

Reading Progression and Skills Map

Pre-Reception Reading Behaviours

Nursery children (roughly equivalent to early 'Pink / Lilac' book band).

Reading Behaviours Typical of Nursery-age Children: Adults working with children before Reception class must be modelling the reading behaviours which will be assumed as prior learning from the beginning of Reception (see the HfL Reading Tracker).

Comprehension	Terms for learning	Word reading (<i>example print</i>)	Word reading (<i>example skills</i>)
Identifies title Identifies some key features of print, e.g. page, line, word... Discusses books read Uses repetitive language structures and pictures to 'tell the story' Opens up book, ready for reading Turns pages slowly and one at a time	<u>Hear, understand, find:</u> page, line, word, letter, long word, short word, title, sounds the same as, space <u>Say, use, describe:</u> book, picture, writing, front cover, back cover, illustration	name-card for self-registration (<i>possibly still with photo clue</i>) logos (e.g. <i>Toys'R'Us, McDonalds, Tesco</i>) signs/labels (e.g. <i>'EXIT' when with symbol, 'Lego' when with photo, 'apple' when with clipart illustration</i>)	<ul style="list-style-type: none"> • Uses recognition of a few words or letters as 'anchors' in print • Knows that print tracks from left to right, in English • Begins to break the flow of speech into words when joining in with a shared book • Dictates slowly enough for a scribe to keep up
READING BEHAVIOURS AND FLUENCY Begins to make voice and finger match when following text (1:1 correspondence), e.g. <i>may point to the word as a whole as sweeps under it, role-play reading from memory</i> Shows awareness of incorrect orientation of a book, e.g. <i>corrects an upside-down book, notices two pages that are turned over together</i>			
Plus from the 'Early Years Outcomes': <ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles • Repeats words or phrases from familiar stories • Fills in the missing word or phrase in a known rhyme, story or game, e.g. <i>'Humpty Dumpty sat on a ...'</i> • Enjoys rhyming and rhythmic activities • Shows awareness of rhyme and alliteration • Recognises rhythm in spoken words • Listens to and joins in with stories and poems, one-to-one and also in small groups • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Begins to be aware of the way stories are structured • Suggests how the story might end • Listens to stories with increasing attention and recall • Describes main story settings, events and principal characters • Shows interest in illustrations and print in books, and print in the environment • Recognises familiar words and signs such as own name and advertising logos • Looks at books independently • Handles books carefully • Knows information can be relayed in the form of print • Holds books the correct way up and turns pages • Knows that print carries meaning and, in English, is read from left to right and top to bottom 		Phonics - Phase 1 aspects (from Letters and Sounds): Aspect 1: General sound discrimination - Environmental Sounds Aspect 2: General sound discrimination - Instrumental Sounds Aspect 3: General sound discrimination - Body Percussion Aspect 4: Rhythm and Rhyme Aspect 5: Alliteration Aspect 6: Voice Sounds NB: The above skills are non-hierarchical and can be taught and achieved in any order. Oral blending and segmenting is more challenging and would typically be accessed later in the nursery year. Aspect 7: Oral Blending & Segmenting (NB: <i>there is no expectation for children to recognise or write graphemes (letters) at this stage</i>) - Hears spoken phonemes and blends together to make a spoken word - Orally segments a spoken word into phonemes Throughout all of these 7 aspects, three strands should be taught for each one: <ul style="list-style-type: none"> • Tuning into sounds (auditory discrimination) • Listening and remembering sounds (auditory memory and sequencing) • Talking about sounds (developing vocabulary and language comprehension) 	

EYFS (by Dec of YR)

Pink Book Band, Phonic Phase 2.

Comprehension	Terms for learning	Word reading <i>(example print)</i>	Word reading <i>(example skills)</i>
<p>VOCABULARY Identifies further features of print, e.g. first letter, top line...</p> <p>RETRIEVING Identifies title</p> <p>SUMMARISING n/a</p> <p>INFERRING Uses repetitive language structures and pictures to confirm application of developing phonic knowledge</p> <p>PREDICTING Opens up book, ready for reading Begins to read in phrases to sound more like talking, e.g. the two words "it is"</p>	<p><u>Hear, understand, find:</u> grapheme, digraph, rhyme, syllable, top, bottom, first, last, beginning, middle, end, capital letter, full stop, question mark, exclamation mark</p> <p><u>Say, use, describe:</u> page, line, word, letter, long word, short word, title, sounds the same as, space</p>	<p>Ph 2: the, to, I, no, go, into.</p> <p>a, am, an, as, at, if, in, is, it, of, off, on, can, dad, had, back, and, get, big, him, his, not, got, up, mum, but, [put].</p> <p>cats, dogs, socks, huff, bell, mess, sunset, laptop, fusspot, ticket, bucket, rabbit, carrot...</p>	<p>Continuous YR learning (40-60m):</p> <ul style="list-style-type: none"> Continues a rhyming string Segments the sounds in simple words and blends them together and knows which letters represent most of them Links sounds to letters, naming and sounding the letters of the alphabet Begins to read words and simple sentences Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books Knows that information can be retrieved from books and computers <p>Step-specific learning:</p> <ul style="list-style-type: none"> Uses recognition of a few words or digraphs as 'anchors' in print, when tracking text Blends through simple CVC words Blends through simple two-syllable words Copies adult model of reading back a scribed simple sentence, e.g. in shared writing or about their painting Begins to break the flow of speech into words
<p>READING BEHAVIOURS AND FLUENCY</p> <p>Turns pages slowly and one at a time Knows that print tracks from left to right, in English Makes voice and finger match when following 2-3 lines of print (1:1 correspondence), e.g. points with finger to each word as they read Shows awareness when something is not right, e.g. by pausing, looking at an adult for help or through other body language signals</p>			

EYFS (by April of YR)

Red Book Band, Phonic Phase 3.

Comprehension	Terms for learning	Word reading <i>(example print)</i>	Word reading <i>(example skills)</i>
<p>VOCABULARY Uses phrasing to move through, and retain meaning of longer sentences Uses grammar, storyline and themes to check whilst reading that it makes sense and sounds right</p> <p>RETRIEVING Identifies and retains title</p> <p>SUMMARISING n/a</p> <p>INFERRING n/a</p> <p>PREDICTING n/a</p>	<p><u>Hear, understand, find:</u> author, illustrator, top line, bottom line, first letter, last letter, trigraph, label</p> <p><u>Say, use, describe:</u> grapheme, digraph, rhyme, syllable, top, bottom, first, last, beginning, middle, end, capital letter, full stop, question mark, exclamation mark</p>	<p>Ph 3: he, she, we, me, be, was, you, they, all, are, my, her.</p> <p>will, with, that, this, then, them, with, see, for, now, down, look, too.</p> <p>legs, ducks, wings, farmyard, buckets, chicken, foxes, poison, farmer, lightning, looking, rushes, buzzing, digging, rocker, shorter, sure...</p>	<p>Continuous YR learning (40-60m):</p> <ul style="list-style-type: none"> Continues a rhyming string Segments the sounds in simple words and blends them together and knows which letters represent most of them Links sounds to letters, naming and sounding the letters of the alphabet Begins to read words and simple sentences Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books Knows that information can be retrieved from books and computers <p>Step-specific learning:</p> <ul style="list-style-type: none"> Applies knowledge of a core of high frequency words Uses knowledge of consonant and vowel digraphs when blending Blends through simple two and three syllable words
<p>READING BEHAVIOURS AND FLUENCY</p> <p>Starts to be aware of where/how they have made a mistake Controls one-to-one finger-pointing on longer sentences, texts and multiple lines of print</p> <p>Re-reads to attempt to correct, or to confirm own reading</p>			

EYFS (by July of YR)

Yellow Book Band, Phonic Phases 3-4.

Comprehension	Terms for learning	Word reading <i>(example print)</i>	Word reading <i>(example skills)</i>
<p>VOCABULARY Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (ELG, Word Rdg) Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. (ELG, Rdg comprehension) Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. (ELG, Sp)</p> <p>RETRIEVING Makes connections between texts. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts (ELG people, culture and communities)</p> <p>SUMMARISING Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. (ELG Past and present)</p> <p>INFERRING Understand the past through settings, characters and events encountered in books read in class and storytelling. (ELG past and present) Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; (ELG comprehension) Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; (ELG the natural world)</p> <p>PREDICTING Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;(ELG Sp) Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; (ELG Sp)</p>	<p><u>Hear, understand, find:</u> sentence, punctuation, blurb, contents page</p> <p><u>Say, use, describe:</u> author, illustrator, top line, bottom line, first letter, last letter, trigraph, label</p>	<p><i>(as red and...)</i></p> <p>Ph 4: said, have, like, so, do, some, come, were, there, little, one, when, out, what. went, it's, from, children, just, help.</p> <p>burnt, beast, tricks, swims, seventh, scrunch, present, thundering, helper, shelter, flowers, melting, floating, snapping, driftwood, sandpit, starlight, lunchbox, desktop, slipper, softest, freshness, champion, thunderstorms ...</p>	<p>Continuous YR learning :</p> <ul style="list-style-type: none"> • Continues a rhyming string • Segments the sounds in simple words and blends them together, and knows which letters represent most of them • Links sounds to letters, naming and sounding the letters of the alphabet • Begins to read words and simple sentences • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books • Knows that information can be retrieved from books and computers <p>Step-specific learning:</p> <ul style="list-style-type: none"> • Uses familiar words and GPCs to decode unfamiliar words <i>e.g. look – took, light - night</i> • Uses GPC knowledge to read words with inflected endings, <i>e.g. melt/ing, help/er, soft/est, swim/s</i> • Say a sound for each letter in the alphabet and at least 10 digraphs;(ELG, Word Rdg) • Read words consistent with their phonic knowledge by sound-blending;(ELG, Word Rdg) • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (ELG, Word Rdg)
READING BEHAVIOURS AND FLUENCY			
<p>Attempts to self-correct when sense is lost, with occasional success. Tracks text visually, using finger-pointing or finger-framing at points of difficulty.</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; (ELG Self Reg)</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</p> <p>- Make comments about what they have heard and ask questions to clarify their understanding;</p> <p>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.(ELG List, Att and Understanding)</p> <p>Shows through reading that punctuation supports comprehension and expression. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; (ELG Speaking)</p>			

Y1 (by Dec of Y1)

Blue Book Band, Phonic Phases 4-5i.

Comprehension	Terms for learning	Word reading <i>(example words)</i>	Word reading <i>(example skills)</i>
<p>VOCABULARY Explains their understanding of texts that are pitched beyond the level they can read independently Refines phrasing to support comprehension RETRIEVING Recognises patterns in texts, e.g. repeated phrases and refrains Discusses the significance of the title Identifies complete sentences Comments on things that interest them Discusses books featuring contexts outside of personal experience, through a greater range of text types (<i>see school's own long term plan</i>) SUMMARISING <i>n/a</i> INFERRING <i>n/a</i> PREDICTING Predicts events and endings</p>	<p>Hear, understand, find: Some of (Y1): plural noun suffix, verb, prefix, adjective, word, sentence, clause, pronoun</p> <p>Say, use, evaluate: Some of (Y1): letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>	<p><i>As End YR/Yellow and some of the Y1 expectations, comprising:</i></p> <p>Many of the 1st 100 HFW known automatically, including: oh, their, people, Mr, Mrs, looked, called, asked, could, don't, old, I'm, by, time, house, about, your, day, made, came, make, here, saw, very, put.</p> <p><i>New graphemes for reading (L&S Phase 5i):</i> frightening, mountains, bushes, crayon, weekday, Saturday, Sunday, playground, loudest, untie, unload, steamy, annoying, thirsty, tissue, argue, rescue, drawer, whenever, whose, elephant, dolphin, phoneme, threw, Matthew, tomatoes, automatic, wore, before, monkey, escape, extreme, complete, inside, explode, June, computer; thanks, catches, jumping, jumped, jumper, fresher, freshest, spraying, sprayed, blackberry, lighthouse, keeper, etc.</p>	<p>Continuous Learning from Y1 NC: - Applies phonic knowledge and skills as the route to decode words - Reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught - Reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - Reads other words of more than one syllable that contain taught GPCs - Reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words - Re-reads these books to build up their fluency and confidence in word reading</p> <p>Step-specific Learning:</p> <ul style="list-style-type: none"> • Breaks polysyllabic words down to aid decoding at the syllable level • Uses knowledge of letter names when exploring alternative pronunciations and checking their decoding makes sense (<i>also see 40-60m/Pink B</i>) • Tracks more lines of print visually, sometimes needing a finger to aid sweepback to new lines or for decoding efficient chunks across words • plus some examples of (Y1 NC word rdg): <p>- Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for some graphemes - Reads words containing taught GPCs and some –s, –es, –ing, –ed, –er and –est endings (though generally where changes are not needed to the root, <i>e.g. looked, called, asked</i>) - Begins to read words with contractions [for example, I'm, I'll, we'll], and understands that the apostrophe represents the omitted letter(s)</p>
<p>READING BEHAVIOURS AND FLUENCY Attempts to correct the majority of errors and sometimes does so successfully, attending to context and grammar to support</p>			

Y1 (by Apr of Y1)

Green & Orange Book Bands, Phonic Phase 5ii.

Comprehension	Terms for learning	Word reading <i>(example words)</i>	Word reading <i>(example skills)</i>
<p>VOCABULARY Identifies simple and recurring literary language RETRIEVING Recognises patterns in texts, e.g. repeated phrases and refrains Discusses the significance of the title Observes the punctuation and uses this to aid understanding Identifies typical phrases e.g. story openings and endings Begins to understand how written language can be structured differently according to genre e.g. in order to build surprise in a narrative or present facts in non-fiction SUMMARISING Identifies how non-fiction texts are sequenced (e.g. contents, layout, index) Identifies the beginning, middle and end of stories and pattern in poetry INFERRING Expresses preferences linked to own experiences e.g. 'I like going to the beach too' Makes simple inference with support, e.g. around character and plot PREDICTING Uses brief introduction and self-orientation to text to make own speculation about book content</p>	<p>Hear, understand, find: Many of (Y1): plural noun suffix, verb, prefix, adjective, word, sentence, clause, pronoun</p> <p>Say, use, evaluate: Many of (Y1): letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>	<p>As A0 and many of the Y1 expectations, comprising:</p> <p>Most of the 1st 100 HFW known automatically, including:</p> <p>oh, their, people, Mr, Mrs, looked, called, asked, could</p> <p>don't, old, I'm, by, time, house, about, your, day, made, came, make, here, saw, very, put.</p> <p>A few of the next 200 MFW known automatically, including: where, who, again, mouse, because, different, please.</p> <p><i>Alternative pronunciations of known graphemes for reading (L&S Phase 5ii):</i> angel, afternoon, wander, female, behind, both, future, awful, window, belief, pleasant, feather, servant, group, should, shoulder, reply, replied, taking, myth, merrily, family, school, machine, December, spaceship, danger, obey, photograph, etc.</p>	<p>Continuous Learning from Y1 NC:</p> <ul style="list-style-type: none"> - Applies phonic knowledge and skills as the route to decode words - Reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught - Reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - Reads other words of more than one syllable that contain taught GPCs - Reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words - Re-reads these books to build up their fluency and confidence in word reading <hr/> <p>Step-specific Learning:</p> <ul style="list-style-type: none"> ▪ Takes account of sense and meaning at the point of decoding ▪ Tracks new lines of print visually with ease ▪ Identifies known syllables and uses to decode unknown words ▪ Reads more complex phrases and clauses <ul style="list-style-type: none"> ▪ plus many more examples of (Y1 word rdg): - Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for many more graphemes - Reads words containing taught Grapheme Phoneme Correspondance and many more -s, -es, -ing, -ed, -er and -est endings (including where changes are needed to the root, e.g taking, cried) - Reads many words with contractions [for example, I'm, I'll, we'll], and understands that the apostrophe represents the omitted letter(s)
READING BEHAVIOURS AND FLUENCY			
<p>Re-reads to self-correct if meaning is lost Connects what they read or hear to their own experiences Re-reads spontaneously, showing understanding of text through some use of expression</p>			
<p>There will be progression from Green to Orange book bands. The skills developed in Green band will be evident, but the text characteristics will offer greater challenge. Children will be able to read longer stories of 250-300 words. There will be a greater proportion of space allocated to text rather than illustration and sentence structures will be more complex. Children will begin to develop inference drawing on a combination of decoding and grammatical understanding to aid overall comprehension.</p>			

Y1 (by July of Y1)

Turquoise Book Band, Phonic Phases 5iii

Comprehension	Terms for learning	Word reading <i>(example words)</i>	Word reading <i>(example skills)</i>
<p>VOCABULARY Identifies simple and recurring literary language Identifies the meaning of vocabulary in context</p> <p>RETRIEVING With support, justifies their views about texts they have had read to them e.g. uses the word 'because' Begins to understand how written language can be structured differently according to genre e.g. in order to build surprise in a narrative or present facts in non-fiction Identifies where key information is located using indexes, glossaries and dictionaries</p> <p>SUMMARISING n/a</p> <p>INFERRING Uses different voice pitch to indicate whether they are reading an exclamation or question Makes simple inferences about characters' actions</p> <p>PREDICTING Predicts likely actions following a pivotal point in the story</p>	<p>Hear, understand, find: Most of (Y1): plural noun suffix, verb, prefix, adjective, word, sentence, clause, pronoun</p> <p>Say, use, evaluate: Most of (Y1): letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>	<p>As A1 and most of the Y1 expts (for minimum expected standard, see Y1 PSC guidance):</p> <p>All of the 1st 100 HFW known automatically. Some of the next 200 MFW known automatically, including: water, thought, through, work, any, many, laughed, once, eyes, friends, <i>and/or other CEW e.g. our, pull, love...</i></p> <p><i>Alternative spellings for each phoneme (L&S Phase 5iii-6):</i> adventure, scratchy, sketch, dodging, diving, crumbs, design, knight, wreck, castle, loose, noise, brother, mystery, chimney, sphere, steering, afternoon, half, everywhere, bear, share, beanstalk, fourteen, Paul, caught, astronaut, heard, worst, could, pudding, special, mission, station, Charlotte, treasure, television, punishment, etc.</p>	<p>Continuous Learning from Y1 NC: - Applies phonic knowledge and skills as the route to decode words - Reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught - Reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - Reads other words of more than one syllable that contain taught GPCs - Reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words - Re-reads these books to build up their fluency and confidence in word reading</p> <p>Step-specific Learning: <ul style="list-style-type: none"> ▪ Uses familiar words, syllables and phonic knowledge to decode a greater volume of complex words ▪ plus examples of most of (Y1 word rdg): - Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for most of the Y1 graphemes - Reads words containing taught GPCs and most -s, -es, -ing, -ed, -er and -est endings (including where changes are needed to the root, e.g. <i>diving, dodging</i>) - Reads most words with contractions [for example, I'm, I'll, we'll], and understands that the apostrophe represents the omitted letter(s) </p>
<p>READING BEHAVIOURS AND FLUENCY</p> <p>Reads age-appropriate texts fluently, pauses appropriately, reading in phrases, and using punctuation Knows the voice telling the story is called the narrator Describes how they recognised an error Switches between context and grammar in order to self-correct, sometimes needing support</p>			

Now I am reading
Turquoise band, I need
to make sure...

- I find the meaning of a book without needing the pictures.
- I read lots of different styles of books.
- I read the punctuation to help my expression.
- I can read longer books over more than one day.
- I can make comments about the pictures and changes to the text like bold print.
- I can attempt to read multi-syllabic words where phonics will help.

Y2 (by Dec of Y2)

Purple Book Band

Comprehension	Terms for learning	Word reading <i>(example words)</i>	Word reading <i>(example skills)</i>
<p>VOCABULARY Discusses effective language (F) or layout (NF) choices, e.g. 'slimy' is a good word there because...the glossary is easy to scan because... (Y2)</p> <p>RETRIEVING Retrieves key information from a text (Y1) Understands that there is a range of non-fiction texts e.g. different layouts for instructions, non-fiction books etc (Y1) Begins to understand how written language can be structured differently according to genre e.g. in order to build surprise in a narrative or present facts in non-fiction (Y1) Begins to understand that written language (standard English) has conventions that don't apply in spoken language (Y2) Understands that books can be used to find things out, and is beginning to do so (Y2)</p> <p>SUMMARISING Identifies the sequence of events e.g. answers questions such as 'Which event happened first? What happened before he fell over?' (Y2)</p> <p>INFERRING Identifies goals/motives of the main character on the basis of what they have said and done e.g. 'I think she wants her daddy to help her build a sandcastle' (Y1) Uses different voices for characters when reading dialogue aloud (Y1) Identifies common themes in traditional tales e.g. use of magic objects, good overcoming evil, a bad character learning a lesson and changing their behaviour (Y2) With support, justifies their views about what they have read (Y2)</p> <p>PREDICTING Predicts some key events of a story based on the settings described in the story opening (Y2)</p>	<p>Hear, understand, find: All of (Y1): plural noun suffix, verb, prefix, adjective, word, sentence, clause, pronoun</p> <p>+ Some of (Y2): noun, suffix, adjective, adverb, subordination, co-ordination, noun phrase, sentence, present tense, past tense, progressive, verb, past progressive, present progressive, apostrophe</p> <p>Say, use, evaluate: All of (Y1): letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p> <p>+ Some of (Y2): noun, noun phrase, adjective, adverb, verb, statement, question, exclamation, command, compound, suffix, tense (past, present), apostrophe, comma</p>	<p>All of the 1st 100 HFW known automatically. Many of the next 200 MFW and/or other CEW e.g. door, break, beautiful, improve, clothes</p> <p><u>Examples for word reading, taken from NC Y2 spelling appendix (some of):</u> bridge, bulge, energy, fancy, gnaw, written, table, tinsel, hospital, nostril, carries, nicest, dropped, always, other, quantity, world, towards, usual, enjoyment, sadness, careful, hopeless, badly, merriment, happiness, plentiful, penniless, happily, hasn't, couldn't, Ravi's, the man's, potion, there/their/they're, night/knight</p>	<p>Continuous Learning from Y2 NC: - Continues to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes - Reads accurately words of two or more syllables that contain the same graphemes as above - Reads further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - Reads most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered - Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation - Re-reads these books to build up their fluency and confidence in word reading</p> <p>- Uses knowledge of a growing range of prefixes and suffixes to aid decoding, pronunciation and meaning-making</p> <hr/> <p>Step-specific Learning: - Reads words using any of the suffixes -s, -es, -ing, -ed, -er and -est, including where changes are needed to the root, e.g. replied (Y1 NC) - Reads any words with contractions [for example, I'm, I'll, we'll], and understands that the apostrophe represents the omitted letter(s) (Y1 NC)</p> <ul style="list-style-type: none"> ▪ Reads some unfamiliar words at the point of difficulty, using knowledge of alternative pronunciations to read polysyllabic words, e.g. '...over his shoulder.' (Y2) ▪ plus some examples of (Y2 NC): - Reads words containing some of the common suffixes, e.g. -ment, -ness, -ful, -less, -ly (e.g. careful)

READING BEHAVIOURS AND FLUENCY

Asks questions to clarify (Y1)
Reflects on how they corrected an error
Self-corrects by switching attention flexibly between context and grammar
Expands oral and written vocabulary and syntax through reading experiences, e.g. poetic or recurring literary language.
Reads quietly or silently to self, sustaining attention across longer sentences and paragraphs

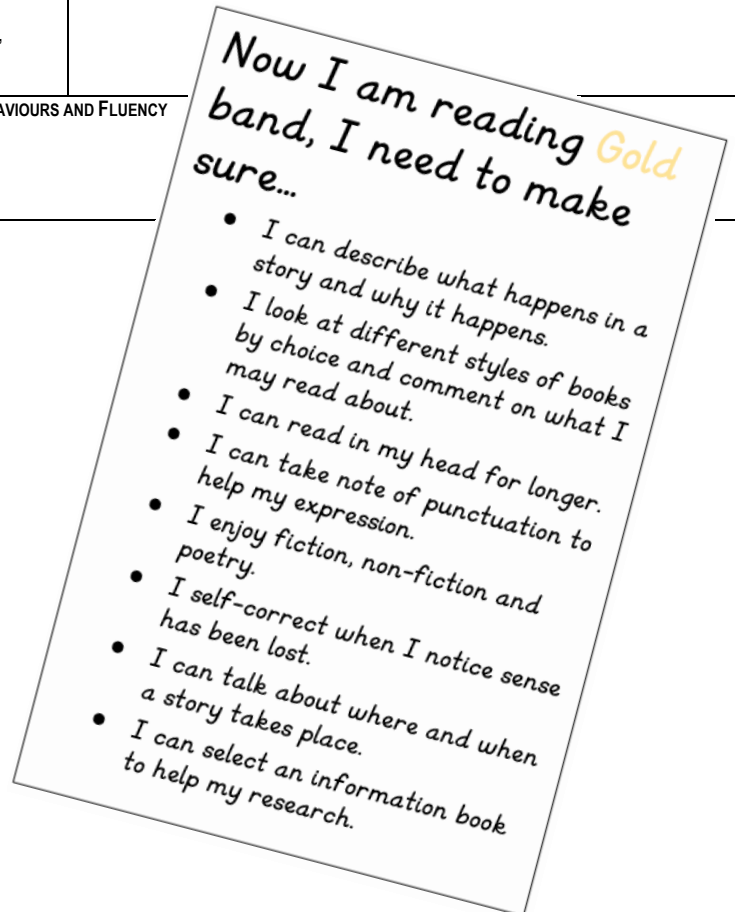
Now I am reading Purple band, I need to make sure...

- I can use my phonic knowledge to read most words I don't recognise.
- I can read in my head and with growing independence.
- I can use the punctuation carefully to read with growing expression and fluency.
- I can answer simple questions about the text using who, what, when and were words.
- I can explain how fiction and non-fiction books are organised.
- I can discuss the book and comment on it.
- I can retell a story in the correct order.

Y2 (by Apr of Y2)

Gold Book Band

Comprehension	Terms for learning	Word reading <i>(example words)</i>	Word reading <i>(example skills)</i>
<p>VOCABULARY Identifies that adverbs help to tell us how the character is feeling</p> <p>RETRIEVING Identifies words and phrases that link events Refers back to the text for evidence Shows awareness of use of features of organisation e.g. index, bold headings Explains differences between fiction and non-fiction Begins to use dictionaries, glossaries and indexes to locate meanings and information Identifies elements of an author's style e.g. <i>familiar characters, settings or common themes</i></p> <p>SUMMARISING n/a</p> <p>INFERRING Demonstrates empathy with characters looking at descriptions and actions Recognises that different characters have different thoughts/ feelings about, views on and responses to particular scenarios e.g. that the wolf would see the story of Red Riding Hood differently from the girl herself</p> <p>PREDICTING n/a</p>	<p>Hear, understand, find: Many of (Y2): noun, suffix, adjective, adverb, subordination, co-ordination, noun phrase, sentence, present tense, past tense, progressive, verb, past progressive, present progressive, apostrophe</p> <p>Say, use, evaluate: Many of (Y2): noun, noun phrase, adjective, adverb, verb, statement, question, exclamation, command, compound, suffix, tense (past, present), apostrophe, comma</p>	<p>All of the 1st 100 HFW known automatically. Most of the next 200 MFW <i>and/or other CEW e.g. door, break, beautiful, improve, clothes</i></p> <p><u>Examples for word reading, taken from NC Y2 spelling appendix (many/most of):</u> bridge, bulge, energy, fancy, gnaw, written, table, tinsel, hospital, nostril, carries, nicest, dropped, always, other, quantity, world, towards, usual, enjoyment, sadness, careful, hopeless, badly, merriment, happiness, plentiful, penniless, happily, hasn't, couldn't, Ravi's, the man's, potion, there/their/they're, night/knight</p>	<p>Continuous Learning from Y2 NC: - Continues to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes - Reads accurately words of two or more syllables that contain the same graphemes as above - Reads further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - Reads most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered - Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation - Re-reads these books to build up their fluency and confidence in word reading</p> <p>- Uses knowledge of a growing range of prefixes and suffixes to aid decoding, pronunciation and meaning-making</p> <p>Step-specific Learning: - Reads many unfamiliar words at the point of difficulty, using knowledge of alternative pronunciations to read polysyllabic words, e.g. '<i>...one of the most powerful ships anchored at the port.</i>'</p> <ul style="list-style-type: none"> ▪ plus many examples of: - Reads words containing many of the common suffixes, e.g. <i>-ment, -ness, -ful, -less, -ly</i> (e.g. <i>carefully</i>)
READING BEHAVIOURS AND FLUENCY			
<p>Self-corrects spontaneously close to the point of error Sustains silent reading for own satisfaction Sustains interest in longer narratives e.g. a short chapter book</p>			



Y2 (by July of Y2)

White / Lime Book Band

Comprehension	Terms for learning	Word reading <i>(example words)</i>	Word reading <i>(example skills)</i>
<p>VOCABULARY <i>n/a</i></p> <p>RETRIEVING Retrieves information stated within text (may not be obvious) Uses evidence from a text – may look through the book to help them remember or use information Makes statements about characters on the basis of what is said and done, making note of how verbs and adverbs support their judgements e.g. 'I think she is selfish/kind/angry because it says she...' Recognises that information is grouped according to subject Identifies simple literary language e.g. words/phrases that identify a traditional tale/narrative/ story Identifies how settings and characters are created using specific vocabulary that creates imagery</p> <p>SUMMARISING <i>n/a</i></p> <p>INFERRING Identifies evidence of change as a result of events, for example in character behaviour Identifies common themes in traditional tales e.g. use of magic objects, good overcoming evil, a bad character learning a lesson and changing their behaviour Uses expression and intonation that reflects understanding of character and events, and that takes account of word choice and punctuation (recital/retellings) Justifies opinions based on reading</p> <p>PREDICTING Offers alternative plotlines or endings</p>	<p>Hear, understand, find: Most of (Y2): noun, suffix, adjective, adverb, subordination, co-ordination, noun phrase, sentence, present tense, past tense, progressive, verb, past progressive, present progressive, apostrophe</p> <p>Say, use, evaluate: Most of (Y2): noun, noun phrase, adjective, adverb, verb, statement, question, exclamation, command, compound, suffix, tense (past, present), apostrophe, comma</p>	<p>All of the 1st 100 HFW known automatically. All of the next 200 MFW <i>and/or other CEW e.g. door, break, beautiful, improve, clothes</i></p> <p><u>Examples for word reading, taken from NC Y2 spelling appendix (all of):</u> bridge, bulge, energy, fancy, gnaw, written, table, tinsel, hospital, nostril, carries, nicest, dropped, always, other, quantity, world, towards, usual, enjoyment, sadness, careful, hopeless, badly, merriment, happiness, plentiful, penniless, happily, hasn't, couldn't, Ravi's, the man's, potion, there/their/they're, night/knight</p>	<p>Continuous Learning from Y2 NC: - Continues to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes - Reads accurately words of two or more syllables that contain the same graphemes as above - Reads further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - Reads most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered - Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation - Re-reads these books to build up their fluency and confidence in word reading</p> <p>- Uses knowledge of a growing range of prefixes and suffixes to aid decoding, pronunciation and meaning-making</p> <p>Step-specific Learning: - Reads most unfamiliar words at the point of difficulty, using knowledge of alternative pronunciations to read polysyllabic words, e.g. '...as they sliced the gigantic sandwiches they had brought along to the picnic.'</p> <ul style="list-style-type: none"> ▪ plus most examples of (Y2 spelling): - Reads words containing most of the common suffixes, e.g.: -ment, -ness, -ful, -less, -ly (e.g. carelessly) - Uses morphological knowledge to decode and pronounce related words, e.g. happy, happier, happiest, unhappiest, happily, unfriendly ▪ some examples of (Y3 NC spelling): - Where encountered, reads words containing further prefixes, e.g. dis-, mis- and super-
READING BEHAVIOURS AND FLUENCY			
<p>Self-corrects spontaneously and at the point of error satisfaction Uses texts for information and inspiration</p>	<p>Picks up, leaves, and returns to a text without losing story thread, enjoyment and</p>		

Now I am reading **White** band, I need to make sure...

- I can read all of the Year One and Two common words by sight
- I can read with fluency and expression noticing: *... , ! ? " "*
- I can read in my head and be able to share what I have read.
- I am interested in longer books and return to them after a break.
- I can use books to research and find information confidently.
- I notice the spelling of unfamiliar words and think of words with the same patterns to help read them.
- I can give my opinion about what is being read.

Now I am reading **Lime** band, I need to make sure...

- I read with expression and fluency with using all punctuation.
- I have begun to read ahead to help my fluency.
- I respond to the way the author wants me to feel.
- I read for pleasure.
- I make links between the texts I read.
- I predict using what has happened already happened in the text.
- I comment upon characters and reasons for events.
- I use information texts to help my learning.

Y3 (by Dec of Y3)

Comprehension	Terms for learning	Word reading <i>(example words)</i>	Word reading <i>(example skills)</i>
<p>VOCABULARY Identifies new vocabulary and sentence structure and discusses to develop understanding (Y3) Identifies and understands meanings of a wide range of conjunctions used to link events together (Y3) Uses appropriate pronunciation to distinguish between near-homophones according to context and meaning, re-reading if mispronounced and affects meaning of text, e.g. <i>accept/except, were/where, are/our</i></p> <p>RETRIEVING Identifies elements of an author's style e.g. <i>familiar characters, settings or common themes</i> (Y2) Identifies that the verbs used for dialogue tell us how a character is feeling e.g. <i>"I grabbed..."</i> or <i>"...he shouted"</i> (Y2) Refers back to the text for evidence when explaining (Y3) Uses tools (e.g. chapter headings, blurbs, glossaries) and strategies (e.g. skimming and scanning) to locate information efficiently</p> <p>SUMMARISING Begins to identify themes across texts e.g. friendship, good and evil, bullying (Y3)</p> <p>INFERRING Explains how the way a character speaks reflects their personality (Y2) Evaluates simple persuasive devices e.g. <i>says which posters in a shop or TV adverts would make them want to buy something, and why</i> (Y2) Suggests reasons for actions and events (Y3) Identifies evidence of relationship between characters based on dialogue and behaviour (Y3) Explains how words/phrases in the description are linked to create an overall and consistent impression on the reader, for example, 'what other words/phrases in this passage tell us that he is a sinister character?' (Y3)</p> <p>PREDICTING Predicts with increasing accuracy during reading and then adapts prediction in the light of new information (Y2)</p> <p>ANALYSING <i>n/a</i> AUTHORIAL INTENT <i>n/a</i> COMPARING <i>n/a</i></p>	<p>Hear, understand, find: All of (Y2): noun, suffix, adjective, adverb, subordination, co-ordination, noun phrase, sentence, present tense, past tense, progressive, verb, past progressive, present progressive, apostrophe</p> <p>+Some of (Y3): noun, prefix, form, consonant, vowel, word families, word, conjunction, adverb, preposition, present perfect, verb, punctuate</p> <p>Say, use, evaluate: All of (Y2): noun, noun phrase, adjective, adverb, verb, statement, question, exclamation, command, compound, suffix, tense (past, present), apostrophe, comma</p> <p>+Some of (Y3): preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')</p>	<p>All 1st 100 HFW and all next 200 MFW known fluently, automatically and without hesitation and/or other CEW <i>e.g. door, break, beautiful, improve, clothes</i></p> <p>Example morphemes and graphemes for word reading, taken from NC Y3&4 spelling appendix (as encountered): dis-, mis-, im-, sub-, super-, -ation, -ly -sure, -ture, -ous, -sion, -tion, -ssion, -sion, -cian; hard 'ch' (chorus), softer 'ch' (machine), sc (science), /el/ as ei, eigh, or ey (vein, weigh, obey).</p>	<p>Continuous Learning from Y3 NC: - Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Step-specific Learning: - Derives and keeps sense of meaning over longer, multclause or phrase-heavy sentences, e.g. <i>"And the whale and the snail/ Told their wonderful tale/ Of shimmering ice and coral caves,/ And shooting stars and enormous waves./ And of how the snail, so small and frail./ With her looping, curling, silvery trail./ Saved the life of the humpback whale."</i></p> <p>- Plus some examples of (Y3 word reading): - Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet, e.g. <i>submarine, anticlockwise</i></p>

READING BEHAVIOURS AND FLUENCY

Sustains silent reading most of the time (Y2)

Recognises the difference between description in fiction and non-fiction e.g. *in non-fiction description is generally used for precision rather than to create an emotional response* (Y2)
Uses dictionaries independently to check meaning of new vocabulary (Y3)
Self corrects spontaneously, in order to enhance expression, intonation or to re-interpret what has been read

Now I am reading
Copper, Topaz and
Brown band, I need to
make sure...

I read with fluency and understanding.
I can read with an expressive voice using
character voices.
I can talk about author vocabulary
choices and text layout.
I show I understand ideas, events or
information from texts by the comments
I make.
I have preferred genres and authors.
I use my reading to be a better writer.

Y3 (by July of Y3)

Comprehension	Terms for learning	Word reading <i>(example words)</i>	Word reading <i>(example skills)</i>
<p>VOCABULARY Uses knowledge of root words, prefixes and suffixes to read unfamiliar words. Identifies and understands meanings of a wide range of conjunctions used to link events together. Uses knowledge of root words, prefixes and suffixes to read unfamiliar words Identifies a range of standard words/phrases used at various stages of a narrative e.g. introduction, build up etc</p> <p>RETRIEVING Extracts information from tables and charts Recognises some different forms of poetry Recognises different narrative genres Identifies the conventions of different types of writing e.g. greetings in a letter/email, diary entries, numbers and headings in instructions. Notices the difference between 1st and 3rd person accounts</p> <p>SUMMARISING Identify themes across texts e.g. friendship, good and evil, bullying</p> <p>INFERRING Suggests reasons for actions and events Identifies evidence of relationship between characters based on dialogue and behaviour Explains how words/phrases in the description are linked to create an overall and consistent impression on the reader, for example, 'what other words/phrases in this passage tell us that he is a sinister character?'</p> <p>PREDICTING Predicts with accuracy during reading and then adapts prediction in the light of new information</p> <p>ANALYSING Analyses and compares plot structure identifies how language structure and presentation (font size, bold, calligrams) contribute to meaning</p> <p>AUTHORIAL INTENT <i>n/a</i></p> <p>COMPARING <i>n/a</i></p>	<p>Hear, understand, find: Some of (Y3): noun, prefix, form, consonant, vowel, word families, word, conjunction, adverb, preposition, present perfect, verb, punctuate</p> <p>Say, use, evaluate: Some of (Y3): preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')</p>	<p><u>Example morphemes and graphemes for word reading, taken from NC Y3&4 spelling appendix (as encountered):</u> dis-, mis-, im-, sub-, super-, -ation, -ly -sure, -ture, -ous, -sion, -tion, -ssion, -sion, -cian; hard 'ch' (chorus), softer 'ch' (machine), sc (science), /el/ as ei, eigh, or ey (vein, weigh, obey).</p>	<p>Continuous Learning from Y3 NC: - Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Step-specific Learning: <ul style="list-style-type: none"> Derives and keeps sense of meaning over longer, mult clause or phrase-heavy sentences, e.g. "And the whale and the snail/ Told their wonderful tale/ Of shimmering ice and coral caves,/ And shooting stars and enormous waves,/ And of how the snail, so small and frail,/ With her looping, curling, silvery trail,/ Saved the life of the humpback whale." Plus more examples of (Y3 word reading): - Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet, e.g. submarine, anticlockwise </p>

READING BEHAVIOURS AND FLUENCY

Decodes most new words outside of their spoken vocabulary
Sustains silent reading most of the time
Uses dictionaries independently to check meaning of new vocabulary

Now I am reading Grey band, I need to make sure...

- I can share my own opinions of characters in a story.
- I can explain a character's motivations.
- I understand the use of word-plays and puns.
- I understand the use of figurative and literal language.
- I can highlight the key events in a story.
- I recognise differences in the style of narration.
- I compare a range of information texts to get the best answers to my questions.

Y4 (by Dec of Y4) Grey Book Band

Comprehension	Terms for learning	Word reading <i>(example words)</i>	Word reading <i>(example skills)</i>
<p>VOCABULARY Notifies key words and phrases used to convey passing of time to introduce paragraphs or chapters. Identifies how specific words and phrases link sections, paragraphs and chapters.</p> <p>RETRIEVING Recognises the introduction, build-up, climax or conflict and resolution in narrative. Identifies a wide range of poetic forms, e.g. cinquain, haiku, calligram, kenning. Identifies the structure and features of a range of nonfiction, narrative and poetry texts. Analyses how structural and presentational features contribute to purpose in a range of texts.</p> <p>SUMMARISING Explains and justifies an opinion on the resolution of an issue/whole narrative. Summarises the main ideas of texts, including non-fiction.</p> <p>INFERRING Suggests reasons for actions and events Identifies evidence of relationship between characters based on dialogue and behaviour Explains how words/phrases in the description are linked to create an overall and consistent impression on the reader, for example, 'what other words/phrases in this passage tell us that he is a sinister character?'</p> <p>PREDICTING Predicts with accuracy during reading and then adapts prediction in the light of new information</p> <p>ANALYSING Analyses and compares plot structure identifies how language structure and presentation (font size, bold, calligrams) contribute to meaning</p> <p>AUTHORIAL INTENT <i>n/a</i></p> <p>COMPARING <i>n/a</i></p>	<p>Hear, understand, find:</p> <p>All of (Y3): noun, prefix, form, consonant, vowel, word families, word, conjunction, adverb, preposition, present perfect, verb, punctuate</p> <p>Say, use, evaluate: All of (Y3): preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')</p>	<p>Example morphemes and graphemes for word reading, taken from NC Y3&4 spelling appendix (as encountered): dis-, mis-, im-, sub-, super-, -ation, -ly -sure, -ture, -ous, -sion, -tion, -ssion, -sion, -cian; hard 'ch' (chorus), softer 'ch' (machine), sc (science), /eI/ as ei, eigh, or ey (vein, weigh, obey).</p>	<p>Continuous Learning from Y3 / 4 NC: - Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Step-specific Learning: <ul style="list-style-type: none"> ▪ Derives and keeps sense of meaning over longer, multiclausal or phrase-heavy sentences, e.g. "And the whale and the snail/ Told their wonderful tale/ Of shimmering ice and coral caves./ And shooting stars and enormous waves./ And of how the snail, so small and frail./ With her looping, curling, silvery trail./ Saved the life of the humpback whale." ▪ Plus more examples of (Y3 / 4 word reading): - Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet, e.g. <i>submarine, anticlockwise</i> </p>
READING BEHAVIOURS AND FLUENCY			
<p>Reads silently, with good understanding testing out different pronunciations of unfamiliar words with support Uses dictionaries to check the meaning of words that they have read</p>			

Y4 (by July of Y4)

Comprehension	Terms for learning	Word reading <i>(example words)</i>	Word reading <i>(example skills)</i>
<p>VOCABULARY Notifies key words and phrases used to convey passing of time to introduce paragraphs or chapters. Identifies how specific words and phrases link sections, paragraphs and chapters.</p> <p>RETRIEVING Recognises the introduction, build-up, climax or conflict and resolution in narrative. Identifies a wide range of poetic forms, e.g. cinquain, haiku, calligram, kenning. Identifies the structure and features of a range of nonfiction, narrative and poetry texts. Analyses how structural and presentational features contribute to purpose in a range of texts.</p> <p>SUMMARISING Explains and justifies an opinion on the resolution of an issue/whole narrative. Summarises the main ideas of texts, including non-fiction.</p> <p>INFERRING Suggests reasons for actions and events Identifies evidence of relationship between characters based on dialogue and behaviour Explains how words/phrases in the description are linked to create an overall and consistent impression on the reader, for example, 'what other words/phrases in this passage tell us that he is a sinister character?'</p> <p>Summarises the way that the setting affects characters' appearance, actions and relationships Comments on the way key characters respond to a problem</p> <p>PREDICTING Predicts with accuracy during reading and then adapts prediction in the light of new information</p> <p>ANALYSING Analyses and compares plot structure identifies how language structure and presentation (font size, bold, calligrams) contribute to meaning.</p> <p>Analysing how the structure of non-fiction relates to its purpose. Analyses how poetry is structured and its effect on the reader. Exemplifies the move between generalisations and specific information.</p> <p>AUTHORIAL INTENT <i>n/a</i></p> <p>COMPARING <i>n/a</i></p>	<p>Hear, understand, find:</p> <p>All of (Y3 / 4): noun, prefix, form, consonant, vowel, word families, word, conjunction, adverb, preposition, present perfect, verb, punctuate</p> <p>Say, use, evaluate: All of (Y3 / 4): preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks') determiner pronoun, possessive pronoun adverbial</p>	<p>Example morphemes and graphemes for word reading, taken from NC Y3&4 spelling appendix (as encountered): dis-, mis-, im-, sub-, super-, -ation, -ly -sure, -ture, -ous, -sion, -tion, -ssion, -sion, -cian; hard 'ch' (chorus), softer 'ch' (machine), sc (science), /eI/ as ei, eigh, or ey (vein, weigh, obey).</p>	<p>Continuous Learning from Y3 / 4 NC: - Reads all exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Step-specific Learning: <ul style="list-style-type: none"> Derives and keeps sense of meaning over texts with complex and demanding plot which unfolds sequentially with a number of additional subplots fleshing out the story. Third person narration takes the form of straightforward storytelling. Multiple settings need to be taken account of. Plenty of dialogue to break up narrative description. <p>Plus all examples of (Y4 word reading): - Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet, e.g. <i>submarine, anticlockwise</i></p> </p>
READING BEHAVIOURS AND FLUENCY			
<p>Expresses personal preferences regarding the work of significant authors/poets. Explains similarities and differences with own experiences</p>			





Now I am reading **ruby**,
dark blue and **emerald**
band, I need to make
sure...

- I understand how the use of chapters and paragraphs are used to build up ideas.
- I can compare and discuss the work of an author whilst discussing the positives and negatives of a book.
- I can read more elaborate descriptive vocabulary.
- I challenge myself when reading and learn new things from texts.
- I observe and explain the purpose, audience and viewpoints of different texts.

Truly Fluent Y4

Comprehension	Terms for learning	Word reading <i>(example words)</i>	Word reading <i>(example skills)</i>
<p>VOCABULARY Uses a range of strategies to identify the meaning of new vocabulary. Identifies examples of effective description that evoke time or place commenting both on word and sentence choice.</p> <p>RETRIEVING Comments on use of language using terminology including onomatopoeia, metaphor, personification. Identifies how the author signals change in the narration, time and place and notes the effect that this has on them as the reader. Retrieves information, referring to more than one place in the text, and where there is competing (distracting) information. Comments on how a character is built and presented, referring to dialogue, action and description.</p> <p>SUMMARISING Explains and justifies an opinion on the resolution of an issue/whole narrative. Summarises the main ideas of texts, including non-fiction.</p> <p>INFERRING Provides evidence of characters changing during a story and discusses possible reasons where reasons are not obviously stated in the text. Recognises that characters may have different perspectives in the story. Considers the time and place where a story is set and looks for evidence of how that affects characters' behaviour and/or plot development. Explores in-depth the meaning of particular multi-layered (figurative) word/phrases, deciding what effect the author most probably intended on the reader and justifying this with further evidence from the text.</p> <p>PREDICTING Identifies whether changes in characters met or challenged the reader's expectations.</p> <p>ANALYSING Analyses and compares plot structure identifies how language structure and presentation (font size, bold, calligrams) contribute to meaning. Analysing how the structure of non-fiction relates to its purpose. Analyses how poetry is structured and its effect on the reader. Exemplifies the move between generalisations and specific information.</p> <p>AUTHORIAL INTENT <i>n/a</i></p> <p>COMPARING Identifies balanced or biased viewpoints and discuss texts which explore more than one perspective on an issue. checks whether viewpoint changes in the story.</p>	<p>Hear, understand, find:</p> <p>Some of (Y5):</p> <p>modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p> <p>Say, use, evaluate:</p> <p>Some of (Y5):</p> <p>modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>	<p><u>Example morphemes and graphemes for word reading, taken from NC Y5&6 spelling appendix (as encountered):</u> cious or -tious -cial -tial -ent and -ence/-ency able/-ably, ible/-ibly</p>	<p>Continuous Learning from Y5 /6NC: - Reads all exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Step-specific Learning: Derives and keeps sense of meaning over texts with complex and demanding plot which unfolds sequentially with a number of additional subplots fleshing out the story. Third person narration takes the form of straightforward storytelling. Multiple settings need to be taken account of. Plenty of dialogue to break up narrative description.</p> <p>Plus some examples of (Y5 word reading): - Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet, e.g. <i>government, mischievous</i></p> <p>Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word loch.</p>
<p>READING BEHAVIOURS AND FLUENCY Reads silently with good understanding, using a range of strategies to work out unfamiliar words Refines questions to deepen understanding of a text e.g. can generate a further question based on an initial question that takes the group's thinking. Further justifies personal response to particular texts and characters with evidence Self corrects spontaneously in order to enhance expression, intonation or to reinterpret what has been read.</p>		<p style="text-align: center;"><i>Now I am reading Dark Red, Sapphire and Diamond band, I need to make sure...</i></p> <ul style="list-style-type: none"> • <i>I can explain and discuss the key features of a text</i> • <i>I can describe how and why the author has written their book and discuss the impact it has on the reader.</i> • <i>I can identify how the author conveys messages, moods and attitudes.</i> • <i>I challenge myself when reading and learn new things whilst reading longer books.</i> • <i>I make own decisions about the types of books I am interested in and want to read.</i> 	

Fluency Rubric

	 Pre-fluency	 Foundations of fluency	 Newly Fluent	 Truly Fluent
Expression and intonation	Mostly flat, monotone reading. Little variation in pitch.	Some words read with speech-like tones; some monotonous reading. Pitch sometimes varied - sometimes appropriately.	Mostly appropriate pitch and intonation. Speech-like delivery for the most part. Volume largely appropriate for audience.	Appropriate expression used throughout. Intonation and pitch demonstrates understanding of voice/purpose of text. Consistently speech-like.
Phrasing	Word-by-word reading. Most words equally stressed. Very little awareness of phrase boundaries shown.	Some meaningfully-phrased reading, with some 'scooping' of two or three word phrases. Some use of stress for emphasis. Growing syntactic awareness (elements of sentences including phrases).	Mostly meaningfully-phrased reading. Some lapses e.g. stopping to breathe in a long clause. Appropriate use of stress for effect in response to overt cues.	Consistently meaningfully-phrased reading. Phrase, clause and sentence elements reflected in reading.
Fluidity	Laboured reading. Slow in pace. Frequent pauses between words; some unduly long pauses. False starts/restarts and overt decoding.	Choppy reading as phrasing moves beyond simple word-by-word reading. Some hesitant reading. Some overt decoding. Re-reading for problem solving may be present.	Often smooth reading –sometimes less so due to unfamiliar words or more complex language features. Re-reading becoming more select.	Mostly smooth reading – points of difficulty are attended to rapidly and smooth reading resumed. Independent recognition of where re-reading for problem solving may be needed.
Regard to punctuation	Very little awareness of punctuation shown; attending primarily to word decoding.	Growing awareness of punctuation – boundaries between sentences.	Mostly appropriate response to punctuation – some lapses especially in complex structures.	Consistent and appropriate response to punctuation generally, and to other boundaries in poetry.

The above should be seen alongside true fluency in independent reading.

Guided reading will support children in reading text which is instructional – about 90-94% accuracy and understanding. Usually the book band in Guided reading will be one band above those sent home.