



Book Band		Decoding	Comprehender	Reading Detective	Language Lover	Responder	Big Reader
Purple	Year 2	I can use phonics to read words until reading is fluent and automatic.	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 sound out most unfamiliar words accurately, without undue hesitation in an age-appropriate book	I have read non-fiction books that are structured in different ways	I can make some inferences on the basis of what is being said and done.	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
		I can blend the sounds in words that contain the graphemes.	I can check that the age-appropriate text makes sense to me.	I can predict what might happen on the basis of what has been read so far	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.	I can make links between the book that I am reading and other books that I have read
		I can recognise different sounds for graphemes.	I can answer questions about the text to show understanding	I can make inferences on the basis of what is being said and done.		I can clearly explain my understanding of what is read to me and what I read to myself.	
		I can read Year 2 tricky words, noticing unusual matches between spelling and sound.					
		I can read words containing common word endings (suffixes)					
		I can read words of two or more syllables					
		I can read quickly and accurately words that have been seen often before in an age-appropriate book (90 words per minute)					
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.							
Gold	Year 3	I can read out loud confidently, understanding how to use a range of punctuation (including in poems and plays)	I can use alphabetically ordered texts to find information (including dictionaries)	I can justify inferences with evidence from the text Inferring a characters feelings, thoughts and motives from their actions.	I can discuss words and phrases that capture the reader's interest and imagination There are lots of adjectives; sentences are quite short; there is alliteration. Why?	I understand what the writer might be thinking – 'He thinks they are being mean'	I can start to make simple connections between books by the same author – 'Dick King Smith often writes about animals'
		I can use knowledge of root words, suffixes and prefixes to read and understand new words	I can identify the features of different text types	I can justify predictions with evidence from the text He was feeling bullied at the start and I think he will overcome his aggressors	I can comment on the choice of language to create moods and build tension – 'Crept makes you know he was quiet, but also that he was going slowly because he did not want to be caught'	I can ask questions about a text to improve my understanding.	I can participate in discussion about both books that are read to me and those that I read myself, taking turns and listening to what others say
White	Year 3	I can use the context of the sentence to help me to read unfamiliar words	I can use a range of organisational features to locate information, such as labels, diagrams and charts	I can empathise with a character		I can evaluate specific texts with reference to text types	I can retell a wide range of books, including fairy stories, myths and legends.
		I can read the majority of words from Year 3/4 spelling list					

Year 2: 25 statements: 4 - 9 = Emerging

10 - 17 = Developing

18+ (including all working at statements) = Secure

All WA + greater depth statements = Greater Depth

Year 3: 18 statements: 3 - 6 = Emerging

7 - 12 = Developing

13+ = Secure Y2 NYG = 21 statements + emerging

Y3 NYG = 15 statements + emerging

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+		