Kingsgate Primary School

Progression in reading

BOOK BAND	SCHOOL LEVELS OF ATTAINMENT	READING BEHAVIOUR DESCRIPTORS: The reading behaviour descriptors show progression in reading skills at each stage. Children should show all of the skills in order to move on to the next colour band. The number of reading behaviours indicates where within the colour band a child sits.
Gold	2Developing	Looks through a variety of texts with growing independence to predict content, layout and story development. Reads silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences. Solves and self-corrects most unfamiliar words on the run, rereading at times to pull information together or alter phrasing. Investigates and recognises a range of ways of presenting text, e.g. captions, headings, sub-headings, chapters, textboxes, etc. Adapts to fiction, non-fiction or poetic language with growing flexibility. Takes more conscious account of literary effects used by writers. Begins to make more conscious use of reading to extend speaking and writing.
White 1	2 Secure (End of Y2)	Reads silently most of the time. Uses text more fully as a reference and as a model. Searches for and finds information in texts more flexibly. Shows increased awareness of vocabulary and precise meaning. Expresses reasoned opinions about what is read, and compares texts. Offers and discusses interpretations of texts and the use of simple poetical and metaphorical language.
White 2	3Beginning	
Lime 1	3 Developing	Generally reads silently and adjusts reading speed to suit material. Identifies the main ideas in texts and recalls key information from a text. Sustains interest in longer texts, returning easily to them after a break. Uses a range of strategies to comprehend (self-questioning, adjusting reading rate) and shows a growing understanding of their use ("I slowed down when I came to a hard bit".) Discusses some information implicit in a text, makes basic inferences and uses the text to support these. Can identify

Lime 2	3 Developing (End of Y2 Working at greater depth)	where writers have used effective words. Makes use of blurbs, chapter headings, glossaries and indexes to search for and locate information. Can express opinions about what is read and compare texts.	
Brown 1	3 Secure (End of Y3)	A confident reader who feels at home with books and reads for personal interest. Reads silently and is developing stamina as a reader. Is able to read for longer periods and cope with more demanding texts including children's novels. With support, they choose appropriate texts to read independently. Can use information books and materials for reference purposes. Explains how known text forms vary by stating purpose, some elements of organisation and some elements of structure. Can make inferences and begin to find a single point of reference, including word meanings. Can locate information quickly, accurately and independently. Can recall the main points of a text accurately. Is able to comment on writers' use of language ("they used lots of adjectives") and identify words and phrases that engage the reader. Can make simple connections between texts about the same characters, similar plots, settings and themes. Can express personal views about actions of characters and speculate on own behaviour ("If I had been…I would have…")	
Brown 2	4 Beginning		
Grey	4 Developing (End of Y3 HA)	Is able to reflect on their reading and often uses reading in their own learning. Capable of locating and drawing on a variety of sources in order to research a topic independently. Identifies main points in a story in the correct sequence independently. Identifies main points from more than one paragraph in information texts. Makes comments on connections between texts based on plot, characters, themes and authors. Can make inferences from texts, explaining their thinking with reference to the text. Becoming aware that the author has a point of view. Shows an understanding of reasons for language choices. Makes predictions from details in the text and from their knowledge of similar texts. Can locate quotes to justify answers.	
Amber 1	4 Secure (End of Y4)	Able to read more demanding texts with sustained concentration. Selects own reading material according to interest, purpose and level of difficulty. Will widen reading choices based on the recommendation of others and engages actively in book discussions. Reads and demonstrates comprehension of texts by identifying the main idea, citing supporting detail. Makes inferences based on a single point of reference and begins to	**Progression through Amber band** At the start of the band a child will need texts introducing and they will need scaffolding to fully understand and talk about the text. As they progress, they will increase their stamina when

(Amber)		locate other points within the text. Ideas are supported with evidence. Predictions are also justified using evidence from the text. Able to identify the features of language and comment on their effect on the reader, can say how a text makes them feel. Can identify expressive, descriptive and figurative language and link it to character or setting.	reading these texts independently and will require less scaffolding when talking about the text in detail. To move up to the next book band children should be able to read the books without adult scaffolding and be able to: • have sufficient stamina, concentration and proficient working memory to allow them to maintain a sense of the storyline and plot development (schema and mental representation) • answer questions about the theme of the text, its main points and moral, drawing on local information developed during and after reading easily identify important words and activate relevant facts about them • summarise a text succinctly, clearly identifying the main points • answer questions after reading about characters, plot and themes (see possible questions).
Amber 2	5 Beginning		
Ruby 1	5 Developing		Progression through Ruby band

		of the curriculum. Selects from a wide knowledge base to comprehend e.g text structure and organisation, cultural world knowledge, grammar, vocabulary. Recognises how characters, people and events are represented and offers alternatives. Makes inferences based on evidence from different parts of the text. Can comment on how authors express different moods, feelings and attitudes. Can talk about which words are effective, say why, and offer alternative word choices. Discusses and justifies own interpretation of texts and recognises it may differ from that of other readers and the author.	reading these texts independently and will require less scaffolding when talking about the text in detail. To move up to the next book band children should be able to read the books without adult scaffolding and be able to: • have sufficient stamina, concentration and proficient working memory to allow them to maintain a sense of the storyline and plot development (schema and mental representation)
Ruby 2	5 Secure (End of Y5)		• answer questions about the theme of the text, its main points and moral, drawing on local information developed during and after reading easily identify important words and activate relevant facts about them • summarise a text succinctly, clearly identifying the main points • answer questions after reading about characters, plot and themes (see possible questions).
Ruby 3	6 Beginning		
Lilac 1	6 Developing		Progression through Lilac band

Lilac 2		proficient at identifying words that have been chosen for a particular effect. Evaluates texts critically by comparing how different sources compare the same information. Questions the credibility of events in literary texts and the validity and accuracy of information texts. Identifies how words and phrases are used to signal relationships e.g. the phrase 'on the other hand' signals that a different point of view is to follow. Comments show an awareness of the writers' viewpoint. Can comment on the overall effect of the text on the reader.	scaffolding when talking about the text in detail.

To move up to the next book band children should be able to read the books without adult scaffolding and be able to:

• have sufficient stamina, concentration and proficient working memory to allow them to maintain a sense of the storyline and plot development (schema and mental representation)

• answer questions about the theme of the text, its main points and moral, drawing on local information developed during and after reading easily identify important words and activate relevant facts about them

• summarise a text succinctly, clearly identifying the main points

• answer questions after reading about characters, plot and themes (see possible questions). |
| Lilac 2 | 6 Secure

(End of Y6) | | |
| Emerald | 7 Beginning | Demonstrates comprehension by explaining how the main idea and supporting information relate to the authors purpose and audience. Identifies unusual language and suggests why it has been used. Links ideas both explicit and implicit in a text. Locates | Progression through Emerald, Silver and Bronze bands

To move up to the next book band children should be able to read the books without adult scaffolding and be able to:

• have sufficient stamina, concentration and proficient working memory to allow them to maintain a sense of the storyline and plot development (schema and mental |

		interest of other groups.	main points
			• answer questions after reading about characters, plot and themes (see possible questions).
Silver	7 Developing (End of Y6 Working at greater depth)		
Bronze	7 Secure		