



| Book Band |        | Decoding  | Comprehender  | Reading Detective   | Language Lover  | Responder  | Big Reader  |
|-----------|--------|---|---|---|---|--|---|
| 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<br><i>Inferring a characters feelings, thoughts and motives from their actions.</i>  | I can discuss words and phrases that capture the reader's interest and imagination<br><i>There are lots of adjectives; sentences are quite short; there is alliteration. Why?</i>       | 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<br><i>He was feeling bullied at the start and I think he will overcome his aggressors</i>   | 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  |
|           |        | I can use the context of the sentence to help me to read unfamiliar words                                       |   |   |   |  |   |
| White     | Year 3 | I can read the majority of words from Year 3/4 spelling list  | 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 recognise and understand an even greater variety of suffixes and prefixes                                 | I can retrieve and record information from non-fiction.   | I can pull together clues from action, dialogue and description to infer meaning  | I know how suspense is built up in a story, including the development of the plot<br><i>He uses short sentences to increase the pace and tension.</i>                                   | I can identify themes and conventions in a wide range of books<br><i>Heroism, morals, quests</i> | I can read for a range of purposes  |
|           |        | I can read, on sight, all the words from Year 3/4 spelling list   | I can identify features of different fiction genres<br><i>Mystery, Science-Fiction, Fantasy</i>         | I can make predictions with evidence from text and with knowledge of wider reading  | I can recognise the use and effect of patterned language in text<br><i>The slithering, snakes slipped into the barn, undaunted by the imposing doors.</i>                               | I can identify main ideas drawn from more than one paragraph and can summarise these             | I can make simple comments on how the reader's or writer's context makes a difference to the social, cultural or historical setting – 'The island sounds really dangerous to us because we have not heard of these creatures' |
| Lime      | Year 4 | I can recognise where words are an exception to the rule  | I can compare, contrast and evaluate different non-fiction texts  | I can justify reasons for my opinion using evidence from the text and my own ideas.<br><i>I like the way the writer uses description to give us an illustration of the island before the characters arrive. It unsettles you.</i> | I can find and comment on examples of how authors express different moods, feelings and attitudes   | I understand how the author wants the reader to respond  | I can recognise some different forms of poetry  |
|           |        | I can show understanding through intonation, tone, volume and action.   |   |   |   |  |   |
| Brown     |        |   |   |   |   |  |   |

Year 3: 18 statements:    3 – 6 = Emerging    7 - 12 = Developing    13+ = Secure    Y3 NYG = 15 statements + emerging

Year 4: 19 statements:    3 – 6 = Emerging    7 – 13 = Developing    14+ = Secure    Y4 NYG = 16 statements + emerging

### Book Bands Tracking Reading Progress using Summative Assessment

| Year group<br>(age at end of year)                 | School Term | Assessment                       | Book Band | Approx reading age in years |
|--|-------------|----------------------------------|-----------|-----------------------------|
| Foundation Stage                                   |             | Emerging<br>Developing<br>Secure | PINK      | Less than 5 years           |
|  |             |                                  | RED       | 5 years                     |
| 1<br><br>(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<br><br>(7 yrs)                                   | Autumn      | Yr 2 Emerg                       | PURPLE    | 6 – 7 years                 |
|  | Spring      | Yr 2 Dev                         |           |                             |
|  | Summer      | Yr 2 Sec                         | GOLD      |                             |
| 3<br><br>(8 yrs)                                   | Autumn      | Yr 3 Emerg                       | WHITE     | 7 – 8 years                 |
|  | Spring      | Yr 3 Dev                         |           |                             |
|  | Summer      | Yr 3 Sec                         |           |                             |
| 4<br><br>(9 yrs)                                   | Autumn      | Yr 4 Emerg                       | LIME      | 8 – 9 years                 |
|  | Spring      | Yr 4 Dev                         | BROWN     |                             |
|  | Summer      | Yr 4 Sec                         |           |                             |
| 5<br><br>(10 yrs)                                  | Autumn      | Yr 5 Emerg                       | GREY      | 9 – 10 years                |
|  | Spring      | Yr 5 Dev                         |           |                             |
|  | Summer      | Yr 5 Sec                         |           |                             |
| 6<br><br>(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<br><br>(12 yrs) | Autumn      | Yr 6 Sec+                        | BLACK     | 11 – 12 years               |
|  | Spring      | Yr 6 Sec+                        |           |                             |
|  | Summer      | Yr 6 Sec+                        |           |                             |