child contributes ideas and responds to prompt questions about others' ideas, e.g. 'Do you agree with what she said? Why?'</p>		<p>Participate in discussion about an author's choice of language and show understanding of how some language choices affect the reader's understanding.</p> <p>Example: Child can notice that a particular character uses a lot of dialect words, and explain how that affects reactions to that character; or note that use of technical language in a non-fiction text helps to give a formal feel to the text.</p>		<p>Read for a range of purposes.</p> <p>Example: Child can choose appropriate books to read for pleasure and read from a range of sources to find out information about a history, geography or science topic.</p>	<p>Identify some of the ways in which fiction texts are structured, e.g. through use of chapters, and can say why this is effective.</p> <p>Example: Child can identify that the use of very short chapters in a particular book helps to build a feeling of excitement and keeps the reader reading.</p>		5+
BLUE B	Y5 term 3	<p>Pay close attention to the meanings of words when reading.</p> <p>Example: When child finds a familiar word with an alternative meaning, such as children writing on a 'tablet' in Ancient Greece, they realise the word does not refer to an electronic tablet and makes a sensible guess at the alternative meaning.</p>			<p>Use information from a text to draw straightforward inferences about how ideas are related.</p> <p>Example: In non-fiction book about spiders, child can explain why some spiders might make a good pet whereas others would not, when explanation is not expressly stated in text.</p>							<p>With support, identify how language, structure and presentation contribute to meaning in a range of straightforward texts.</p> <p>Example: Child can identify how the school website uses language, structure and presentation to let parents and pupils know what is happening in school.</p>		5+
End of Year 5 (on track to meet Year 5/6 Curriculum requirements)														

NAME:.....

BOOK BAND

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2

Indicative Book Band	Termly assessment	Literal Comprehension (LIT)				Inference (INF)		Responding to the text (RT)		Language for Effort		Themes and Conventions (TAC)	
		Literal Comprehension (LIT)	Literal Comprehension: Sequencing (SEQ)	Information Retrieval (IR)	Accuracy (ACC)	Making Inferences (INF)	Prediction (PRCD)	Personal Response and Evaluation of Text (PRS)	Performance (PERF)	Literary Language (LANG)	Vocabulary Development (VOC)	Range of Texts (RGE)	Text Structure (STRC)
RED PLUS A	Y6+ (ABOVE FLOOR)	Participate in discussion about the similarities and differences between two books on a similar topic or by the same author. Example: Having read two stories by Michael Morpurgo, child can talk about how the characters in each book are affected by war.						Respond to a moral dilemma in a text, giving their own opinion of the topic discussed and justifying this with evidence from the text. Example: In response to a story in which a character has to decide whether to break the rules in order to help a friend, child can explain what they would do using details from the text to justify their view.	Make increasingly sophisticated decisions about what material to select to support their argument in presentation or debate. Example: Child can use evidence from different parts of a novel to present a convincing argument about a character's motivations, and use evidence from the text to respond to questions.				
RED PLUS A	Y6+ (ABOVE FLOOR)				Accurately track meaning of text during reading, seldom needing to pause to self-correct. Beginning to use wider context of text to support their understanding of a sentence with unfamiliar words or syntax. Example: When reading a text that uses old-fashioned language, child can explain meaning of a passage with some accuracy even if they do not know the meaning of all the words.			Sometimes able to identify how own reaction to a character in fiction changes across the course of a book, and pinpoint some reasons for this. Example: When reading a book where the central character makes friends with someone who was previously a bully, child notices how the central character's attitude changes and can pick out some reasons why this has happened.			Explore words with similar meanings but different degrees of formality or complexity. Example: Child is often able to suggest an alternative word with a similar meaning to a common word, and can comment on the degree of formality or familiarity of the word chosen by the author.	Read for a wider range of purposes. Example: Child can choose appropriate books, websites, leaflets and newspapers or magazines to read for pleasure and to find out more about a topic that interests them.	
RED PLUS A	Y6+ (ABOVE FLOOR)	Summarise main ideas and concerns in a book, identifying key details that support main ideas. Example: In a non-fiction book, child can summarise main ideas in the text and explain the author's point of view, with reference to the text.				Read between the lines and explain different possible interpretations of an event in a fiction or non-fiction text. Example: In a drama exercise in a non-fiction context, child can take part in a discussion about a proposed new housing development, taking the point of view of a council member.	With minimal prompting, read between the lines to predict what might happen from details stated and implied. Example: Before meeting the White Queen in <i>The Lion, The Witch and the Wardrobe</i> , child can predict that she will be cruel, and can justify this prediction with stated and implied details, e.g. 'Mr Tummas seems scared of her.'	Recommend books to peers, giving reasons for their choices and considering how the context of the story distinguishes it from other books on a similar theme or by the same author. Example: Child can explain why someone would like the book even if they disliked comparable books on the same theme, e.g. 'Even if you don't usually like reading sci-fi, this book has lots of interesting characters and dilemmas.'		Discuss and evaluate how writers use language, including analogy, considering the impact on the reader. Example: When asked how a poet has helped the reader to picture a scene, child can identify examples of figurative language and analogy and explain how these affect the reader.	Regularly read a wide range of texts including longer fiction, and a wide range of non-fiction texts including online research, and can identify the most pertinent points. Example: When researching life in the Second World War, child is able to select useful books and websites and makes links between them.		
RED PLUS A	Y6+ (ABOVE FLOOR)					Participate in discussion about views expressed in two texts on a similar topic or by same author, taking into account differences in purpose and audience. Example: When discussing a recent news story, child can explain the different views of the author of a relevant website and the author of a newspaper article.		Formulate own opinion of a topic in response to a book that sparks debate and justifies this with evidence from the text. Example: In response to a book about renewable energy that outlines reasons for and against it, child can explain their own opinion about solar power using details from the text.				Discuss and evaluate how texts are structured and presented, and can comment on the impact on the reader. Example: In a fiction text that includes flashbacks to an earlier time, the child can identify that the author has chosen this structure and comments that this helps to build up suspense.	

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Indicative Book Band	Termly assessment	Literal Comprehension (LT)				Inference (INF)		Responding to the text (RT)		Language for Effort		Themes and Conventions (TAC)	
		Literal Comprehension (LT)	Literal Comprehension: Sequencing (SEQ)	Information Retrieval (IR)	Accuracy (ACC)	Making Inferences (INF)	Prediction (PRED)	Personal Response and Evaluation of Text (PRS)	Performance (PERF)	Literary Language (LANG)	Vocabulary Development (VOC)	Range of Texts (RGE)	Text Structure (STRC)
RED PLUS A	Y6+ (ABOVE FLOOR)	Draw links between different pieces of evidence and paraphrase them when asked to provide evidence for views on a text. Example: When asked to find three pieces of evidence to show that a character is unlikeable, child can find three relevant pieces of evidence and make links between them.				With support, participate in discussion about different possible endings or events that might happen in a story and can justify each prediction using stated and implied evidence. Example: When directed to a turning point in a story, child can suggest some alternative ways in which the story might unfold, using clues from the text to justify their predictions.	With support, evaluate how effectively the author has created a particular mood, and can discuss their own response to it. Example: In a chapter designed to build tension and make the reader afraid, child can, in response to questions, evaluate how successful the author has been and describe the effect the text has had on them.	Select appropriate evidence and ideas from more than one source and use it to deliver a well-reasoned and balanced presentation based on what they have read. Example: Child can deliver a well-researched and engaging presentation about whether animals should be kept in zoos, giving arguments for and against the topic.	With support, evaluate how author has used language for a particular effect, finding examples and explaining how they impact on the reader. Example: In response to directed questions, child can find some examples of language for effect, e.g. contrasting sentence lengths, unusual vocabulary and imagery, and can explain how these contribute to the overall effect.		Regularly contribute to discussions about a wide range of books, including modern classic fiction and a range of non-fiction sources, and can make thematic links between texts. Example: Child can respond to peers' preferences in reading and can draw on their own breadth of reading to recommend further books on similar themes.	Evaluate the author's choice of text structure in terms of the impact on the reader. Example: Child can suggest why author might have chosen to tell an episode of history through biography rather than historical fiction.	
RED PLUS B	Y6+ (ABOVE FLOOR)	Participate in discussion about similarities and differences between viewpoints of authors or characters in two or more texts. Example: Child can compare and discuss the viewpoints of the main characters of stories set in Second World War, e.g. one from the viewpoint of an evacuee and a child in the Blitz.				Identify techniques author has used to evoke and manipulate reader's response to a text, both through language choices and through events the author chooses to portray. Example: In the poem <i>The Highwayman</i> , child can identify how the poet presents a law-breaker as a very sympathetic character and can find implied evidence to show this.	Use breadth of reading to discuss their opinions of authors and themes and, with support, can justify why they like these. Example: In response to questions, child can explain that their favourite author is C.S. Lewis and gives reasons for this, drawing on common themes, characters and settings between books.			Discuss and compare words with similar meanings or opposing meanings, and give a view about whether a particular word is a good choice or not. Example: Child can use different types of dictionaries and thesauruses to explore unfamiliar or technical language, and can sometimes discuss how appropriate or helpful specific words are in the context of a text.			
RED PLUS B	Y6+ (ABOVE FLOOR)			Collate and summarise ideas in writing using quotations when asked to identify specific details from more than one text. Example: When child is asked to explain how the lives of a runner and a swimmer are similar based on their diaries, they can find relevant points from more than one text and collate them. In fiction, when comparing two books by the same author, child can locate and quote appropriate information from both texts and combine them to make a convincing argument.		Evaluate techniques the author has used to evoke and manipulate reader's response to a text. Example: In a story where a character who is initially unpleasant to the main character later comes to his rescue, child can analyse how author chose to reveal certain facts about the character in order to change the reader's perception of that character.	Volunteer suggestions independently when discussing different possible endings or events that might happen in a story, and can justify each prediction using stated and implied evidence. Example: Child can participate in a group discussion about different ways in which a story might unfold, building on their own and others' ideas and using clues and evidence from the text to justify each idea.	Evaluate how effectively the author has attempted to alter the reader's opinion, and can discuss their own response to it. Example: In a chapter designed to make the reader sympathise with an otherwise unpleasant character, child can evaluate how successful the author has been and explain whether this has changed their opinion of the character.	Discuss and evaluate how authors use language, including irony and sarcasm, considering the impact on the reader. Example: Child can identify irony in answer to directed questions, and can suggest reasons why the author may have decided to use irony.		Regularly contribute to discussions about a wide range of books, including classic fiction and more in-depth non-fiction, and can make thematic links between texts. Example: In a discussion about <i>Black Beauty</i> , child is able to comment that book has themes of cruelty and kindness and compares it with another book they have read with similar themes.	With support, evaluate how the choice of text structure supports the writer's theme and purpose. Example: In answer to directed questions, child can compare a haiku and a longer rhyming poem, both about a cat, and suggest reasons why each poet may have chosen that form of poetry.	
RED PLUS B	Y6+ (ABOVE FLOOR)				Accurately track meaning of text during reading, self-correcting as necessary without obvious pauses in the reading. Increasingly confident in using wider context of text to support their understanding of a sentence with unfamiliar words or syntax. Example: When reading a text that uses some unfamiliar and complex technical language, can explain meaning of a passage even if they do not know the meaning of all the words.	Recognise the purpose, audience and context of a piece of biased writing and, with direction, can use this knowledge to support their comprehension. Example: In response to questions such as: 'Is this a complete picture of what happened?' and 'Can you trust that everything this says is true?' child can explain that the text is an opinion and may not give the full picture.	Use breadth of reading to discuss their opinions of authors, themes and styles and, with support, can justify why they like these. Example: In response to questions, child can explain why they like some styles of fantasy but not others, e.g. 'I prefer fantasy books that mix real life with magical elements to those that are set in a completely different world, because I like to imagine myself as the characters, but I find it hard to relate to them if the world is completely imaginary.'	Select and use appropriate evidence and ideas from research and/or close reading of a text and, with support, can anticipate some counter-arguments from the opposing side. Example: When planning their arguments for a debate about renewable energy, child can, with guidance, anticipate what the opposing side may say against wind farms, and can research a counter-argument.					

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		Literal Comprehension (LIT)				Inference (INF)		Responding to the text (RT)		Language for Effort		Themes and Conventions (TAC)	
Indicative Book Band	Termly assessment	Literal Comprehension (LIT)	Literal Comprehension: Sequencing (SEQ)	Information Retrieval (IR)	Accuracy (ACC)	Making Inferences (INF)	Prediction (PRED)	Personal Response and Evaluation of Text (PRS)	Performance (PERF)	Literary Language (LANG)	Vocabulary Development (VOC)	Range of Texts (RGE)	Text Structure (STRC)
RED PLUS B	Y6+ (ABOVE FLOOR)					<p>Recognise layers of meaning in a text and track details throughout the text, explaining how they contribute to overall meaning.</p> <p>Example: Having read a book, e.g. a detective story, child can find the subtle clues that have been woven throughout the story and use them as evidence to explain how author deliberately tricks reader into making one interpretation which turns out to be false as text unfolds.</p>	<p>Speculate about different possible endings or events that might happen in a story and can justify each prediction using stated and implied evidence.</p> <p>Example: When part-way through a novel, child can suggest different ways in which the story might unfold, giving reasons and using clues and evidence from the text to justify each prediction.</p>	<p>Evaluate how effectively the author has used humour, and can discuss their own response to it.</p> <p>Example: In a book with some humorous elements, child can analyse how successful the author has been in achieving humour and explain what effect the humour has had on their opinions of characters or events.</p>	<p>Select and use appropriate evidence and ideas from research and/or close reading of a text to sustain a well-reasoned point of view in a debate.</p> <p>Example: Child can defend their point of view in a sustained argument, using evidence from the text to support the argument and courteously countering opposing opinions.</p>	<p>Observe and evaluate how author has used language for a particular effect, finding examples and explaining how they impact on the reader.</p> <p>Example: Child independently observes examples of contrasting sentence lengths, irony, imagery and unusual vocabulary and can explain how these contribute to the overall effect.</p>		<p>Read a wide range of high-quality fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.</p> <p>Example: Child selects a wide range of challenging books to read, e.g. books by Eoin Colfer or Philippa Pearce, and can talk about them, making links between similar texts.</p>	
RED PLUS B	Y6+ (ABOVE FLOOR)					<p>Begin to make critical comparisons across texts and can give a written response to a question, explaining their answer.</p> <p>Example: Child can combine details from each text and explain their answer, e.g. explaining why some animals are endangered with reference to the texts.</p>		<p>Use breadth of reading to discuss their opinions of authors, themes and styles and can justify why they like these.</p> <p>Example: Child can explain why they like some styles of historical novels but not others, e.g. 'I prefer books that are fully set in the past, such as those by Rosemary Sutcliffe, to those that involve time-travellers, because stories set fully in the past help me to imagine better what life was like at the time, and I find it more believable.'</p>				<p>Discuss a range of structural features and evaluates how these contribute to the effects achieved.</p> <p>Example: Child can hypothesise about why an author may have chosen to use unusual text features, e.g. the use of maps, letters or songs within a story, evaluating the effects of these features.</p>	