



# READING BAND PROGRESSION



	Beginning Reader		Early Reader	Developing Reader		Moderately Fluent Reader	Fluent Reader	Experienced Reader	Independent Reader
STAGES	22-36 Months Nursery 2 - 3 years	30 - 50 months Nursery 3 - 4 years	40 - 60 months Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
READING BEHAVIOURS	<ul style="list-style-type: none"> <li>Still developing an understanding that text carries meaning. Can talk through known favourites, join in with rhymes, poems and songs.</li> <li>Children know how to handle books and aware of how print works from being read to.</li> <li>Knows a few core words/letters, names or sounds, usually of personal significance.</li> <li>Early phonological awareness is developed through activities</li> <li>Reading at this stage relies on the memory of a story</li> </ul>		<ul style="list-style-type: none"> <li>Tackle known and predictable texts with growing confidence but regular support with new/unfamiliar</li> <li>Demonstrate ability to make sense of what they have read using their knowledge of language</li> <li>Develop an enthusiasm for a wider range of material</li> <li>Beginning to evidence 1:1 correspondence using phonic knowledge, helping to decode simple words and recognition of key words</li> <li>Read and understand simple sentences</li> <li>Begin to develop fluency and expression at their matched ability</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing control of reading process</li> <li>Develop phonic knowledge when reading know words with GPCS and recognise alternative GPCs for known phonemes/alternative pronunciation</li> <li>Increased sight vocabulary and fluency developing</li> <li>Respond personally to reading making personal connections</li> <li>Re-read favourite and make links with other texts</li> </ul>		<ul style="list-style-type: none"> <li>Growing enthusiasm for wider range of material</li> <li>Confident to express opinions, likes and dislikes. Moves between familiar and unfamiliar texts</li> <li>A well-launched reader</li> <li>Reads with confidence for a sustained period of time</li> <li>Can decode larger units of words effectively to aid fluency</li> <li>Confidence growing when tackling texts independently</li> </ul>	<ul style="list-style-type: none"> <li>Capable readers who approach familiar texts with confidence but require support with the unfamiliar.</li> <li>Less reliance on phonics and identify larger through syllables, aiding fluency and comprehension, allowing self correcting.</li> <li>Books selected independently</li> <li>Reflect on reading and use this in own learning</li> <li>Receptive to the views of others and engage in discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Avid readers. Now makes choices from a wide range of material. Can read both silently and aloud with confidence.</li> <li>Asks questions and is able to read between the lines and infer feelings and meanings.</li> <li>Cross checking using a range of cues to ensure comprehension.</li> <li>Decode unknown vocabulary without impeding fluency</li> <li>Strong reading preferences and will recommend books based on preference</li> <li>Asking questions to enhance understanding, makes comparisons and can read between the lines to infer feelings and meanings</li> </ul>	<ul style="list-style-type: none"> <li>Readers are self-motivated, confident and experienced, pursue interests through reading, appreciate shades of meaning</li> <li>Capable of tackling demanding texts and wider reading in the curriculum</li> <li>Locates, retrieves and draws on a variety of sources to research topics</li> <li>Makes predictions and is becoming more critical in awareness and analysis of language.</li> <li>Discusses organisational structures and identifies the impact on the reader.</li> </ul>
LW BOOK BANDING GUIDANCE	Phase 1 On Entry Reception	Phase 2 Set 1 - 5 Autumn Term Reception	Phase 2 Set 1 - 5 Autumn Term  Phase 3 Set 1 - 2 Spring Term  Phase 4 Set 1 - 2 Summer Term	Phase 4 Set 2 Phase 5 Set 1 Autumn Term  Phase 5 Set 2 - 3 Spring Term  Phase 5 Set 4 - 5 Summer	Based on Year 1 PSC and exiting programme child may read: Phase 2-5 books Rapid catch up 7+ Series Fluency assessment Free Reader	KS2  Rapid Catch Up 7 + Fluency Assessments Free Reader	Free Reader Independent Choices		
READING - WORD READING (DECODING)	<ul style="list-style-type: none"> <li>Enjoy songs and rhymes, tuning in and paying attention</li> <li>Join in with songs and rhymes, copying sounds, rhythm, tunes and temps</li> <li>Say some of the words in songs and rhymes</li> <li>Sing songs and say rhymes independently</li> <li>Enjoy sharing books with an adult</li> </ul>	Understand the key concepts about print; <ul style="list-style-type: none"> <li>print has meaning</li> <li>print can have different purposes</li> <li>we read English text from left to right, top to bottom</li> <li>the name of the different parts of a book</li> <li>page sequency</li> </ul> Develop their phonological awareness so that they can;	<ul style="list-style-type: none"> <li>Blend individual letters by saying sounds for them</li> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondence</li> <li>Read some letter groups that each represent one sound and say sounds for them</li> <li>Read a few common exception words matched to the schools phonic programme</li> </ul>	<ul style="list-style-type: none"> <li>Apply phonic knowledge and skills to decode words</li> <li>Read at speed the graphemes for all 40+ phonemes including alternatives</li> <li>Read accurately by blending sounds in unfamiliar words containing taught GPCs</li> <li>Read common exception words</li> <li>Read words containing taught GPCs including suffixes</li> </ul>	<ul style="list-style-type: none"> <li>Read accurately by blending, including alternative sounds for graphemes</li> <li>Read multisyllable words container these graphemes</li> <li>Read words containing common suffixes</li> <li>Read the common exception words, nothing unusual correspondences between sound and spelling</li> <li>Read most words quickly and accurately without overt sounding and blending</li> </ul>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the means of new words they meet</li> <li>Read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word.</li> <li>Develop positive attitudes to reading and understanding by dictionaries</li> </ul>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology, both to read aloud and to understand the meaning of new words that they meet.</li> </ul>		



# READING BAND PROGRESSION CNTD.



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READING - WORD READING (DECODING) CNTD	<p>Pay attention and respond to the pictures or words</p> <p>Have favourite books, seek them out, to share with an adult with another child or to look at alone.</p> <p>Repeat words/phrases from familiar stories</p> <p>Ask questions about the book</p> <ul style="list-style-type: none"> <li>spot and suggest rhymes</li> <li>count or clap syllables in a word</li> <li>recognise words with the same initial sound, such as money and mother</li> <li>engage in extended conversations about stories, learning new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Read simple phrases and sentences, made up of words with known letter-sound correspondences and where necessary, a few exception words.</li> <li>Re-read these books to build up their confidence in word reading, their fluency and their understand and enjoyment.</li> <li>Re-read what they have written to check that it makes sense</li> </ul> <p style="text-align: center;"><b>ELG</b></p> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>Reads word consisted with their phonic knowledge by sound-blending</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>Read words of more than one syllable containing tough GPCs</li> <li>Read words with contractions and understand the apostrophe represents omitted letter(s)</li> <li>Read aloud accurately books to make phonetic knowledge</li> <li>Re-read these books to build fluency and confidence in word reading</li> </ul>	<ul style="list-style-type: none"> <li>Continue to apply phonic knowledge and skills to decode words until automatic decoding is embedded and reading is fluent.</li> <li>Read aloud books closely matched to improving phonic knowledge, sounding out unfamiliar words accurately and automatically without undue hesitation</li> <li>Re-read books to build fluency and confidence.</li> </ul>				
READING COMPREHENSION	<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate, where appropriate, key events in (unknown word)</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</li> </ul>		<ul style="list-style-type: none"> <li>Develop pleasure in reading, motivation to read, vocabulary and understanding</li> <li>Understand both the books they can read accurately and fluently and those they listen to</li> <li>Participate in discussion about what is read to them, taking turns and listening to what others say.</li> <li>Explain clearly their understanding of what is read to them</li> </ul>	<ul style="list-style-type: none"> <li>Participate in discussion about books, poems and other words that are to them and those that they can read for themselves, taking turns and listening to what other say</li> <li>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> <li>Develop pleasure in reading, motivation to read vocabulary, understanding</li> <li>Understand both the book that they can already accurately and fluently making references on basis of what is said and done, answering and asking questions, predicting based on what is known.</li> </ul>	<ul style="list-style-type: none"> <li>Develop positive attitudes to reading and understanding by using dictionaries to check meaning, listening to a range of texts, identifying themes and preparing and performing.</li> <li>Understand what they read in books independently read by checking the text makes sense, asking questions, drawing references and justifying with evidence, making predictions, identifying how language contributes to meaning.</li> <li>Retrieve and record information from non-fiction</li> <li>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what other says.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain positive attitudes to reading and understanding of what they read by reading a range of texts, reading books that are structured in different ways and for different purposes; read a range of books to increase familiarity; recommend books they have read to their peers, giving reasons for choice; identify and discuss themes; make comparisons; learn poetry by heart and prepare/perform.</li> <li>Understand what is read by checking it makes sense and exploring the meaning of words; asking questions; drawing inferences and supporting with evidence making predictions and summarising the main ideas from paragraphs</li> <li>Participate in discussions about books, building on their own and others' ideas and challenging views courteously</li> <li>Explain and discuss their understanding of what they have read, including through formal presentations and debates. Provide reasoned justifications for their views.</li> </ul>		