



Reading Band and Phonics Progression

<u>Universal Book Band Colour</u>	<u>Phonics Phase</u>	<u>Year Group</u>	<u>Word Reading National Curriculum Objectives</u>	<u>Comprehension Elements National Curriculum Objectives</u>
Lilac	Phase 2	EYFS	<ul style="list-style-type: none"> I can apply my phonetically regular words of more than 1 syllable I can read many irregular but high frequency words. I can use phonics, semantic knowledge to understand unfamiliar words. 	<ul style="list-style-type: none"> I can describe the main events in the simple stories I have read.
Pink		EYFS		
Red	Phase 3	EYFS	<ul style="list-style-type: none"> I can apply my phonetically regular words of more than 1 syllable I can read many irregular but high frequency words. I can use phonics, semantic knowledge to understand unfamiliar words. 	<ul style="list-style-type: none"> I can describe the main events in the simple stories I have read.
Yellow		Year 1		
Blue	Phase 3	Year 1	<ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words Respond speedily with the correct sound to graphemes for all 40+ phonemes Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words, noting unusual correspondence between spelling and sound Read words containing taught GPCs and –s, -es, -ing, -ed, -er and -est endings Read other words of more than one syllable that contain taught GPCs Read words with contractions and understand the apostrophe represents missing words Read aloud books consistent with phonic knowledge and that do not require them to use other strategies Re-read books to build fluency and confidence. 	<p>Develop pleasure in reading, motivation to read and vocabulary</p> <ul style="list-style-type: none"> Listening to and discussing poems, stories, and non-fiction Link what they read or hear to their own experiences Become familiar with key stories, traditional tales and fairy tales Recognise and join in with predictable phrases Appreciate rhyme and poems and recite some by heart Discuss word meanings <p>Understand both the books they read and ones they listen to</p> <ul style="list-style-type: none"> Draw on what they know Check it makes sense Discuss the significance of the title and events Make inferences Predict what might happen on what has been read <p>Participate in discussion, take turns and listen to others Explain clearly their understanding</p>
Green	Phase 4			
Orange	Phase 5			
Turquoise		Year 1		
Purple	Phase 6	Year 2	<ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending sounds taught so far Read accurately words of two or more syllables that contain graphemes taught Read words containing common suffixes Read further common exception words Read most words quickly and accurately, without overt sounding and blending Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately Re-read books to build up their fluence and confidence 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding</p> <ul style="list-style-type: none"> Listen, discuss and express views about a wide range of poetry, stories and non-fiction Discuss the sequence of events in books and how information is related Become familiar with and re-tell a range of stories Being introduced to non-fiction books structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p>understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher
Gold		Year 2		
White				



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Lime	Intervention if needed	Year 2		<ul style="list-style-type: none"> checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done <p>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</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>
Brown		Year 3	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English NC Appendix 1, both to read aloud and to understand the meaning of new words they meet <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Pupils should be taught to:</p> <p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books English – key stages 1 and 2 26 Statutory requirements preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry]
Grey /Silver		Year 3 and Year 4		<p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning
		Year 4		<p>retrieve and record information from non-fiction</p> <p>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.</p>



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Dark Blue		Year 5	Pupils should be taught to: <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English NC Appendix 1, both to read aloud and to understand the meaning of new words that they meet. 	Pupils should be taught to: <p>maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions English – key stages 1 and 2 34 Statutory requirements • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
Burgundy		Year 5 and Year 6		
'Free Reader'				<p>understand what they read by:</p> <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • 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 and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.