



Book Band		Decoding	Comprehender	Reading Detective	Language Lover	Responder	Big Reader
Lime	Year 4	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 <i>He uses short sentences to increase the pace and tension.</i>	I can identify themes and conventions in a wide range of books <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 <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 <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'
Brown	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. <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					
Cirey	Year 5	I can respond to more sophisticated punctuation <i>Changing voice for direct and indirect speech.</i>	I can recognise texts that contain features of more than one text type (e.g. persuasive letter)	I can draw information from different parts of the text to infer meaning <i>The reason why Bess kills herself in the Highwayman, is because of her loyalty to him and the emptiness of her life without the promise of his return. The news of his death is the reason for her actions and this shapes her future.</i>	I can identify and describe the styles of individual writers and poets	I am able to talk about themes in a story and recognise thematic links with other texts <i>Loneliness, pride, avarice</i>	<b>I can make comparisons within and across a range of books</b> <i>The setting, character traits, vocabulary and layout.</i>
		I can maintain fluency and accuracy when reading complex sentences, with subordinate clauses	I can read books that are structured in different ways	I can discuss moods, feelings and attitudes using inference	I can identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose <i>Expressive: "How dare you come alone?" Figurative: The iridescent chandelier gleamed majestically in the candlelight. Descriptive: The cottage nestled snugly in the cliff-side.</i>	<b>I can evaluate how authors use language, including figurative language, considering the impact on the reader</b>	I understand that texts reflect the time and culture in which they were written – 'Hound of the Baskervilles would have been very scary for Victorian readers' <i>The type of events illustrated in Treasure Island would be in living memory at the time of publication.</i>
		I can work out the pronunciation of homophones, using the context of the sentence	I can ask questions to improve their understanding of what they have read	I can recognise different points of view <i>Discussions/Arguments.</i>	I can use language features of a range of non-fiction text-types to support understanding <i>Persuasive rhetoric; arguments.</i>	I can recognise ways in which writers present issues and points of view in fiction and non-fiction texts – 'He has only mentioned the bad points about air travel' <i>He has only mentioned the bad points about air travel and ignored the good.</i>	I can participate in discussions about books, building on my own and others' ideas and challenging views courteously <i>Enid Blyton is old fashioned because children don't talk like that nowadays.</i>
		I can use knowledge of root words, suffixes and prefixes to help read words aloud and understand their meaning	I can distinguish between statements of fact and opinion	I can use detailed knowledge of text types to make reasoned predictions		I can learn a wide range of poetry by heart	

Year 4: 19 statements: 3 – 6 = Emerging

7 – 13 = Developing

14+ = Secure

Y4 NYG = 16 statements + emerging

Year 5: 22 statements: 4 – 8 = Emerging

9 – 15 = Developing

16+ = Secure

KS2 Interim Teacher Assessment Framework statements Y5 NYG = 19 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+		