Ready to Progress Book Bands

Book Band Colour	Phonics Phase	Year Group Expected	Word Reading	Comprehension
Picture books	1	Reception	Read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words.	Demonstrate understanding when talking with others about what they have read.
Pink	2 *s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss* Words *a, at, as, is, it, in, an, I, and, on, not, into, can, no, go. to, get, got, the, back, put, no, go, his, him, of, dad, mum, up* Helpful Words *no, go, the, to, I.*			
Red	3 *j, v, w, x, y, z, zz, qu , sh, th, ch, ng, ai, ee, long oo, short oo, oa, ar, or, igh, ur, ow, oi, ear, er, air, ure* Words *off, can, had, back, are, see, was, will, with, my, for, too, you, this, that, they, then, them, down, her, now, all, look* Helpful Words *- we, me, he, be, she* o Children to read decodable two-syllable words.			
Yellow	3-4 o Children to read and spell two-syllable words o Children to read helpful words: *said, so, was, you, have, like, some, come, were, there, little, one, do, when, out, what* o Children to read decodable words: *went, from, it's, just, help, children*	Year 1	Match all 40+ graphemes to their phonemes. Blend sounds in unfamiliar words. Divide words into syllables. Read compound words. Read words with contractions and understand that the apostrophe represents the missing letters. Read phonetically decodable words. Read words that end with 's, -ing, -ed, -est Read words which start with un-. Add –ing, -ed and –er to verbs. (Where no change is needed to the root word) Read words of more than one syllable that contain taught GPCs.	Say what they like and do not like about a text. Link what they have heard or read to own experiences. Retell key stories orally using narrative language. Talk about the main characters within a well-known story. Learn some poems and rhymes by heart. Use what they already know to understand texts. Children check that reading makes sense and go back to correct when it doesn't. Draw inferences from the text and/or the illustrations. (Beginning) Make predictions about the events in the text. Explain what they think a text is about.
Blue	4-5			
Green	5 -6			
Orange	*wh, ph, ew, or, au, e, a-e, e-e, i-e, o-e, u-e, 'zh' (treasure), ore* o Children to be taught alternative pronunciations for the following letters: *i, o, c, g, u, ow, ie, ea, er, ch, a, y, ou, e, ey,* o Children to read polysyllabic words. o Children to read the following words: *oh, old, their, people, house, about, Mr. Mrs. don't, by, looked, time, your, called, asked, very, water, where, day, who, because,*			

	again, different, thought, any, saw, through, eyes, work, friends, mouse, once, could, put, many, good, away, laughed, want, over, how, did, man o Children to practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. o Children to practise reading words with adjacent consonants and words with newly learned graphemes.		
Turquoise **Purple** **Gold** **White** **Lime**	o Children to be taught contractions using the common words – *that's, I've, let's, there's, he's, we're, couldn't.*	**Year 2**	<u>Comprehension</u> *Develop pleasure in reading, motivation to read, vocabulary and understanding.* *Discuss the sequence of events and how items of information are related.* *Discussing their favourite words and phrases.* *Make inferences based on what is being said and done.* *Participate in discussion about books, poems and other works.* *Explain and discuss their understanding of books, poems and other material, both those they listen to and those that they read for themselves.*
Brown		**Year 3**	*Children know that **phonics** is one strategy to help read unfamiliar words and when phonic strategies will not help.* *Children know what a **root word** is and can use them to read and understand the meaning of unfamiliar words.* *Children know what **prefixes** and **suffixes** are and how they change the meaning of a word.* *Children know that some words may have a similar pronunciation but may be written differently.* *Children use knowledge of unusual **phoneme/grapheme correspondences** to read unfamiliar words.* *Children know that unfamiliar words can be read by using knowledge of similar words (**analogy**).* *Children use analogy, drawing on the **pronunciation** of similar known words to read others.* *Read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks* *Read aloud independently, taking turns and listening to others.* *Explain how non-fiction books are structures in different ways and know how to use them effectively.* *Explain the different types of fiction books.* *Ask relevant questions about a text to get a better understanding.* *Make predictions on what might happen based on details given.* *Make inferences such as inferring characters' feelings, thoughts and motives for their actions.* *Use a dictionary to check the meaning of unfamiliar words.* *Identify the main point of the text.* *Explain how structure and presentation contribute to the meaning of the text.* *Use non-fiction texts to retrieve information.* *Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.* **GD** **Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.** **Understand the meaning of new words through contextual cues.** **Skim and scan materials and note down key information** **Justify predictions by referring back to the story and selecting words/phrases to support my argument.** **Find evidence in the text to understand what a character is like.** **Make inferences about characters using evidence from the text/picture/video to support my thoughts.**

Grey		**Year3/ 4**	*Know which books to select for specific purposes, especially in relation to science, geography and history learning.* *Use a dictionary to check the meaning of unfamiliar words.* *Discuss and record words and phrases that writers use to engage and impact on the reader.* *Identify some of the literary conventions in different texts.* *Identify the (simple) themes in texts.* *Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.* *Explain the meaning of words in context.* *Ask relevant questions to improve their understanding of a text.* *Infer meanings and begin to justify them with evidence from the text.* *Predict what might happen from details stated and from the information they have deduced.* *Identify where a writer has used precise word choices for effect to impact on the reader.* *Identify some text type organisational features, for example, narrative, explanation and persuasion.* *Retrieve information from non-fiction texts.* *Build on others' ideas and opinions about a text in discussion.* **GD** **Discuss vocabulary used by the author to create effect.** **Draw inferences from characters feeling, thoughts and motives that justify their actions, supporting their views with evidence from the text.** **Justify predictions with evidence from the text.** **Locate and use information from a range of sources, including fiction and non-fiction.** **Show there is bias in persuasive writing, including articles and advertisements.** **Children are aware of their audience when reading aloud: pause appropriately, give emphasis and keep the appropriate pace so they can entertain the reading and keep their interest.**
Dark Blue		**Year4/5**	<u>Year 5</u> *Become familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions and to discuss the features of each.* *Read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.* *Identify significant ideas, events and characters; and discuss their significance.* *Recite poems by heart, e.g. narrative verse, haiku.*
Dark Red		**Year 5/6**	*Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.* <u>Year 6</u> *Give/explain the meaning of words in context.* *Retrieve and record information/identify key details from fiction and non-fiction.* *Summarise main ideas from more than one paragraph.* *Make inferences from the text/explain and justify inferences with evidence from the text.* *Predict at might happen from details stated and implied.* *Identify/explain how information/narrative content is related and contributes to meaning as a whole.* *Identify/explain how meaning is enhanced through choice of words and phrases.*