



Book Band		Decoding	Comprehender	Reading Detective	Language Lover	Responder	Big Reader
Year 1	Yellow	I can accurately read aloud books that need phonic knowledge. Re-reading them to show fluency and confidence. I can read words by breaking them down into sounds	I can discuss word meanings, linking them to words I already know  I can check that the text makes sense as I read and correct inaccurate reading.  I can identify and discuss the importance of main events or key points in a text.	I can express opinions about main events and characters in a story. Talk about goodies and baddies in a story.  I can make simple inferences by what is being said and done. How is the character feeling?  I can predict what might happen on the basis of what I know (background, vocabulary)	I can spot repeated words in the text and join in with predictable phrases. I'll huff and I'll puff.  I can listen and recite some poems by heart	When I read, I can tell you of similar things that have happened to me e.g. It's like the time I...  I can participate in discussions about what is read to me, taking turns and listening to what others say.  I can clearly explain my understanding of what is read to me.	I can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond what I read on my own.  I can tell you about some special stories we have worked on in class and even re-tell them to someone else  I can discuss the characteristics of fairy stories and traditional tales.
	Blue	I can read words that contain missing letters (contractions) e.g. I'm, I'll, I've.					
	Green	I can quickly read my given letters or groups of letters (all 40+ phonemes)					
	Orange	I can correctly read longer words in my word list with more than one syllable I read new words by blending letter sounds together					
	Turquoise	I can read Year 1 tricky words, noticing unusual matches between spelling and sound					
		I can read my word list, including words ending in -s, -es, -ing, -ed, -er and -est endings					
Year 2	Purple	I can use phonics to read words until reading is fluent and automatic. <b>I can sound out most unfamiliar words accurately, without undue hesitation in an age-appropriate book</b>	I can discuss the sequence of events in books and how they are linked	I can use what I already know or information provided by the teacher to understand the book	I can recognise simple repeating language in stories.	I can express views about a wide range of poetry, stories and non-fiction at a challenging level	I can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond what I read on my own.
		I can blend the sounds in words that contain the graphemes.	I have read non-fiction books that are structured in different ways	<b>I can make some inferences on the basis of what is being said and done.</b>	I can learn and appreciate a collection of poems by heart.	I can ask questions about the text to deepen understanding	I am familiar with and can retell a wider range of stories, fairy stories and traditional tales
	Gold	I can recognise different sounds for graphemes.	<b>I can check that the age-appropriate text makes sense to me.</b>	<b>I can predict what might happen on the basis of what has been read so far</b>	I can recite some poems, with appropriate intonation, to make the meaning clear.	I can participate in discussions about what is read to me, taking turns and listening to what others say.	<b>I can make links between the book that I am reading and other books that I have read</b>
		<b>I can read Year 2 tricky words, noticing unusual matches between spelling and sound.</b>	<b>I can answer questions about the text to show understanding</b>	<b>I can make inferences on the basis of what is being said and done.</b>	I can clearly explain my understanding of what is read to me and what I read to myself.		
		<b>I can read words containing common word endings (suffixes)</b>					
		<b>I can read words of two or more syllables</b>					
		<b>I can read quickly and accurately words that have been seen often before in an age-appropriate book (90 words per minute)</b>					
		I can read aloud books, at my phonics level, which only require the use of phonic strategies					
I can re-read books to show fluency and confidence in word reading.							

Year 1: 22 statements: 3 - 8 = Emerging

9 - 15 = Developing

16+ = Secure Y1 NYG = 19 statements + emerging

Y2 NYG = 21 statements + emerging

Year 2: 25 statements: 4 - 9 = Emerging

10 - 17 = Developing

18+ (including all working at statements) = Secure

All WA + greater depth statements = Greater Depth

### Book Bands Tracking Reading Progress using Summative Assessment

Year group (age at end of year)	School Term	Assessment	Book Band	Approx reading age in years
Foundation Stage		Emerging Developing Secure	PINK	Less than 5 years
			RED	5 years
1  (6 yrs)	Autumn	Yr 1 Emer	YELLOW	5 – 6 years
		Yr 1 Emer+	BLUE	
	Spring	Yr 1 Dev	GREEN	
		Yr 1 Dev+	ORANGE	
	Summer	Yr 1 Sec	TURQUOISE	
Yr 1 Sec+				
2  (7 yrs)	Autumn	Yr 2 Emerg	PURPLE	6 – 7 years
	Spring	Yr 2 Dev		
	Summer	Yr 2 Sec	GOLD	
3  (8 yrs)	Autumn	Yr 3 Emerg	WHITE	7 – 8 years
	Spring	Yr 3 Dev		
	Summer	Yr 3 Sec		
4  (9 yrs)	Autumn	Yr 4 Emerg	LIME	8 – 9 years
	Spring	Yr 4 Dev	BROWN	
	Summer	Yr 4 Sec		
5  (10 yrs)	Autumn	Yr 5 Emerg	GREY	9 – 10 years
	Spring	Yr 5 Dev		
	Summer	Yr 5 Sec		
6  (11 yrs)	Autumn	Yr 6 Emerg	DARK BLUE	10 – 11 years
	Spring	Yr 6 Dev	BURGUNDY	
	Summer	Yr 6 Sec		
Reading Ready for Secondary School  (12 yrs)	Autumn	Yr 6 Sec+	BLACK	11 – 12 years
	Spring	Yr 6 Sec+		
	Summer	Yr 6 Sec+		