



Book Band		Decoding	Comprehender	Reading Detective	Language Lover	Responder	Big Reader
Brown	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>	I can make comparisons within and across a range of books <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>	I can evaluate how authors use language, including figurative language, considering the impact on the reader	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>
Cirey	Year 5	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	
		I can cope with different features of language used in poems and prose when performing, e.g. dialect	I can check that the books make sense, discuss understanding and explain the meaning of words in context	I can explain and discuss my understanding of what I have read, drawing inferences and justifying these with evidence	I know how style and vocabulary are linked to the purpose of the text: 'Obviously, common sense tells us...' in a persuasive text	I can recommend books that I have read to friends, giving reasons for their choices	I am beginning to evaluate texts by comparing how different sources treat the same information
		I can read age-appropriate books with confidence and fluency (including whole novels)	I can summarise the main ideas, identifying key details and using quotation for illustration	I can use PEE (Point, Evidence, Explain) to support predictions and inferences	I can compare and contrast the styles of individual writers and poets providing examples	I can comment critically on the overall impact of poetry or prose, with reference to the text	I understand that texts reflect the time and culture in which they were written – 'Dickens wanted people to feel bad about the way the poor were treated then'
Dark Blue	Year 6	I can use connectives as signposts to indicate a change of tone	I can prepare and present factual research, considering what is known already	I can predict what happens from details stated and implied	I can comment on and explain the writer's use of a language features – 'The rhythm and rhyme pattern together make it mimetic, like the rhythm of the train'	I can identify and describe the key characteristics about a writer's or a poet's style	I can read for a range of purposes
		I can read aloud through intonation, tone and volume so that the meaning is clear to an audience	I can retrieve information from non-fiction			I can identify and discuss themes and conventions in and across a wide range of writing	I can identify themes across a range of texts (social, cultural and historical)
Burgundy							

Year 5: 22 statements: 4 - 8 = Emerging 9 - 15 = Developing 16+ = Secure **KS2 Interim Teacher Assessment Framework statements Y5 NYG = 19 statements + emerging**

Year 6: 22 statements: 4 - 8 = Emerging 9 - 15 = Developing 16+ = Secure Working at = **All KS2 Interim Teacher Assessment Framework statements**

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+		