

## Reading Bands

| Band | Assessment Focus   | Year Group* |
|------|--|-------------|
|      | Identifies the parts of book-cover, title, page. Opens the book and looks at pages in right order. Understands the story/text and talk about it.   | Reception   |
|      | Opens the book, turns pages correctly and reads text left to right. Matches spoken to written words. Locates familiar words and uses pictures to check reading.  | Reception   |
|      | Uses known words to check reading. Reads with phrasing while tracking the text correctly. Predicts from meaning, syntax and print to solve new words.  | Reception   |
|      | Follows print with eyes, only finger pointing when in difficulty. Notices punctuation and responds to it when reading. Searches for information in print to attempt new words. Cross-checks all sources for information more quickly when reading.   | Y1          |
|      | Uses a variety of strategies flexibly: print detail, sentence structure and meaning. Self corrects more rapidly on- the- run. Re-reads to enhance phrasing and clarify meaning.  | Y1          |
|      | Reads fluently with attention to punctuation. Solves new words using letters, meaning and syntax. Tracks visually additional lines of print without difficulty. Can discuss and interpret character and plot.  | Y1          |
|      | Gets started reading without relying in illustrations. Reads longer phrases and more complex sentences, responding to punctuation. Cross- checks information on-the-run, using meaning, syntax and print. Infers meaning from the text.  | Y2          |
|      | Extracts meaning from the text rather than from the illustrations. Approaches different genres with increasing flexibility. Reads with a range of expression, prompted by text layout and punctuation. Can sustain reading through longer sentences and more complex words.  | Y2          |
|      | Reads quietly at a more rapid pace, solving unfamiliar words on-the-run. Takes note of punctuation and uses it to keep track of longer sentences. Adapts to fiction, non-fiction or poetic language with growing flexibility. Takes account of literary effects used by writers.   | Y2          |
|      | Independently looks through a variety of texts, accurately predicting content. Reads quietly at a more rapid pace, solving unfamiliar words on-the-run. Takes note of punctuation and uses it to keep track of longer sentences. Uses intonation when reading aloud.   | Y2          |
|      | Searches for and finds information in texts readily. Expresses reasoned opinions about what is read. Offers and discusses interpretation of the text.  | Y2/3        |
|      | Reads silently, adjusting speed to suit the material. Sustains interest in longer text, returning easily to it after a break. Uses experience to recognise text type and predict layout and content. Reads independently using phonics, syntax, context and word structure when reading Identifies how fiction and non- fiction texts are organised on paper and on screen. Shares and compares reasons for reading preference, extending the range of books read. | Y3          |
|      | Reads silently for preference most of the time. Identifies different text type including mixed genre. Critically evaluates the usefulness of the text. Adapts reading style to suit activity, e.g. close reading for non-fiction. Understands how chapters and paragraphs are used to group, order and build up ideas. Responds critically to issues raised in stories and relates them to their own experiences.  | Y4          |
|      | Selects when to adapt reading styles to suit activity, e.g. scanning and skimming to gain an overview, reading closer to infer detailed information. Explores narrative order including sub-plots and organisation of information texts. Identifies a range of social, moral and cultural issues in a range of texts   | Y5          |
|      | Decodes new and unfamiliar words and deduces meaning from the context. Understands and internalises text organisation of a widening range of genres. Recognises how authors create different effects. Developing a questioning, active response to texts that is based on personal response and empathy. Understands how response can change with reading over time.   | Y6          |

\*Year Group indicates what bands we expect children to be working on as they progress through school, **but must be treated with caution**, as every child should progress at their own pace.