



Progression of Reading Skills through Book Bands

Early Learning Goals		Pink		Red	
Linking Sounds and Letters	Reading				
Hear and say sounds in words in the order which they occur. Link sounds to letters, naming and sounding the letters of the alphabet. Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.	Explore and experiment with sounds, words and texts. Use language to imagine and recreate roles and experiences. Retell narratives in the correct sequence, drawing on language patterns of stories. Read a range of familiar and common words and simple sentences independently. Know that print carries meaning and, in English, is read from left to right and top to bottom. Show an understanding of the elements of stories, such as main character, sequence of events and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how.	Differentiate between text and illustration. Understands that print conveys meaning.	Holds a book correctly. Recognise the front and back cover. Has established left to right movement, top to bottom. Understands that books/texts are created by writers. Recite rhymes and sing songs. Enjoys sharing books with an adult. Talk about stories.	Tell a story from the pictures. Describe pictures. Is beginning to understand what a letter and a word are. Name some letters. Recognise some capitals and lower case letters. Recognise own first name.	Turns the pages from front to back. Sequence a simple story or event. Use gesture and action to act out a story, event or rhyme. Make predictions based on illustrations, story content and title. Chooses to look at books.

Use a range of strategies, including accurate decoding of text, to read for meaning.

Yellow	Blue & Green	Orange & Turquoise	Purple	Gold	White	Lime	Brown	Grey
Distinguish between a word, a letter and a Space. Use picture clues to help in reading simple text Make 1 to 1 correspondence between written and spoken words Blend phonemes to read CVC words Use phonic knowledge to attempt unknown words Read, on sight, high frequency words from NLS appendix list 1	Read on sight words from NLS appendix list 1 Recognises and reads some common exception words. Recognise familiar words in simple texts Blend phonemes to read CCVC and CVCC words Continue to use phonic knowledge to attempt unknown words Expect written text to make sense	Read on sight words from NLS appendix list 1 Exhibits fluency and confidence when re-reading known texts. Blend and segment sounds in consonant clusters and use this knowledge in reading Accurately reads aloud age appropriate texts consistent with phonic knowledge, in which additional strategies are not required. Show awareness of the grammar of a sentence to help decipher new or unfamiliar words Demonstrates recognition of taught graphemes by speedily and correctly sounding out all 40+ corresponding phonemes, including those with alternative	Checks that the text makes sense whilst reading, applying phonic knowledge to correct inaccuracies. Use a range of decoding strategies Applies phonic knowledge and skills, including the blending of sounds in unfamiliar words, to decode age appropriate texts accurately. Blend and segment sounds in consonant clusters and long vowel phonemes and use this knowledge in reading Reads aloud books consistent with phonic knowledge, accurately, confidently and fluently. Read on sight words from NLS appendix list 1 Use the grammar of a sentence to decipher new or unfamiliar words Recognises and reads common exception words; words with –s, -es, -ing, -ed, -er and –est endings; and words of more than	Read aloud with intonation and expression, taking account of the punctuation, e.g. speech marks and exclamation marks Applies phonic knowledge and skills consistently to decode age appropriate texts quickly and accurately. Read on sight a range of high frequency words from NLS appendix 2 Identify syllables in order to read polysyllabic words When reading aloud, sounds out unfamiliar words accurately without undue hesitation, and reads with confidence and fluency. Blend and segment long vowel phonemes	Recognise a range of prefixes and suffixes to construct the meanings of words in context Read words with common suffixes; and most common exception words, based on what has been taught. Read fluently with intonation, expression and regard for punctuation Recognises and effortlessly decodes alternative sounds for graphemes; words of two or more syllables	Read independently, using known strategies appropriately to establish meaning. Automatic decoding is established and a range of texts is read with consistent accuracy, fluency and confidence. Recognise the functions of punctuation including apostrophe for omission and use appropriate intonation and expression. Recognises and reads words with contractions, and demonstrates understanding of the apostrophe. Recognise the full range of consonant diagraphs	Read independently using a range of strategies Understand how simple and complex sentences influence meaning. Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet	Read a range of appropriate texts fluently and accurately Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word Re-read and read ahead to look for clues to determine meaning. Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Use features to locate information. e.g. contents; indices; subheadings etc.

		sounds, where applicable.	one syllable containing taught GPCs.			e.g. kn,wr,ph Books are selected in order to challenge knowledge and word reading skills. Answering and asking questions Predicting what might happen on the basis of what has been read so far		
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Dark Blue	Dark Red	Black
Select and read a range of appropriate texts fluently and accurately Use contextual knowledge to determine meaning. Skim and scan to identify key ideas. Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet Use knowledge of text structure to locate information.	Read fluently, using punctuation to establish meaning and inform intonation. Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Use knowledge of word derivations and word formation to construct the meaning of words in context. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Fluently and effortlessly reads a range of age appropriate texts, including novels, stories, plays, poetry, non-fiction, reference books and text books. Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience. Use knowledge of word derivations and word formation, e.g. prefixes, acronyms and letter omission, to construct the meaning of words in context. Can read fluently, understanding and using more sophisticated punctuation marks: colon, semicolon, parenthetic commas, dashes, brackets etc. Determines the meaning of new words by applying knowledge of the root words, prefixes and

Understand how the meaning of sentences is shaped by punctuation, word order or connectives.

suffixes as listed in 'English programmes of study: key stages 1 and 2 National curriculum in England - Appendix 1'.

Use connectives as signposts to indicate a change of tone.

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

Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.

Yellow	Blue & Green	Orange and Turquoise	Purple	Gold	White	Lime	Brown	Grey
Listen attentively to a story at the appropriate interest level Say how they feel about stories and poems Recall the main points of a recount in the correct sequence Use the structure of a simple story when reenacting and retelling Talk about the themes of simple texts, e.g. good over evil	Identify main events or key points in texts Answer literal retrieval questions about the text	Talk about the main events in a text Pick out relevant information	Identify and discuss the main events or key points in a text Locate specific information in the text to find answers to simple questions Uses recurring literary language in discussing or retelling stories and joining in with poetry.	Make predictions using experience of reading books written by the same author or based on similar themes Demonstrates understanding of what is read independently, or listened, by drawing on own knowledge, and information and vocabulary provided. Generate questions before reading and use bibliographic knowledge to help retrieve specific information Identifies sequences of events in texts and offers simple explanations of how items of information relate to one another. Use an understanding of the structure of nonchronological reports and explanations to make predictions Recognises and understands the	Demonstrates familiarity with, and can retell, a wide range of stories, fairy stories and traditional tales. Retell a story clearly and with appropriate detail. Extract information from the text and discuss orally with reference to the text. Constructs meaning whilst reading independently, self-correcting where the sense of the text is lost.	Show understanding of main points with reference to the text. All aspects of reading comprehension at the national standard are embedded. Recognise the main differences between fiction and non-fiction texts. Understanding of age appropriate, challenging texts is demonstrated through the identification of key aspects of fiction and non-fiction; and simple explanations of how and why texts are structured according to their purpose. Extract information from the text and make notes using	Recognising some different forms of poetry (e.g. free verse, narrative poetry) Identify and discuss issues locating evidence in the text. Using a dictionary to check the meaning of words that they have read Recognise the main differences between fiction and non-fiction texts. Discussing words and phrases that capture the reader's interest and imagination	Asking questions to improve their understanding of a text Justify predictions by referring to the text. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say Locate information using skimming, scanning and text marking.

				different structures of non-fiction books that have been introduced.		quotation and reference to the text. Is able to discuss a range of books read during Year 2.		
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Dark Blue	Dark Red	Dark Red	Black	Black	Black	Black
Listen to & discuss a wide range of fiction, poetry, plays, non-fiction & reference or text books Justify opinions and elaborate by referring to the text. Using a dictionary to check the meaning of words that they have read Show understanding of significant ideas, themes, events and characters.	Identifying themes and conventions in a wide range of books Refer to the text to support predictions and opinions. Discussing words and phrases that capture the reader's interest and imagination Skim, scan and text-mark to research quickly and efficiently.	Secure use of skimming, scanning and text-marking so that research is fast and effective. Identifying how language, structure and presentation contribute to meaning Refer to the text to support predictions and opinions (Point + Evidence)	Learning to appreciate rhymes and poems, and able to recite some by heart Use the skills of skimming, scanning and text-marking to identify the gist. Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Refer to the text to support predictions and opinions (Point + Evidence + Explanation) Being encouraged to link what they read or hear read to their own personal experiences Recognising and joining in with predictable phrases	Use the skills of skimming, scanning and text-marking to identify key ideas. Discussing word meanings, linking new meanings to those already known Explore the text to support and justify predictions and opinions (Point + Evidence + Explanation + Evaluation) Drawing on what they already know or on background information and vocabulary provided by the teacher Checking that the text makes sense to them as they read and correcting inaccurate reading Discussing the significance of the title and events Participate in discussion about what is read to them,	Identifies key details that support main ideas, and uses them to summarise content drawn from more than one paragraph. Retrieve and collate key ideas from a range of sources. Recommends books to others based on own reading preferences, giving reasons for choice.	Explains how language, structure, and presentation, can contribute to the meaning of a text. Relevant points clearly identified, including summary and synthesis of information from different sources or different places in the same text Draws on contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings. Commentary incorporates apt textual reference and quotation to support main ideas or argument Expresses views formed through independent reading and books that are read to them, explaining and justifying personal opinions, and courteously challenging those of others. Identifies themes and conventions demonstrating,

				taking turns and listening to what others say Explain clearly their understanding of what is read to them		through discussion and comment, understanding of their use in and across a wide range of writing.
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Deduce, infer or interpret information, events or ideas from texts.

Yellow	Blue & Green	Orange and Turquoise	Purple	Gold	White	Lime	Brown	Grey
Use knowledge of simple sentences and repeated patterns to make predictions and check reading	Make simple deductions with prompts and help from the teacher Begin to make predictions about the characters.	Shows understanding of a wide range of poetry, stories, and non-fiction that has been read and listened to, by contributing to discussion and making links to own experiences, background information and vocabulary provided. Express opinions about main event and characters in stories. E.g. good and bad characters Recognises the characteristics of key stories, including fairy stories and traditional tales, and uses predictable phrases to help retell them.	Use an understanding of the story to make predictions Make simple predictions on what might happen, based on what has been read so far. Relate story settings and incidents to own experience Demonstrates increasing familiarity with, and can retell, a range of stories, fairy stories and traditional tales. Compare stories and identify common themes	Go beyond own experience or general impression and refer to text to explain meaning Makes inferences on what has been read. Make simple inferences about thoughts and feelings and reasons for actions	Identify key themes and discuss reasons for events in stories. Makes inferences on what has been read. Be aware of underlying themes and ideas within a text. Asks and answers questions appropriately, including those based on inference of what is said and done, and those based on prediction on the basis of what has been read so far. Begin to understand the effects of different words and phrases, e.g. to create humour, images and atmosphere Demonstrates understanding of a wide range of poetry, stories, and non-fiction that is read independently, and of more challenging books that are listened to, through identification of key aspects of the text, explanation, and active discussion that takes account of what others say.	Explore underlying themes and ideas make clear reference to the text. Plausible inferences and predictions, based on what has been read, are offered and explained. Make plausible predictions based on knowledge of the text Discuss the actions of the main characters and justify views using evidence from the text. Summarise the main points from a passage or a text.	Identify the language used to create moods and build tension. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Infer reasons for actions and events based on evidence from the text. Retrieve and record information from non-fiction Continue to make plausible predictions based on knowledge of the text	Distinguish between fact and opinion. Infer meaning using evidence from the text. Identifying main ideas drawn from more than one paragraph and summarise these Identifying how language, structure and presentation contribute to meaning Use clues from action, dialogue and description to establish meaning. Predicting what might happen from details stated and implied Make reasoned judgements on characters' actions.

Dark Blue	Dark Red	Dark Red	Black	Black	Black	Black
Empathise with different characters' points of view.	Identify implicit and explicit points of view.	Explain and comment on implicit and	Compare and contrast implicit and explicit points of view.	Identify the techniques the author has used to create moods,	Identify and evaluate the techniques the author has used to create moods,	<i>Comments securely based in textual evidence and identify different layers of meaning, with some attempt at detailed exploration of them, e.g. explaining the association of different words in an</i>

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Infer meaning using evidence from the text and wider experiences. Use clues from action, dialogue and description to interpret meaning.	Predicting what might happen from details stated and implied Discuss messages, moods, feelings and attitudes using inference and deduction. Asking questions to improve their understanding of a text Identify key points when reading an appropriate text.	explicit points of view Describe, with examples, how the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes.	Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Analyse how the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes.	feelings, messages and attitudes Predicting what might happen on the basis of what has been said so far	feelings, messages and attitudes. Making inferences on the basis of what is being said and done Makes predictions based on details stated and implied.	image, or exploring connotations in a political speech or advertisement Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. <i>Comments consider wider implications or significance of information, events or ideas in the text, e.g. tracing how details contribute to overall meaning</i>
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Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.

Yellow	Blue & Green	Orange and Turquoise	Purple	Gold	White	Lime	Brown	Grey
Use the patterns and structures of text when retelling and reciting Understand, and use correctly, terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line.	Begin to talk about the differences between fiction and non-fiction Identify print effects, e.g. bold, italic, capitalisation, etc. Discussing the significance of the title and events Explain clearly their understanding of what is read to them.	Understand the difference between fiction and non-fiction Recognises the characteristics of key stories, including fairy stories and traditional tales. Understand the way that information texts are organised and use this when reading simple texts Understanding the significance of the title and the events within a book. Understand the sequence of a story Has learned simple rhymes and, and joins in reciting them with others.	Identify and discuss the way information texts are organised and use this in reading simple texts Has learned some simple poems by heart and recites them with others, using appropriate intonation to help make the meaning clear. Discuss the structure of a narrative Recognises sequences of events in simple texts.	Evaluate the usefulness of the information in a particular text for answering questions Answering and asking questions Understand how to use alphabetically ordered texts to retrieve information Recognises that non-fiction books can be structured in different ways. Discuss and comment on the structure of a Narrative	Make comparisons between books, noting similarities and difference, e.g. layout theme, characters and setting Has learned and can recite a repertoire of poems by heart, using appropriate intonation to help make the meaning clear Gain an overall impression of a text by making predictions about content/subject of a book by skim reading, title, contents, illustrations.	Identify the features of different text-types. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. Understand the purpose of the paragraph.	Make use of non-fiction features to find information from the text. Identify the features of different text-types. Understand how paragraphs are used to order and build up ideas.	Listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. Identify features of different fiction genres. Using dictionaries to check the meaning of words that they have read. Identify structures and grammatical features of non-fiction. Asking questions to improve their understanding of a text.

Dark Blue	Dark Red	Dark Red	Black	Black	Black	Black
Identify features of different fiction genres. Reading books that are structured in different ways and reading for a range of purposes Compare, contrast and evaluate different nonfiction texts.	Recognise texts that contain features from more than one genre. e.g. persuasive playscript. Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. Identify genre-specific phrases. Understand how paragraphs are linked. Retrieve and record information from non-fiction Use structural and organisational features of a range of text-types to support understanding.	Use structural and organisational features of a range of text-types to sustain understanding over extended texts. Identifying main ideas drawn from more than one paragraph and summarise these	Explain the structural devices the author has used to organise the text. Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Comment on the genre-specific language features the author has used to convey information in a non-fiction text.	Comment on the structural choices the author has made when organising the text. Comment and compare the language choices the author has made to convey information over a range of non-fiction texts.	Explore how the structural choices support the writer's theme and purpose. Explore how the language choices support the writer's theme and purpose in nonfiction texts.	Distinguishes between statements of fact and opinion; and in non-fiction. Some detailed exploration of how structural choices support the writer's theme or purpose, <i>e.g. tracing how main ideas/characters develop over the text as a whole.</i> Asks questions to enhance understanding of the text. Comment on how a range of features relating to organisation at text level contribute to the effects achieved, <i>e.g. how the writer builds up to an unexpected ending, juxtaposes ideas, changes perspectives or uses everyday examples to illustrate complex ideas.</i> In non-fiction, retrieves records and presents information to the reader.

Explain and comment on the writer's use of language, including grammatical and literacy features at word and sentence level.

Yellow	Blue and Green	Orange and Turquoise	Purple	Gold	White	Lime	Brown	Grey
	Discussing word meanings, linking new meanings to those already known.	Recognise obvious word choices for a story – <i>Once Upon a Time, big bad wolf</i> Shows understanding of word meaning through discussion. Recognise repetition of language in a story. Recognise adjectives: <i>The dog was brown.</i>	Recognise 'wow' words in a text – '<i>Crept is a good word</i>'. Shows understanding of the meaning of words through discussion, and makes links to those already known.	Identify how vocabulary choice affects meaning. Discussing their favourite words and phrases.	Recognises simple recurring literary language in stories and poetry. Identify and comment on vocabulary and literary features. Shares favourite words and phrases, and clarifies the meaning of new words through discussion, and by making links to known vocabulary. Discussing and clarifying the meanings of words, linking new meanings to known vocabulary	Identify where language is used to create mood or build tension. New words are understood through the exploration of their meaning in context, and by making links to known vocabulary.	Comment on the choice of language to create moods and build tension. Preparing simple poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	Comment upon the use of author's language Discussing words and phrases that capture the reader's interest and imagination.

Dark Blue	Dark Red	Dark Red	Black	Black	Black	Black
Comment upon the use and effect of author's language Find and comment on examples of how authors express different moods, feelings and attitudes.	Identify and describe the styles of individual writers and poets. Preparing simple poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose Use language features of a range of non-fiction text-types to support understanding.	Identify the style of individual writers and poets and provide examples from a range of texts. Use the language features of a range of non-fiction text-types to sustain understanding over extended texts.	Compare and contrast the styles of individual writers and poets providing examples. Analyse how the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes.	Compare, contrast and explore the styles of writers and poets, providing evidence and explanations.	Describe and evaluate the styles of individual writers and poets, providing evidence and justifying interpretations. Identify and discuss irony and its effect.	Some detailed explanation, with appropriate terminology, of how language is used, e.g. tracing an image; identifying and commenting on patterns or structure in the use of language; or recognising changes in language use at different points in a text. Comments on how language, including figurative language, is used to contribute to meaning. Some drawing together of comments on how the writer's language choices contribute to the overall effect on the reader, e.g. 'all the images of flowers make the events seem less horrific and makes it even sadder'.

Identify and comment on writer's purposes and viewpoints and the overall effect of the text on the reader.

Yellow	Blue and Green	Orange and Turquoise	Purple	Gold	White	Lime	Brown	Grey
Return to favourite books, songs, rhyme to be re-read and enjoyed.	Choose and talk about a favourite book from a selection Regards reading as a pleasurable activity. Being encouraged to link what they read or hear read to their own experiences.	Continue to choose and talk about a favourite book from a selection	Has learned some simple poems by heart and recites them with others, using appropriate intonation to help make the meaning clear. Continue to choose and talk about a favourite book from a selection	Make choices about which texts to read based on prior reading experience and bibliographic knowledge Responds to main characters, events and settings by making simple inferences about thoughts and feelings (Also AF3) Understand why the writer is writing – <i>'She wants you to know how to make a kite'</i>	Continue to make choices about which texts to read based on prior reading experience and bibliographic knowledge Able to respond when questioned about extensions or alternatives to events and actions and feelings created by the story Understand what the writer might be thinking – <i>'He thinks they are being mean'</i> Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.	Starts to identify the author's main purpose for writing – <i>'He doesn't want any more turtles to be killed'</i> Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns & listening to what others say	Evaluate specific texts with reference to text types. Identifying themes and conventions in a wide range of books.	Identifying main ideas drawn from more than one paragraph and summarising these. Comments identify the author's main purpose. Identifying how language, structure, and presentation contribute to meaning

Dark Blue	Dark Red	Dark Red	Black	Black	Black	Black
Expresses personal response with little awareness of the writers viewpoint or the effect on the reader	Recognise ways in which writers present issues and points of view in fiction and non-fiction. Identifying themes and conventions in a wide range of books Comments show some awareness of the writer's viewpoint.	Comments show an awareness of the writer's viewpoint and respond to this by e.g. re-telling from a different point of view.	The writer's main purpose is clearly identified through a general overview. Comments on the overall impact of poetry and prose with reference to features, e.g. development of themes.	The viewpoint in the text clearly identified with some, often limited explanation. Declare and justify personal preferences for writers and types of text.	Have a general awareness of the effect of text with some explanation. Articulate personal responses to literature, identifying how and why the texts affects the reader.	Evidence for identifying main purpose precisely located at word/ sentence level or traced through a text, <i>e.g. commenting on repetition of 'Brutus was an honourable man'.</i> Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension. Viewpoint clearly identified and explanation of it developed through close reference to the text, <i>e.g. 'you know it's told from Eric's point of view even though he doesn't use the first person'</i> The effect on the reader clearly identified, with some explicit explanation as to how that effect has been created, <i>e.g. 'when Macduff just says he has no children you hate Macbeth because you remember the scene in the castle. You realise Macduff's revenge can never be complete'</i>

Relate texts to their social, cultural and historical contexts and literacy traditions.

Yellow	Blue and Green	Orange and Turquoise	Purple	Gold	White	Lime	Brown	Grey
		Begins to relate what they read to their own experiences Recognise key features of stock story types <i>W what happens to good and bad characters</i>	Continues to relate what they read to their own experiences Demonstrates understanding of a wide range of poetry, stories, and non-fiction that has been read and listened to, through identification and discussion of key ideas and information, and by verbal explanations linked to own experiences, background information and vocabulary provided.	Continues to relate what they read to their own experiences Demonstrates increasing familiarity with, and can retell, a range of stories, fairy stories and traditional tales.	Aware that books are set in different times and places Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	Start to make simple connections between books by the same author – <i>'Dick King Smith</i> Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently.	Continues to make simple connections between books by the same author – <i>'Roald Dahl often has a nasty adult in his books that ends up being defeated'</i> Start to recognise some features of the text that relate if to its historical setting or its social or cultural background – <i>'The girls had on red flannel petticoats because that is what they wore then'</i>	Makes connections between books by the same author – <i>'Michael Morpurgo often starts his stories in the present but then goes back in time'</i> Recognise some features of the text that relate it to its historical setting or its social or cultural background – <i>'Grandpa Chatterji wears a dhoti because he comes from India'</i>

Dark Blue	Dark Red	Dark Red	Black	Black	Black	Black
Simple comments on how the reader's or writer's context makes a difference to the social, cultural or historical setting – <i>'The island sounds really dangerous to us because we have not heard of these creatures'</i> Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	Can compare the openings of a particular novel with the beginnings of other novels read recently. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Understand that texts reflect the time and culture in which they were written – <i>Hound of the Baskervilles would have been very scary for Victorian readers'</i>	Begin to evaluate texts by comparing how different sources treat the same information. Recognising some different forms of poetry (e.g. free verse, narrative poetry) Understand that texts reflect the time and culture in which they were written – <i>'Dickens wanted people to feel bad about the way the poor were treated then'</i>	Identify the key features of a range of texts. Identify different character types across a range of texts. Recommending books that they have read to their peers, giving reasons for their choices. Identify themes across a range of texts. (Social, cultural and historical)	Explain the key features, themes and characters across a range of texts. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Explain character profiles over a range of texts. Explain themes over a range of texts. (Social, cultural and historical)	Compare and contrast the key features of a range of appropriate texts. Compare and contrast characters across a range of appropriate texts. Compare and contrast themes across a range of appropriate texts. (Social, cultural and historical) Has read and demonstrates familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction and fiction from literary heritage, and books from other cultures and traditions).	Some exploration of textual conventions or features as used by writers from different periods, e.g. <i>comparing examples of sonnet form, dramatic monologue, or biography or travel writing</i> Is able to make comparisons within and across different texts. Some detailed discussion of how the contexts in which texts are written and read affect meaning, e.g. <i>how an idea/topic is treated differently in texts from different times and places or how the meaning of a text has changed over time</i> Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Has learned a wide range of poetry by heart.

