



# Tips and hints to help young readers.



Different skills are required at each level of reading. This booklet provides prompts to help support the development of those skills in each of the book bands.

## BAND 1/2 - PINK

<p><b>READING:</b> <i>Strategies, expression, fluency.</i></p>	<p><b>RESPONSE TO TEXT:</b> <i>Comprehension, opinion, reference to text (inference)</i></p>
<p><u>Word recognition and phonic knowledge</u></p> <ul style="list-style-type: none"> <li>▪ Locate familiar words and use them to check own reading</li> <li>▪ Can name some letters (capitals and lower case)</li> <li>▪ Distinguish one sound from another (<i>Phase 1 and 2</i>)</li> <li>▪ Show awareness of rhyme and alliteration (<i>Phase 1</i>)</li> <li>▪ Recognise rhythm in spoken words (<i>Phase 1</i>)</li> </ul> <p><u>Grammatical awareness</u></p> <ul style="list-style-type: none"> <li>▪ Use language patterns (syntax)</li> <li>▪ Expect written text to make sense</li> </ul> <p><u>Knowing how texts work</u></p> <ul style="list-style-type: none"> <li>▪ Can recognise front and back cover</li> <li>▪ Understands that print conveys meaning</li> <li>▪ Can differentiate between text and illustration</li> <li>▪ Locate title</li> <li>▪ Open front cover</li> <li>▪ Turn pages appropriately</li> <li>▪ Understand that left page comes before right</li> <li>▪ Understand that we read print from left to right</li> <li>▪ Knows where text starts</li> <li>▪ Match spoken word to printed word (one-to-one correspondence)</li> </ul>	<p><u>Use of context</u></p> <ul style="list-style-type: none"> <li>▪ Use the meaning of the text (contextual cues)</li> <li>▪</li> </ul> <p><u>Interpretation and response</u></p> <ul style="list-style-type: none"> <li>▪ With support/guidance, can comment on texts, e.g. on personality of main characters</li> <li>▪ Begins to be aware of the way stories are structured</li> <li>▪ Can talk about stories and use pictures to support</li> <li>▪ Predict the story line and some vocabulary</li> </ul> <p><u>Attitude</u></p> <p>Can choose a book and explain choice</p>

## BAND 3/4/5 - RED

<p><b>READING:</b> <i>Strategies, expression, fluency.</i></p>	<p><b>RESPONSE TO TEXT:</b> <i>Comprehension, opinion, reference to text (inference)</i></p>
<p><u>Word recognition and phonic knowledge</u></p> <ul style="list-style-type: none"> <li>▪ Recognises familiar words in simple text (<i>Phase 2</i>)</li> <li>▪ Recognises print structure of a word, individual letters and the space between words</li> <li>▪ Hears and says phonemes in initial position (<i>Phase 2</i>)</li> <li>▪ Knows some phoneme-grapheme correspondences (<i>Phase 2</i>)</li> </ul> <p><u>Grammatical awareness</u></p> <ul style="list-style-type: none"> <li>▪ Use known words to check and confirm reading</li> <li>▪ Predict from meaning, syntax and print to solve new words</li> </ul> <p><u>Knowing how text works</u></p> <ul style="list-style-type: none"> <li>▪ Locate and recall title</li> <li>▪ Consolidate secure control of one to one matching</li> <li>▪ Start to read more rhythmically or use phrasing while maintaining track of print</li> </ul>	<p><u>Use of context</u></p> <ul style="list-style-type: none"> <li>▪ Knows that information can be retrieved from books and other texts</li> <li>▪ Predict the story line and some vocabulary</li> <li>▪ Repeat words, phrases or sentences to check, confirm or modify own reading</li> </ul> <p><u>Interpretation and response</u></p> <ul style="list-style-type: none"> <li>▪ With support/guidance, can comment on texts, e.g. on personality of main characters</li> <li>▪ Retells narratives in the correct sequence, drawing on language patterns of stories</li> </ul> <p><u>Attitude</u></p> <ul style="list-style-type: none"> <li>▪ Chooses a book and explains choice</li> <li>▪ Say how they feel about stories and poems</li> </ul>

## BAND 6/7/8 – YELLOW

READING: <i>Strategies, expression, fluency.</i>	RESPONSE TO TEXT: <i>Comprehension, opinion, reference to text (inference)</i>
<p><u>Word recognition and phonic knowledge</u></p> <ul style="list-style-type: none"> <li>▪ Note familiar words and letter clusters and use these to get to unknown words e.g. look - took (<i>Phase 3</i>)</li> <li>▪ Identifies initial sounds in unfamiliar words. Recognises and sounds out some letters in other positions. (<i>Phase 3-4</i>)</li> <li>▪ When prompted, uses phonics to work out some words.</li> </ul> <p><u>Grammatical awareness</u></p> <ul style="list-style-type: none"> <li>▪ Take more note of punctuation to support the use of grammar and oral language rhythms</li> <li>▪ Search for information in print to predict, confirm or attempt new words while reading.</li> <li>▪ Can cope with two or three lines of a text on a page.</li> </ul> <p><u>Knowing how texts work</u></p> <ul style="list-style-type: none"> <li>▪ Follow print with eyes, finger-pointing only at points of difficulty</li> <li>▪ Cross-check all sources of information more quickly while reading</li> </ul>	<p><u>Use of context</u></p> <ul style="list-style-type: none"> <li>▪ Predict in more detail</li> <li>▪ Notice relationships between one text and another</li> </ul> <p><u>Interpretation and response</u></p> <ul style="list-style-type: none"> <li>▪ Recognises that additional information may be contained in illustrations, diagrams etc</li> <li>▪ Is aware of some main ideas and events from own reading of simple texts</li> </ul> <p><u>Attitude</u></p> <ul style="list-style-type: none"> <li>▪ Uses simple words to demonstrate likes or dislikes in response to events and ideas in poems, stories and non-fiction</li> <li>▪ Comments spontaneously on perceived links with own life experience or other experiences, e.g. films, books</li> </ul>

## BAND 9/10/11 – BLUE

READING: <i>Strategies, expression, fluency.</i>	RESPONSE TO TEXT: <i>Comprehension, opinion, reference to text (inference)</i>
<p><u>Word recognition and phonic knowledge</u></p> <ul style="list-style-type: none"> <li>▪ With support, can apply knowledge of letters, sounds and analogy with known vocabulary to solve new words</li> <li>▪ Recognises familiar words in simple texts (<i>Phase 3+</i>)</li> </ul> <p><u>Grammatical awareness</u></p> <ul style="list-style-type: none"> <li>▪ Self-correct more rapidly on-the-run</li> <li>▪ Move through text attending to meaning, print and sentence structure flexibly</li> <li>▪ Solve new words using print information along with attention to meaning</li> <li>▪ Begins to use strategies a range of strategies e.g. reading on to the end of a sentence</li> </ul> <p><u>Knowing how texts work</u></p> <ul style="list-style-type: none"> <li>▪ Has confidence to tackle texts in unfamiliar formats (e.g. books from sources other than core reading scheme)</li> <li>▪ Manage a greater variety of text types</li> <li>▪ With support, draws simple conclusions by relating information in illustrations and diagrams to content of text.</li> </ul>	<p><u>Use of context</u></p> <ul style="list-style-type: none"> <li>▪ Establishes meaning when reading simple texts aloud; spontaneously re-reads some sentences with expression</li> <li>▪ Re-read to enhance phrasing and clarify precise meaning</li> </ul> <p><u>Interpretation and response</u></p> <ul style="list-style-type: none"> <li>▪ With support, recognises empathy with main points in books in relation to own life experience.</li> <li>▪ Expresses main events or ideas from own reading of simple texts in response to questions or prompts</li> <li>▪ Shows an understanding of the elements of stories such as character, setting, events</li> <li>▪ Discuss content of the text in a manner which indicates precise understanding</li> </ul> <p><u>Attitude</u></p> <ul style="list-style-type: none"> <li>▪ Comments on interesting or enjoyable aspects of books</li> </ul>

## BAND 12/13/14 - GREEN

READING: <i>Strategies, expression, fluency.</i>	RESPONSE TO TEXT: <i>Comprehension, opinion, reference to text (inference)</i>
<p><u>Word recognition and phonic knowledge</u></p> <ul style="list-style-type: none"> <li>Independently applies knowledge of sounds, letters and words to read appropriate texts</li> <li>Reads an increasing range of familiar words in texts (Phase 4+)</li> </ul> <p><u>Grammatical awareness</u></p> <ul style="list-style-type: none"> <li>Begins to use strategies beyond picture/phonic cues e.g. reading on to the end of a sentence</li> <li>Solve new words using print detail while attending to meaning and syntax</li> <li>Read fluently with attention to a range of punctuation</li> <li>Is aware of need to establish meaning in own reading</li> </ul> <p><u>Knowing how texts work</u></p> <ul style="list-style-type: none"> <li>Has confidence to tackle texts in unfamiliar formats (e.g. books from sources other than core reading scheme)</li> <li>With support, draws simple conclusions by relating information in illustrations and diagrams to content of text</li> <li>Track visually additional lines of print without difficulty</li> <li>With two or three lines of print on a page, can track without finger pointing</li> <li>Can express some simple additional understanding from details contained in illustrations, diagrams etc.</li> </ul>	<p><u>Use of context</u></p> <ul style="list-style-type: none"> <li>Establishes meaning when reading simple texts aloud; spontaneously re-reads some sentences with expression</li> <li>Tries to predict next word, idea etc.</li> </ul> <p><u>Interpretation and response</u></p> <ul style="list-style-type: none"> <li>With support, recognises empathy with main points in books in relation to own life experiences</li> <li>Expresses main events or ideas from own reading of simple texts in response to questions or prompts</li> <li>Shows an understanding of the elements of stories such as character, setting, events</li> <li>Independently recognises some links between own life and events, characters, ideas, information in books</li> <li>Make simple deductions with help and prompts</li> <li>Discuss and interpret character and plot more fully</li> <li>May identify the main character in a story, or the subject of a non-fiction text</li> <li>Understands and can retell some main events or ideas from own reading of simple texts</li> </ul> <p><u>Attitude</u></p> <ul style="list-style-type: none"> <li>Comments on interesting or enjoyable aspects of books</li> <li>Spontaneously expresses simple likes and dislikes in familiar texts.</li> <li>With encouragement, is beginning to respond to a wider range of text types - stories, poetry, non-fiction</li> <li>Manage effectively a growing variety of texts</li> </ul>

## BAND 15/16 - ORANGE

READING: <i>Strategies, expression, fluency.</i>	RESPONSE TO TEXT: <i>Comprehension, opinion, reference to text (inference)</i>
<p><u>Word recognition and phonic knowledge</u></p> <ul style="list-style-type: none"> <li>Use phonic knowledge together with context to solve unfamiliar words</li> <li>Independently applies some knowledge of sounds, letters and words to read simple texts</li> <li>Search for and use familiar elements within words to read longer words</li> <li>Reads an increasing range of familiar words in simple texts</li> <li>Refer to illustrations but work out vocabulary without heavy reliance on them</li> </ul> <p><u>Grammatical awareness</u></p> <ul style="list-style-type: none"> <li>Attend to a greater range of punctuation and text layout to read dialogue, plays and simple non-fiction text appropriately</li> <li>Read somewhat longer phrases and more complex sentences than at earlier bands</li> <li>Cross-check information from meaning, syntax and print on the run</li> <li>Rerun spontaneously to check meaning and self-correct</li> <li>With two or three lines of print on a page, can track without finger pointing</li> </ul> <p><u>Knowing how texts work</u></p> <ul style="list-style-type: none"> <li>Begin to use appropriate terminology when discussing different types of text</li> <li>Get started on fiction after briefer introductions</li> <li>Make good use of quite a brief introduction to a new book</li> <li>Express some simple additional understanding from details contained in illustrations, diagrams etc</li> </ul>	<p><u>Use of context</u></p> <ul style="list-style-type: none"> <li>Tries to predict next word, idea etc.</li> <li>Is aware of need to establish meaning in own reading</li> </ul> <p><u>Interpretation and response</u></p> <ul style="list-style-type: none"> <li>Infer meaning from the text</li> <li>May identify the main character in a story, or the subject of a non-fiction text</li> <li>Independently recognises some links between own life and events, characters, ideas, information books</li> <li>Check information in text with illustrations and personal experience and comment on the content</li> <li>Understands and can retell some main points</li> </ul> <p><u>Attitude</u></p> <ul style="list-style-type: none"> <li>Spontaneously expresses simple likes and dislikes in familiar texts.</li> <li>With encouragement, is beginning to respond to a wider range of text types - stories, poetry, non-fiction</li> </ul>

## BAND 17/18 – TURQUOISE

<p><b>READING:</b> <i>Strategies, expression, fluency.</i></p>	<p><b>RESPONSE TO TEXT:</b> <i>Comprehension, opinion, reference to text (inference)</i></p>
<p><u>Word recognition and phonic knowledge</u></p> <ul style="list-style-type: none"> <li>Reads taught high frequency words accurately</li> <li>Tackle a higher ratio of more complex words, making use of phonic knowledge and syllables</li> <li>Predominantly uses phonic strategy to decode unfamiliar vocabulary. (Phase 5+)</li> <li>Is beginning to use a range of strategy to read unfamiliar words.</li> </ul> <p><u>Grammatical awareness</u></p> <ul style="list-style-type: none"> <li>Use punctuation and text layout to read with a greater range of expression and control</li> </ul> <p><u>Knowing how texts work</u></p> <ul style="list-style-type: none"> <li>Begin to take responsibility for reading title, blurbs, looking through new books, deciding the type of text, and predicting some of the content</li> <li>Is aware of different text types and that they have different purposes</li> <li>Approach different text types with increasing flexibility and note the key structural features</li> <li>Independently expresses some simple additional understanding from details contained in illustrations, diagrams etc.</li> </ul>	<p><u>Use of context</u></p> <ul style="list-style-type: none"> <li>With support, may make simple predictions</li> <li>Extract meaning from the text while reading with less dependence on illustrations</li> </ul> <p><u>Interpretation and response</u></p> <ul style="list-style-type: none"> <li>With encouragement, is beginning to express some wider reactions to events or ideas in stories, poems and non-fiction</li> <li>Identifies the main character in a story, or the subject of a non-fiction text</li> <li>Discuss information, characters and reasons for events in the text and offer opinions on the effectiveness of the book</li> <li>Read simple directions and instructions and act on the information</li> </ul> <p><u>Attitude</u></p> <ul style="list-style-type: none"> <li>Sustain reading through somewhat longer sentence structures and paragraphs</li> <li>Reads simple/familiar texts with increasing confidence and accuracy</li> <li>Spontaneously expresses simple likes and dislikes</li> <li>Comments spontaneously on simple links between own experience and book events, characters etc.</li> </ul>

## BAND 19/20 – PURPLE

<p><b>READING:</b> <i>Strategies, expression, fluency.</i></p>	<p><b>RESPONSE TO TEXT:</b> <i>Comprehension, opinion, reference to text (inference)</i></p>
<p><u>Word recognition and phonic knowledge</u></p> <ul style="list-style-type: none"> <li>Predominantly uses phonic strategy to decode unfamiliar vocabulary (Phase 5+)</li> <li>Reads taught high frequency words accurately</li> <li>Uses an increasing range of strategies to decode and understand unfamiliar words</li> <li>Use knowledge of high-frequency vocabulary and syllables to read compound words and longer unfamiliar vocabulary</li> <li>Solve most unfamiliar words on the run</li> <li>Reading of a range of simple/familiar texts is generally accurate</li> </ul> <p><u>Grammatical awareness</u></p> <ul style="list-style-type: none"> <li>Read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences</li> <li>Is beginning to monitor for meaning and to self correct</li> </ul> <p><u>Knowing how texts work</u></p> <ul style="list-style-type: none"> <li>Look through a variety of texts with growing independence to predict content, layout and story development</li> <li>Use a range of alphabetically-ordered text, e.g. indexes, glossaries</li> <li>Draws simple reasoned conclusions from events and ideas in text and illustrations/diagrams</li> <li>Notifies broad differences and similarities between familiar texts</li> <li>Suggest what information a non-fiction text may contain</li> <li>Adapt to fiction, non-fiction or poetic language with growing flexibility, adjusting reading pace to the text type</li> </ul>	<p><u>Use of context</u></p> <ul style="list-style-type: none"> <li>With support, may make simple predictions</li> <li>Makes simple predictions about what might happen next in a story</li> <li>Begin to make more conscious use of reading to extend speaking and writing vocabulary and syntax</li> </ul> <p><u>Interpretation and response</u></p> <ul style="list-style-type: none"> <li>With encouragement is beginning to express some wider reactions to events or ideas in stories, poems and non-fiction</li> <li>In scaffolded discussion, may recognise simple cause and effect and other relationships of elements within texts</li> <li>Discuss story themes, characters and settings with reference to words and phrases in the text</li> <li>Take more conscious account of literary effects used by writers</li> </ul> <p><u>Attitude</u></p> <ul style="list-style-type: none"> <li>Spontaneously expresses simple likes and dislikes</li> <li>Comments spontaneously on simple links between own experience and book events, characters etc</li> <li>Expresses opinions about major events, ideas and information in stories, poems and non-fiction</li> <li>May begin to identify specific elements that are liked and disliked</li> </ul>

<p><b>READING:</b> <i>Strategies, expression, fluency.</i></p>	<p><b>RESPONSE TO TEXT:</b> <i>Comprehension, opinion, reference to text (inference)</i></p>
<p><u>Word recognition and phonic knowledge</u></p> <ul style="list-style-type: none"> <li>▪ Regularly uses a range of clues and strategies to decode unfamiliar text (Phase 5+)</li> </ul> <p><u>Grammatical awareness</u></p> <ul style="list-style-type: none"> <li>▪ Read aloud with intonation and expression,</li> <li>▪ Read silently or quietly at a more rapid pace taking note of punctuation and using it to keep track of longer sentences</li> <li>▪ Solve and self correct most unfamiliar words on-the-run re-reading at times to pull information together or alter phrasing (Phase 5+)</li> <li>▪ Usually monitors for meaning and self-corrects significant errors</li> </ul> <p><u>Knowing how texts work</u></p> <ul style="list-style-type: none"> <li>▪ Investigate and recognise a range of ways of presenting text, e.g. captions, headings, sub-headings, chapters, textboxes, etc</li> <li>▪ Adapt to fiction, non-fiction and poetic language with growing flexibility</li> <li>▪ Understands that there is a difference between fact and opinion</li> <li>▪ Draws simple reasoned conclusions from events and ideas in text and illustrations/diagrams</li> <li>▪ Recognises facts and uses headings to find particular points</li> </ul>	<p><u>Use of context</u></p> <ul style="list-style-type: none"> <li>▪ Look through a variety of texts with growing independence to predict content, layout and story development</li> <li>▪ Begin to make more conscious use of reading to extend speaking and writing vocabulary and syntax</li> </ul> <p><u>Interpretation and response</u></p> <ul style="list-style-type: none"> <li>▪ Take more conscious account of literary effects used by writers</li> <li>▪ Begins to justify simple predictions in terms of other reading experience</li> <li>▪ Notices broad differences and similarities between familiar texts</li> <li>▪ Is beginning to make simple comparisons between books</li> <li>▪ Makes simple predictions about what might happen next in a story</li> <li>▪ Suggests what information a non-fiction text may contain</li> <li>▪ Identifies one trait of a main character</li> <li>▪ Composes an additional question for the author of a non-fiction text</li> <li>▪ Independently accesses some additional meaning from text and illustrations by linking elements and recognising relationships</li> <li>▪ Refers to characters, events, setting etc.</li> <li>▪ Understands beginning, middle, end and uses this knowledge to retell main points of a story</li> <li>▪ Identifies key words and passages when responding to questions</li> <li>▪ Recalls main elements of text content in response to questions</li> </ul> <p><u>Attitude</u></p> <ul style="list-style-type: none"> <li>▪ Expresses increasingly confident opinions, referring to specific elements liked and disliked</li> <li>▪ May begin to explain likes and dislikes in detail</li> </ul>

## BAND 23/24 – SILVER

<b>READING:</b> <i>Strategies, expression, fluency.</i>	<b>RESPONSE TO TEXT:</b> <i>Comprehension, opinion, reference to text (inference)</i>
<p><u>Word recognition and phonic knowledge</u></p> <ul style="list-style-type: none"><li>▪ Notice the spelling of unfamiliar words and relate to known words</li></ul> <p><u>Grammatical awareness</u></p> <ul style="list-style-type: none"><li>▪ Reads aloud confidently, using expression and intonation</li><li>▪ Usually reads with reasonable fluency and accuracy</li><li>▪ Shows increased awareness of vocabulary and precise meaning</li><li>▪ Reads silently most of the time</li></ul> <p><u>Knowing how texts work</u></p> <ul style="list-style-type: none"><li>▪ Look through a variety of texts with growing independence to predict content, layout and story development</li><li>▪ Comments on the ways in which the book is written or presented</li><li>▪ Uses knowledge of the alphabet to locate information in dictionaries, indexes etc</li></ul>	<p><u>Use of context</u></p> <ul style="list-style-type: none"><li>▪ Recognises facts and uses headings to find particular points</li><li>▪ Use text more fully as a reference and as a model</li><li>▪ Chooses and uses a range of text types with understanding of purpose</li><li>▪ Search for and find information in texts more flexibly</li></ul> <p><u>Interpretation and response</u></p> <ul style="list-style-type: none"><li>▪ Refers to characters, events, setting etc.</li><li>▪ Understands beginning, middle, end and uses this knowledge to retell main points of a story</li><li>▪ Identifies key words and passages when responding to questions</li><li>▪ Recalls main elements of text content in response to questions</li><li>▪ Offer and discuss interpretations of text and the use of simple poetical and metaphorical language</li><li>▪ Is beginning to evaluate one text against others, comparing and contrasting main elements</li><li>▪ Begins to justify simple predictions in terms of other reading experience</li><li>▪ With support, can draw conclusions using identified information/ideas within text</li><li>▪ Independently accesses some additional meaning from text and illustrations by linking elements and recognising relationships</li><li>▪ Suggests extensions or alternative to plot</li><li>▪ Identifies and discuss main characters</li></ul> <p><u>Attitude</u></p> <ul style="list-style-type: none"><li>▪ May begin to explain likes and dislikes in detail</li><li>▪ Express reasoned opinions about what is read, and compare texts</li><li>▪ Sustain interest in a longer text, returning to it easily after a break</li></ul>

## BAND 25/26 – EMERALD

<b>READING:</b> <i>Strategies, expression, fluency.</i>	<b>RESPONSE TO TEXT:</b> <i>Comprehension, opinion, reference to text (inference)</i>
<p><u>Word recognition and phonic knowledge</u></p> <ul style="list-style-type: none"><li>▪ Take note and devise ways to remember the meaning and spelling of unfamiliar words</li><li>▪ Usually reads with reasonable fluency and accuracy</li></ul> <p><u>Grammatical awareness</u></p> <ul style="list-style-type: none"><li>▪ Read silently most of the time, adjusting speed of reading to suit material and monitoring the precise meaning</li><li>▪ Self corrects spontaneously</li><li>▪ Read independently, using strategies appropriately to establish meaning</li></ul> <p><u>Knowing how texts work</u></p> <ul style="list-style-type: none"><li>▪ Make use of blurbs, chapter headings, glossaries, indexes and procedural texts to search for and locate information quickly and accurately</li><li>▪ Use experience of reading a variety of material to recognise text type and predict layout and general content</li><li>▪ Can recognise the main differences between fiction and non-fiction texts</li><li>▪ Chooses and uses a widening range of text types appropriately</li></ul>	<p><u>Use of context</u></p> <ul style="list-style-type: none"><li>▪ Can extract information from non-fiction</li><li>▪ Recalls main elements of text content in response to questions</li></ul> <p><u>Interpretation and response</u></p> <ul style="list-style-type: none"><li>▪ Express reasoned opinions about what is read, and compare texts</li><li>▪ Investigate and identify the styles and voice of a range of different text types including plays, poetry, narrative, procedural and explanatory texts</li><li>▪ Shows understanding of main points</li><li>▪ Makes sensible predictions</li><li>▪ Uses appropriate voices for characters</li><li>▪ Adopts a story telling voice</li><li>▪ Rerun to make different interpretations of dialogue, more complex sentences, unfamiliar language etc.</li><li>▪ With support can draw conclusions using identified information/ideas within a text</li></ul> <p><u>Attitude</u></p> <ul style="list-style-type: none"><li>▪ Sustain interest in longer texts, returning easily to them after a break</li><li>▪ Expresses reading preferences</li><li>▪ Explains some likes and dislikes, beginning to refer to elements in the text</li><li>▪ Is beginning to evaluate one text against others, comparing and contrasting main elements</li><li>▪ Raises larger numbers of relevant questions when reading non-fiction</li><li>▪ Expresses curiosity when reading fiction and poetry</li><li>▪ Is more confident in relating self to the world of a book</li></ul>



## BAND 27/28 – RUBY

<b>READING:</b> <i>Strategies, expression, fluency.</i>	<b>RESPONSE TO TEXT:</b> <i>Comprehension, opinion, reference to text (inference)</i>
<p><u>Word recognition and phonic knowledge</u></p> <p><u>Grammatical awareness</u></p> <ul style="list-style-type: none"><li>▪ Pauses appropriately in response to punctuation and/or meaning</li></ul> <p><u>Knowing how texts work</u></p> <ul style="list-style-type: none"><li>▪ Uses a variety of information texts to answer own queries</li><li>▪ Uses detailed knowledge of alphabet to find books and locate information quickly</li><li>▪ Identifies a range of key genres and knows some main characteristics</li></ul>	<p><u>Use of context</u></p> <ul style="list-style-type: none"><li>▪ Justifies prediction and opinions by referring to the text</li><li>▪ Responds accurately and with supporting detail when answering questions</li><li>▪ Knows where to look for answers in the text</li><li>▪ Reads ahead to determine direction in meaning</li></ul> <p><u>Interpretation and response</u></p> <ul style="list-style-type: none"><li>▪ Responds to the tension in a story</li><li>▪ Is beginning to recognise elements of authorial style</li><li>▪ In fiction, recognises the need to go beyond literal comprehension in order to access the full meaning of text</li><li>▪ Responds by articulating understanding of main points, including cause/effect and other relationships of ideas, information etc.</li><li>▪ Habitually looks for links and draws conclusions</li><li>▪ Can interpret/paraphrase text without losing meaning</li></ul> <p><u>Attitude</u></p> <ul style="list-style-type: none"><li>▪ Is beginning to reflect on enjoyment and usefulness of reading a range of text types</li><li>▪ Habitually and confidently relates own experience to reading</li><li>▪ Independently reads an increasing range of text types fluently and accurately</li></ul>

## BAND 29/30 - SAPPHIRE

<b>READING:</b> <i>Strategies, expression, fluency.</i>	<b>RESPONSE TO TEXT:</b> <i>Comprehension, opinion, reference to text (inference)</i>
<p data-bbox="87 219 478 246"><u>Word recognition and phonic knowledge</u></p> <p data-bbox="87 280 319 306"><u>Grammatical awareness</u></p> <ul data-bbox="135 309 742 425" style="list-style-type: none"><li>▪ Shows awareness of the listener through use of pauses, emphasis and pace to entertain and maintain interest</li><li>▪ Understands how the meaning of sentences is shaped by punctuation, word order and connectives</li></ul> <p data-bbox="87 459 327 486"><u>Knowing how texts work</u></p> <ul data-bbox="135 488 742 660" style="list-style-type: none"><li>▪ Locates and uses information</li><li>▪ Uses index and headings to navigate non-fiction text</li><li>▪ Knows an increasing range of text types, genres etc. and their main characteristics</li><li>▪ Indicates main ideas in text, including chronological structure, cause/effect and plot</li></ul>	<p data-bbox="813 219 957 246"><u>Use of context</u></p> <ul data-bbox="861 248 1460 365" style="list-style-type: none"><li>▪ Identifies key points when reading an appropriate text</li><li>▪ Uses evidence from the text to justify opinion</li><li>▪ Finds relevant words in a text without prompting</li><li>▪ Knows where and how to look for answers in the text</li></ul> <p data-bbox="813 398 1093 425"><u>Interpretation and response</u></p> <ul data-bbox="861 427 1508 896" style="list-style-type: none"><li>▪ Shows understanding of significant ideas, themes, events and characters</li><li>▪ With help shows that they have used inference and deduction</li><li>▪ Responds in increasing detail when answering questions</li><li>▪ Expresses understanding in own words rather than just repeating</li><li>▪ Links key elements from different sections of text to build a detailed understanding and draw further conclusions</li><li>▪ Is beginning to recognise that there may be a deeper meaning, or theme, underlying the plot</li><li>▪ Recognises that certain words and phrases create particular responses in the reader</li><li>▪ Quotes textual details as part of evaluation</li><li>▪ Begins to respond with empathy to elements of fiction and poetry</li></ul> <p data-bbox="813 929 901 956"><u>Attitude</u></p> <ul data-bbox="861 958 1460 1041" style="list-style-type: none"><li>▪ Concentrates on reading for longer periods and can persevere with longer texts</li><li>▪ Reads a wide range of text types rapidly and accurately</li></ul>

## BAND 31

<b>READING:</b> <i>Strategies, expression, fluency.</i>	<b>RESPONSE TO TEXT:</b> <i>Comprehension, opinion, reference to text (inference)</i>
<p data-bbox="86 250 480 275"><u>Word recognition and phonic knowledge</u></p> <p data-bbox="86 309 320 333"><u>Grammatical awareness</u></p> <ul data-bbox="134 338 759 483" style="list-style-type: none"><li data-bbox="134 338 759 394">▪ Identifies expressive, figurative and descriptive language used to create effects in poetry and prose (AF5, 6)</li><li data-bbox="134 398 485 423">▪ Recognises complex sentences</li><li data-bbox="134 427 759 483">▪ Reads aloud, using voice appropriately to give full value to meaning, pace, tension etc.</li></ul> <p data-bbox="86 517 328 542"><u>Knowing how texts work</u></p> <ul data-bbox="134 546 759 808" style="list-style-type: none"><li data-bbox="134 546 759 602">▪ Recognises the ways writers present issues and points of view in fiction or non-fiction (AF5, AF6 AF7)</li><li data-bbox="134 607 759 663">▪ Identifies how language is used and structured in a range of texts (AF4, AF5)</li><li data-bbox="134 667 759 748">▪ Locates ideas and information quickly in a range of resources; uses index, contents list, library guides etc. (AF2)</li><li data-bbox="134 752 759 808">▪ Recognises and identifies the language conventions of a range of texts (AF5)</li></ul>	<p data-bbox="810 250 963 275"><u>Use of context</u></p> <ul data-bbox="858 280 1481 542" style="list-style-type: none"><li data-bbox="858 280 1481 336">▪ Refers to the text to support predictions and opinions (AF2)</li><li data-bbox="858 340 1481 396">▪ Locates relevant information and use finding coherently (AF2)</li><li data-bbox="858 400 1385 425">▪ Identifies fact and opinion in a text (AF2, AF3)</li><li data-bbox="858 430 1481 486">▪ Concentrates over extended periods and extended texts, maintaining comprehension throughout</li><li data-bbox="858 490 1481 542">▪ Uses skimming, scanning and note-making to identify the gist or key points in a text (AF2)</li></ul> <p data-bbox="810 575 1094 600"><u>Interpretation and response</u></p> <ul data-bbox="858 604 1506 1133" style="list-style-type: none"><li data-bbox="858 604 1506 660">▪ Show by their answers that they have read beyond the literal (AF3)</li><li data-bbox="858 665 1506 721">▪ Offers detailed and well justified opinions offering both praise and criticism appropriately</li><li data-bbox="858 725 1506 750">▪ May suggest possible improvements or sequels for texts</li><li data-bbox="858 754 1506 810">▪ Recognises elements of authorial style and is sensitive to their effects (AF5, AF6, 7)</li><li data-bbox="858 815 1506 896">▪ Can explain how authors create particular effects in reader response - powerful vocabulary, questions, stock phrases etc.(AF5, AF6)</li><li data-bbox="858 900 1506 956">▪ Discusses what an author may have been trying to achieve with particular sections of text (AF4, AF5, AF6)</li><li data-bbox="858 960 1506 1016">▪ Forms valid and well-justified conclusions based on textual evidence (AF2, AF3)</li><li data-bbox="858 1021 1506 1077">▪ Understands significant ideas, themes and structures etc. (AF2)</li><li data-bbox="858 1081 1506 1133">▪ Appreciates and responds to a range of relationships and between characters, settings, events etc. (AF2, AF3)</li></ul> <p data-bbox="810 1167 900 1191"><u>Attitude</u></p> <ul data-bbox="858 1196 1474 1279" style="list-style-type: none"><li data-bbox="858 1196 1474 1220">▪ Tackles unfamiliar and challenging texts with confidence</li><li data-bbox="858 1225 1474 1279">▪ Tackles challenging texts rapidly, accurately and with increasing confidence</li></ul>

## BAND 32

<p><b>READING:</b> <i>Strategies, expression, fluency.</i></p>	<p><b>RESPONSE TO TEXT:</b> <i>Comprehension, opinion, reference to text (inference)</i></p>
<p><u>Word recognition and phonic knowledge</u></p> <p><u>Grammatical awareness</u></p> <ul style="list-style-type: none"> <li>▪ Reads aloud using voice appropriately, may vary voices for different characters etc.</li> <li>▪ Uses voice and language to engage the reader</li> </ul> <p><u>Knowing how texts work</u></p> <ul style="list-style-type: none"> <li>▪ Recognises that different texts appeal to different audiences (AF4, AF5, AF6, AF7)</li> <li>▪ Can retrieve and collate information from a range of sources (AF2)</li> <li>▪ Identifies key features, themes and characters across a range of appropriate texts (AF2, AF3)</li> </ul>	<p><u>Use of context</u></p> <ul style="list-style-type: none"> <li>▪ Selects relevant information from a range of appropriate texts (AF2)</li> <li>▪ Draws on detail to give persuasive answer to questions (AF2, AF3)</li> <li>▪ Uses note-making effectively to summarise the main points in a text (AF2)</li> <li>▪ Forms valid and well justified conclusions based on detail and reference to text (AF2, AF3)</li> </ul> <p><u>Interpretation and response</u></p> <ul style="list-style-type: none"> <li>▪ Selects sentences, phrases and relevant information to justify opinions (AF2, AF3)</li> <li>▪ Clearly understands the story (AF2)</li> <li>▪ Explains implied meanings making reference to text (AF3)</li> <li>▪ Comprehends a range of implicit meanings (AF3)</li> <li>▪ Habitually considers the impact of a text on self, monitoring stimulus words, ideas etc. understands that other reactions are possible. (AF5, AF6)</li> <li>▪ Considers what the author may have intended to achieve (AF6)</li> <li>▪ Understands significant ideas, themes, structures etc. (AF4, AF5, AF6, AF7)</li> <li>▪ Appreciates and responds to a range of relationships and between characters, settings and events etc (AF2, AF3, AF7)</li> </ul> <p><u>Attitude</u></p> <ul style="list-style-type: none"> <li>▪ Is beginning to plan and manage own reading for a range of purposes</li> <li>▪ Tackles challenging texts rapidly, accurately and with confidence</li> <li>▪ Concentrates over extended periods and extended texts, maintaining comprehension throughout</li> </ul>

## BAND 33

<b>READING:</b> <i>Strategies, expression, fluency.</i>	<b>RESPONSE TO TEXT:</b> <i>Comprehension, opinion, reference to text (inference)</i>
<p><u>Word recognition and phonic knowledge</u></p> <p><u>Grammatical awareness</u></p> <p><u>Knowing how texts work</u></p> <ul style="list-style-type: none"><li>▪ Retrieves and collates information from a range of sources (AF2)</li><li>▪ Recognises and discusses the elements and purposes of different text structures, e.g. reports, procedures, narratives etc. (AF4)</li></ul>	<p><u>Interpretation and response</u></p> <ul style="list-style-type: none"><li>▪ Uses inference and deduction with confidence (AF3)</li><li>▪ Describes and evaluates authors' use of techniques, e.g. narrative structure, themes or figurative language, justifying interpretations by reference to the text (AF4, AF5, AF6, AF7)</li><li>▪ Communicates a sense of the hidden irony (AF3)</li><li>▪ Reads and comprehends texts that is abstract and removed from personal experience</li><li>▪ Makes critical comparisons between texts (AF7)</li><li>▪ Compares and contrasts information from a variety of sources (AF2, AF3)</li><li>▪ Discusses a range of possible deductions and evaluates most likely (AF3)</li><li>▪ Can speculate how readers may react in different ways to text (AF3, AF6)</li><li>▪ Makes confident assessments of authorial intent, referring in detail to words, phrases, stock characters and other devices used to manipulate reader response (AF4, AF5, AF6, AF7)</li><li>▪ Compares and contrasts to other texts in detail when evaluating success, effectiveness etc. (AF6, AF7)</li><li>▪ Recognises and responds to most structured and linguistic features of significant text types, even when mixed (AF4, AF6)</li><li>▪ Can speculate about the appeal of texts for different audiences and purposes (AF7)</li></ul> <p><u>Attitude</u></p> <ul style="list-style-type: none"><li>▪ Assertively uses texts to support reading purpose, regardless of personal taste or preference</li><li>▪ Identifies own research needs and manages reading accordingly</li></ul>