Reading Progression Book Band Guidance (2020– 2021)

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

Reading Progression Book Band Guidance (2019– 2020)

Book Band Colour	Phonic Phase	Year Group Expected	Word Reading	Comprehension
Pink (Band 1)	**Phase 2**	Reception	• I can read phonically regular words of more than 1 syllable • I can read many irregular but high frequency words. • I can use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.	• I can describe the main events in the simple stories they have read.
Red (Band 2)	**Phase 3**			
Yellow (Band 3)	**Phase 3-4**			
Blue (Band 4)	**Phase 4-5**	Year 1	• I can match all 40+ graphemes to their phonemes • I can blend sounds in unfamiliar words • I can read common exception words • I can divide words into syllables • I can read compound words • I can read words with contractions and understand that the apostrophe represents the missing letters • I can read phonetically decodable words • I can read words that end with 's, -ing, -ed, -est • I can read words which start with un- • I can add –ing, -ed and –er to verbs. (Where no change is needed to the root word) • I can read words of more than one syllable that contain taught GPCs	• I can say what I like and do not like about a text • I can link what I have heard or read to my own experiences • I can retell key stories orally using narrative language • I can talk about the main characters within a well-known story • I can learn some poems and rhymes by heart • I can use what I already know to understand texts • I can check that my reading makes sense and go back to correct when it doesn't • I can draw inferences from the text and/or the illustrations (beginning) • I can make predictions about the events in the text • I can explain what I think a text is about • I can recognise full stops, question marks and exclamation marks and use them when reading • I can make comment on why some words have been used in a text e.g. use of adjectives
Green (Band 5)	**Phase 5**			
Orange (Band 6)	**Phase 5**			
Turquoise (Band 7)	**Phase 5-6**	Year 2	• I can decode automatically and fluently without overt sounding or blending e.g. 90 words per minute • I can blend sounds in words that contain the graphemes for all 40+ phonemes • I can recognise and read alternative sounds for graphemes • I can read accurately words of two or more syllables that contain the same GPCs • I can read words with common suffixes • I can read most common exception words • I can read and comment on unusual correspondence between grapheme and phoneme • I can sound out most unfamiliar words quickly and accurately • I can read most suitable books accurately, showing fluency and confidence • I can comment on the plot, setting and character in familiar and unfamiliar stories • I can comment on features of non-fiction texts • Working at greater depth within the expected standard • I can make inferences on the basis of what is said and done • I can predict what might happen on the basis of what has been read so far • I can make links between the book I am reading and other books I have read	• I can talk about and give an opinion on a range of texts • I can discuss the sequence of events in books and how they relate to each other • I use prior knowledge, including context and vocabulary, to understand texts • I can retell stories, including fairy stories and traditional tales • I can read for meaning and check that the text makes sense. I go back and re-read when it does not makes sense • I can find recurring language in stories and poems • I can comment on word choice e.g. choice of adjective • I can discuss the meaning of unknown words and link them to words I know • I can talk about my favourite words and phrases in stories and poems • I can recite some poems by heart, with appropriate intonation • I can answer questions and make simple inferences • I can make predictions using evidence from the text to support my ideas • I can draw simple inferences from illustrations, events, characters' actions and speech
Purple (Band 8)	**Phase 5-6**			
Gold (Band 9)	**Phase 6**			
White (Band 10)				
Lime (Band 11)		Year 3	• I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words • I can read further exception words, noting the unusual correspondences between spelling and sound • I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words	• I read a range of fiction, poetry, plays, and non-fiction texts • I can discuss the texts that I read • I can read aloud and independently, taking turns and listening to others • I can identify language features e.g. types of word and how they capture the readers' attention • I can explain the difference that adjectives and verbs make • I can explain how non-fiction books are structured in different ways and can use them effectively • I can explain some of the different types of fiction books (genres) • I can ask relevant questions to get a better understanding of a text • I can predict what might happen based on details I have • I can draw inferences such as inferring a characters' feelings, thoughts and motives from their actions • I can use a dictionary to check the meaning of unfamiliar words • I can identify the main point of a text • I can explain how structure and presentation contribute to the meaning of texts • I can use non-fiction texts to retrieve information • I can make connections with other texts I have read • I can identify ideas from more than one paragraph and summarise • I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
Brown (Band 12)				

Grey (Band 13)	**Year 4**	• I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words • I can read further exception words, noting the unusual correspondences between spelling and sound • I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words	• I know which books to select for specific purposes, especially in relation to science, geography and history learning • I can use a dictionary to check the meaning of unfamiliar words • I can discuss and record words and phrases that writers use to engage and impact on the reader • I can identify some of the literary conventions in different texts • I can identify the (simple) themes in texts • I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • I can explain the meaning of words in context • I can identify where a writer has used precise word choices for effect to impact on the reader • I can identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation • I can infer meanings and begin to justify them with evidence from the text • I can ask relevant questions to improve my understanding of a text • I can predict what might happen from details stated and from the information I have deduced • I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action • I can identify some text type organisational features, for example, narrative, explanation and persuasion • I can retrieve information from non-fiction texts • I can build on others' ideas and opinions about a text in discussion • I can justify inferences with evidence from the text and take meaning from the whole text
Black (Band 14)	**Year 5**	• I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words • I can read further exception words, noting the unusual correspondences between spelling and sound • I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words • I can re-read and read ahead to check for meaning	• I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories from other cultures and traditions • I can discuss the features of a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions • I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are • I can use more than one source when carrying out research • I can identify important ideas, events and characters; and discuss their significance • I can use character, feelings, motives, actions and thoughts to infer meaning • I can pick out relevant points in a text • I can back up key points using quotes from the text • I can ask questions to improve my understanding • I can predict what might happen from what is stated or implied • I can suggest alternative words with similar meanings • I can identify how language contributes to meaning • I can recite poems by heart, e.g. narrative verse, haiku • I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action • I can formulate an opinion and give reasoned justification for my views
Free Readers (15)	**Year 6**	• I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words • I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia • I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words • I can read fluently, using punctuation to inform meaning and with intonation that shows understanding	• I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories from other cultures and traditions • I can discuss the features of wide range of books and text types, including myths, legends and traditional stories from other cultures • I can read books that are structured in different ways(including whole novels) and evaluate how effectively texts are structured and presented • I can work out the meaning of words from context • I can recognise texts that contain features from more than one text type • I know conventions of different styles of writing and suggest how these effect the nature of the story • I can distinguish between statements of fact and opinion • I can read non-fiction texts and retrieve / record relevant information from a variety of non-fiction genres • I read accurately and use strategies to check that I understand • I can identify key points and themes in texts using quotations for illustration • I can identify and discuss the conventions in different text types • I can justify inferences with evidence from a text including direct quotes • I can make detailed predictions what might happen from what is stated or implied • I can compare characters considering different accounts of the same events and discuss viewpoints (both fictional and author viewpoint) • I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • I can use technical terms when discussing text such as simile, metaphor, imagery, style, effect