

# A Guide to Progression in Reading Skills



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Dear Colleague

**A Guide to Progression in Reading Skills**

I am sending you a copy of the above document that is intended to support you as a subject leader, and for use by class teachers and support staff, in planning, teaching and assessing pupil progress in reading.

The document brings together key messages and approaches from a range of publications and reflects the expectations in terms of progression in reading within the renewed framework for Literacy.

In addition to this hard copy of the document you can access it electronically through MEWAN, which will allow you to download and personalise it according to the needs of your school.

I hope you find this document useful. It has been trialled extensively in Manchester schools with very positive feedback from the teachers who have used it.

Yours sincerely

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# INTRODUCTION



# INTRODUCTION

'*A Guide to Progression in Reading Skills*' is an attempt to draw together guidance on the teaching and progression of reading skills from a variety of publications into one cohesive document.

The purpose of the document is to support the:

- Systematic teaching of guided reading
- Implementation of interactive activities to develop pupils' understanding of text
- Development of a whole school approach to monitoring and assessing reading progress

The contents of this document include:

 **Section 1 – Guided Reading**

- A rationale for the implementation of guided reading
- Guidance on the teaching sequence for guided reading.

 **Section 2 – Progression, Planning and Assessment**

- Successful reading progression through the book banding system 1 to 11 (*as illustrated in Book Bands for Guided Reading 3<sup>rd</sup> Edition*)
- The addition of a further five bands (*produced by Havering Inspection and Advisory Service*)
- Progressive planning and assessment/monitoring recording sheets for each of the bands linked to the renewed Framework for Literacy

 **Section 3 – Strategies to Develop Children's Understanding of Text**

- Suggestions of VAK activities that help to develop understanding of text

 **Section 4 – Core Learning Outcomes linked to Book Bands**

- Expected progress through the book banding system from low average to high average attainment in each year group
- Core learning outcomes for the reading strands from the Renewed Literacy Framework

 **Section 5 – Bibliography and Recommended Resources**

# SECTION 1: GUIDED READING



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# SECTION 1: GUIDED READING

## WHY GUIDED READING?

Guided reading provides an opportunity for the teacher to **teach reading** in relation to the differentiated needs of the pupil groups and their level of achievement.

***'Guided reading should be a more effective and efficient way of teaching as well as being enjoyable for the pupils.'***

*Source: 'Guided Reading Key Stage 2 – A handbook for teaching guided reading'. Angela Hobsbaum, Nikki Gamble and David Reedy; Institute of Education, University of London. Pub. 2002*

## WHAT IS GUIDED READING?

- Small group – usually between 3 to 7 pupils at a similar level of achievement
- Individual copies of the same text – it is essential that pupils have their own copy of the text to allow for independent reading
- Unfamiliar text – so that pupils are encouraged to apply, reinforce and extend taught strategies during the reading process
- Instructional level – each member of the group should be able to read and readily comprehend the text at or above 90% accuracy
- Lower level of support than in shared reading – teacher structures the task and then encourages individuals to apply strategies already introduced and practised in shared reading
- Pupils reading independently at their own pace (not reading aloud around the group) – pupils read to themselves following an introduction with the teacher facilitating.

# THE CHANGING ROLE OF THE TEACHER

## **In the earlier stages, the teacher:**

- prompts the child to use the most effective reading strategies;
- focuses on the use of a range of reading strategies;
- places planned and incidental emphasis on word level work including phonics;
- draws attention to unfamiliar ideas, making links with experience where possible;
- draws attention to key vocabulary including high frequency words and new words or structure;
- probes understanding and encourages reading for meaning;
- monitors and assesses individuals;
- encourages response to the book through discussion or follow up activities;
- supports attempts to read independently and self-correct;
- promotes enjoyment and appreciation;
- observes, prompts and praises the use of the range of reading strategies.

## **As children develop as readers, the teacher revises and develops the above and:**

- teaches strategies to further develop comprehension;
- encourages self-regulated comprehension;
- uses opportunities to teach and reinforce decoding where appropriate;
- encourages reciprocal teaching;
- enables pupils to identify and comment on the structure, features and organisation of texts
- probes understanding and interpretation of texts by promoting the use of deduction, inference and interpretation of ideas or events;
- enables pupils to explain, comment on and respond to a writer's use of language;
- teaches strategies to enable pupils to summarise, generalise and develop an overview of the text.

*Source: 'Guided Reading: supporting transition from Key Stage 1 to Key Stage 2'*

# THE TEACHING SEQUENCE FOR GUIDED READING

There are seven steps in the teaching sequence for guided reading:

## 1. Decide on the learning objectives for the group

- which reading strategies are established
- which reading strategies need to be practised and consolidated
- which reading strategies need demonstration and development

## 2. Select a text

Select a text which the children can read at instructional level, that is one that they can read with understanding and at between 90% and 94% accuracy. A guided reading text shouldn't be too difficult because the children may lose both meaning and motivation. If a text is too easy it simply won't be challenging enough. Choosing the text must be considered carefully as difficulties can lie in the book's concepts, vocabulary, language structures, organisation and cultural references.

## 3. Introduce the book/strategy check

The introduction and strategy check is where the teacher:

- sets a purpose for reading;
- encourages links with previous experience and draws attention to important ideas;
- give opportunities for children to talk about new vocabulary;
- reminds children of the repertoire of strategies they can use.

This ensures that by the time the children read the text they:

- know that the reading will inform and interest them;
- have certain questions in mind which they will expect to answer;
- have some knowledge of how to solve problems within the text.

## 4. All guided reading sessions should include independent reading

Following the introduction and strategy check each child reads the text independently. The teacher may intervene to deepen a child's understanding, ask questions or focus on a teaching point, giving praise for use of specific strategies where appropriate.

## 5. Returning to the text

This is an opportunity to review the use of particular strategies and to revisit the questions discussed at the start of the session. Encourage the children to identify issues requiring clarification or discussion.

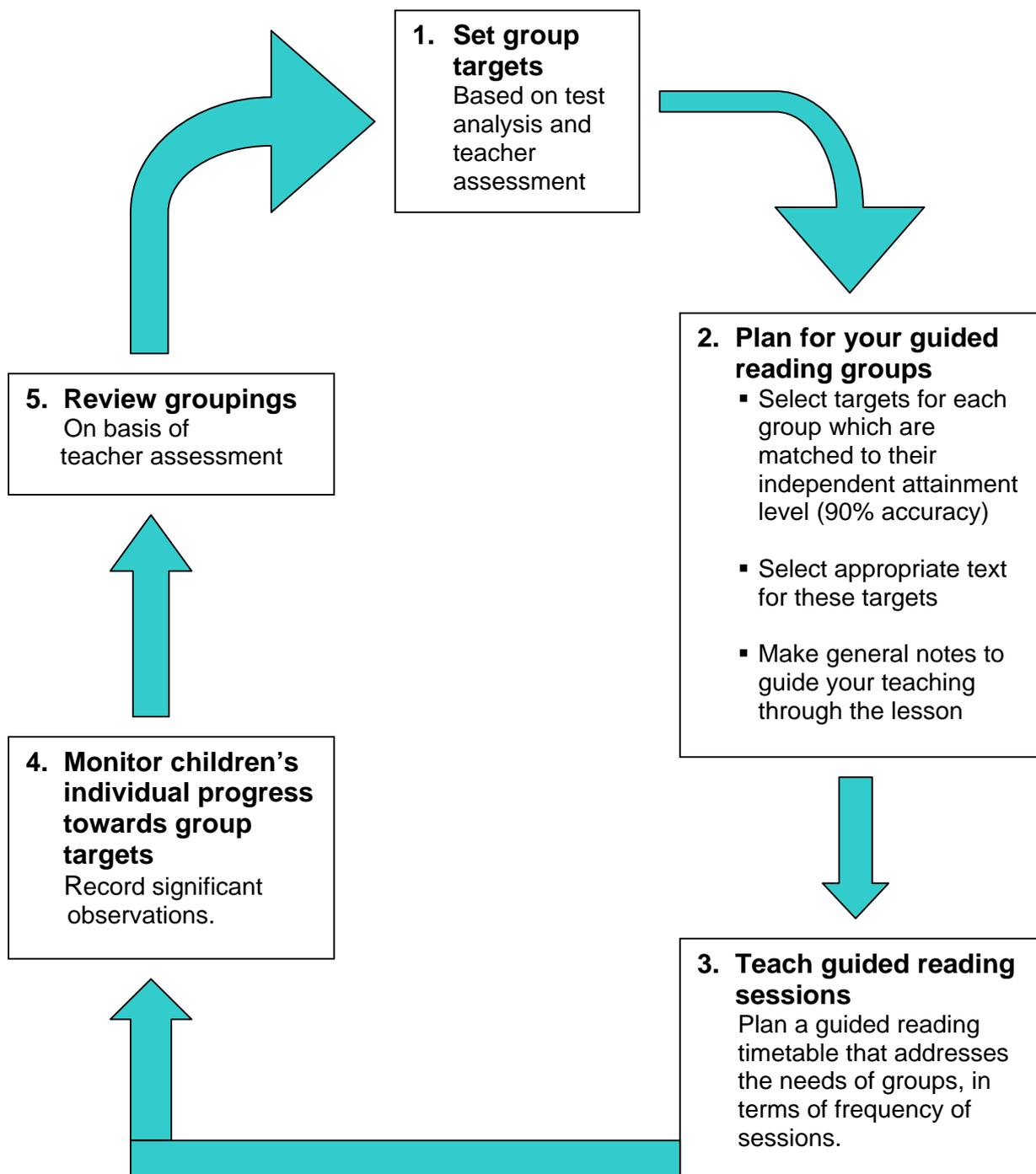
## 6. Responding to the text

This is an opportunity to talk about personal preferences and to develop and justify opinions.

## 7. Next Steps

Assessment of the children's learning during guided reading will inform the next steps for your planning. This will involve the selection of appropriate objectives for the next session in the context of the reading targets.

# GUIDED READING CYCLE



Source: 'Guided Reading Key Stage 2 – A handbook for teaching guided reading'. Angela Hobsbaum, Nikki Gamble and David Reedy; Institute of Education, University of London. Pub. 2002

# SECTION 2: PROGRESSION, PLANNING AND ASSESSMENT



# This section aims to provide:

## Literacy subject leaders with:

- a guide to the progression of successful text reading through the book bands to support pupil tracking
- an overview of reading attainment at whole school level;
- examples of planning and assessment sheets that could be adapted for whole school implementation.

## Teachers with:

- support for planning guided reading lessons;
- guidance on monitoring and assessing pupil progress;
- an overview of expected reading progression within their year group.

## Teaching Assistants with:

- guidance on implementing supported reading sessions;
- support on ensuring continuity with teacher led guided reading sessions

# PROGRESSION OF SUCCESSFUL TEXT READING THROUGH THE BOOK BANDS

Band	Reading Recovery Level	Approx NC Level	Colour	Approx Reading Age	YR	Y1	Y2	Y3	Y4	Y5	Y6
1	1, 2	W	Pink								
2	3, 4, 5	W	Red	Approx Age 5							
3	6, 7, 8	1C	Yellow	Approx Age 5.5							
4	9, 10, 11	1C	Blue	Approx Age 5.5 to 6							
5	12, 13, 14	1B	Green	Approx Age 5.5 to 6							
6	15, 16	1B	Orange	Approx Age 6 to 6.5							
7	17, 18	1A	Turquoise	Approx Age 6.5 to 7							
8	19, 20	2C	Purple	Approx Age 7 to 7.5							
9	21, 22	2B	Gold	Approx Age 7.5 to 8							
10	23, 24	2A	White	Approx Age 7.5 to 8							
11		3C	Lime								
12		'High' L3									
13		'Low' L4									
14		'High' L4									
15		'Low' L5									
16		'High' L5									

**Range of attainment from LA to HA groups**

A wider range of attainment in text reading may well occur within a class. The challenge for schools is to make special provision for children falling above and below the ranges indicated, if necessary, on an individual basis.

**N.B. To correlate sublevels to point scores see 'Range of attainment' overview on next page.**

Source: Based on 'Book Bands for guided reading' (3<sup>rd</sup> edition) and Bridging Bands for guided reading. Produced by the UK Reading Recovery National Network. & Fischer Family Trust/Fischer Education Project 2004

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**Range of attainment**

*This table includes Foundation Stage profile points and NC point score conversion*

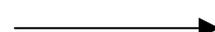
Year	Below Average		Low Average		Average		High Average		Above Average	
	Start of year	End of year	Start of year	End of year	Start of year	End of year	Start of year	End of year	Start of year	End of year
<b>1</b>	Profile points 1-3	<1B PS<9	Profile points 4 & 5	1B PS9	Profile point 6	1A/2C PS11/13	Profile points 7 & 8	2B PS15	Profile point 9	2A+ PS17+
<b>2</b>	<1B PS<9	<1A PS<11	1B PS9	1A/2C PS11/13	1A/2C PS11/13	2B PS15	2B PS15	2A/3C PS17/19	2A+ PS17+	3B+ PS21+
<b>3</b>	<1A PS<11	<2B PS<15	1A/2C PS 11/13	2B PS15	2B PS15	2A/3C PS17/19	2A/3C PS17/19	3B PS 21	3B+ PS21+	3A+ PS23+
<b>4</b>	<2B PS<15	<2A PS<17	2B PS15	2A/3C PS17/19	2A/3C PS17/19	3B PS 21	3B PS 21	3A/4C PS 23/25	3A+ PS23+	4B+ PS27+
<b>5</b>	<2A PS<17	<3B PS<21	2A/3C PS17/19	3B PS 21	3B PS 21	3A/4C PS 23/25	3A/4C PS 23/25	4B PS 27	4B+ PS27+	4A+ PS29+
<b>6</b>	<3B PS<21	<3A PS<23	3B PS 21	3A/4C PS 23/25	3A/4C PS 23/25	4B PS 27	4B PS 27	4A/5C PS 29/31	4A+ PS29+	5B+ PS33+

**Nationally expected progress in terms of point score (PS)**

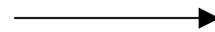
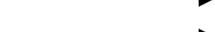
1 National curriculum level



2 years  
1 year  
1 term



6 points  
3 points  
1 point



**Formula for calculating PS**  
**NC level X 6 then add:**  
**1 point for C , 3 points for b, 5 points for a**



# A PROMPT MENU TO SUPPORT PLANNING AND IMPLEMENTATION OF GUIDED READING FOR **TEACHERS**

Phase of Guided Reading	Teaching Prompts
<p><b>Book introduction</b></p> <ul style="list-style-type: none"> <li>▪ Identify teaching objective</li> <li>▪ Establish text type</li> <li>▪ Encourage reader to make links to existing knowledge and experience</li> <li>▪ Discuss expectations for title, cover, blurb and a brief scan of book</li> <li>▪ Generate questions for discussion/resolution</li> <li>▪ Name/identify characters</li> <li>▪ Identify setting</li> <li>▪ Identify specific features of text (vocabulary, grammar, punctuation)</li> </ul>	<p><i>Today we are going to read a... (name text type) and we are going to learn (teaching objective). What is the title? Look at the cover (or the first few pictures). Does anyone know any other books about...? Read the blurb and tell me what the book is about. Does anyone know what ... means? We are going to focus on ..., e.g. effective story openings, plot development, use of appropriate vocabulary etc. Look at the title, cover, blurb and glance through the book. Can you predict what the book is likely to be about? (record predictions) Look through the book – what is happening? Name another book like this one.</i></p>
<p><b>Strategy check/Comprehension focus</b></p> <ul style="list-style-type: none"> <li>▪ Recall recently introduced reading strategies</li> <li>▪ Identify points of potential difficulty</li> <li>▪ Prompts for the use of a broad range of reading strategies and for reading with expression</li> <li>▪ Generate questions for resolution during independent reading</li> <li>▪ Generate questions to motivate independent reading</li> </ul>	<p><i>There are some new words in this book. Can you find...? What does it begin with/what is at the end? Can you see a word within that word that you know? There are... syllables in this word. Can you identify the syllables at the beginning/middle/end? What other ways are there of working out new words? Scan the first few pages and find a new/unknown word. How could you work the word out? (list strategies) Remember to read with expression and to use the full stops. Read ... and find out why... did... Read the first ...pages and find out where the story takes place/identify a main character. What are the main points? Whilst you are reading, consider these questions...(write focus questions on flipchart)</i></p>
<p><b>Independent reading</b></p> <ul style="list-style-type: none"> <li>▪ Support individual readers selecting from a range of prompts</li> <li>▪ Careful use of specific praise</li> <li>▪ Prompt for phrased and fluent reading</li> <li>▪ Generate questions to monitor understanding</li> <li>▪ Teacher assesses individuals as they read aloud, providing appropriate support and feedback</li> </ul>	<p><i>Re-read that sentence and look right through the word. It could be...now look at the middle of the word. Re-read the sentence and think what would make sense and look right. Now re-read the whole sentence. Read that again, read on, and think what would fit and make sense. Re-read the sentence and make it sound more like talking. Is there part of a word you know? Show me the hard part of the word? What part of that word do you know? Now look at the other syllables at the beginning/middle/end and think about what would fit and sound right. Were you happy with that? Read it again, use the commas and check your reading makes sense. Read page ... to page...silently and think about...</i></p>

Phase of Guided Reading	Teaching Prompts
<p><b>Return to text</b></p> <ul style="list-style-type: none"> <li>▪ Answer questions posed and generated earlier</li> <li>▪ Summarise</li> <li>▪ Praise use of appropriate reading strategies and successful problem solving</li> <li>▪ Generate questions to identify successful problem-solving strategies</li> <li>▪ Question to develop understanding at the word/sentence and text levels</li> <li>▪ Discuss any difficulties encountered in the text at word, sentence or text level</li> <li>▪ Refer back to predictions</li> <li>▪ Teacher demonstration of effective reading (expressive, phrased and fluent)</li> <li>▪ Ask individual children to select short passage to read aloud</li> </ul>	<p><i>Who can tell me the story so far?</i></p> <p><i>I liked the way you were reading...this part.</i> (Naming a specific example).</p> <p><i>Who had difficulty with a word? How did you solve it?</i></p> <p><i>Who can find...(word)?</i> Request/demonstrate how to blend phonemes; clarify use of full stops.</p> <p><i>Can you find a word on page...that links two sentences?</i></p> <p><i>Look on page...Can you find any rhyming words?</i></p> <p><i>What is the definition of...? What is the singular of...?</i></p> <p><i>Why did the author use commas on page...?</i></p> <p><i>Why did the author use subheadings on page...?</i></p> <p><i>What happened at the beginning/end...?</i></p> <p><i>Where would I look in the contents/index/glossary to find...?</i></p> <p><i>Where and when did this...take place? How do you know?</i></p> <p><i>Turn to page...Discuss how the dialogue has been presented. Why has the author used...?</i></p> <p><i>You read this part...(name specific example) very well.</i></p> <p><i>Did anyone find a new/unknown word?</i></p> <p><i>Were there any problems in understanding the text?</i></p> <p><i>We thought...would happen. Were we correct?</i></p> <p><i>The questions we asked were...(refer back). Can we answer them now? (Discuss their responses)</i></p> <p><i>Listen to me read this part, what do you notice?</i></p>
<p><b>Responding to text</b></p> <ul style="list-style-type: none"> <li>▪ Prompts for personal response to text</li> <li>▪ Return to teaching objectives</li> </ul>	<p><i>What will you remember most about the story?</i></p> <p><i>Which part did you like best? (Extend responses)</i></p> <p><i>Tell me about...(name/character). Find a part of the book that tells us about him/her.</i></p> <p><i>Which character did you like best? (Extend responses)</i></p> <p><i>Which character made you feel sad/cross/happy?</i></p> <p><i>Why? What was their behaviour like?</i></p> <p><i>What part of the dialogue do you think created impact? How did the author achieve this?</i></p> <p><i>Was the use of subheadings/diagrams/photographs effective?</i></p> <p><i>How did the author develop the theme?</i></p> <p><i>Did it reach a climax?</i></p> <p><i>What might happen next?</i></p> <p><i>Which part of the poem is funny? Why?</i></p> <p><i>What can you tell me about...? What more have you learned about...?</i></p> <p><i>I want you to think about (name a specific reading strategy or behaviour) next time you read.</i></p> <p><i>What have we learned today?</i></p>

Source: ALS Modules 1 to 4

# A PROMPT MENU TO SUPPORT PLANNING AND IMPLEMENTATION OF SUPPORTED READING FOR **TEACHING ASSISTANTS**

Phase of Supported Reading	Teaching Prompts
<p><b>Summary</b></p> <ul style="list-style-type: none"> <li>▪ Identify text type</li> <li>▪ Identify typical story themes and compare story settings</li> <li>▪ Identify characters</li> <li>▪ Retell events from chapter/section read, noting sequence of events and structure of story</li> </ul>	<p><i>You read this book with your teacher last week. What kind of text is it? Tell me about it. Tell me what has happened so far.</i></p> <p><u><i>Fiction</i></u> <i>Who are the main characters? What are they like? Where was the story set? What is the theme of this story/play? What other books have you read that have the same setting?</i></p> <p><u><i>Non-fiction</i></u> <i>Can you explain how...? How did you find out?</i></p>
<p><b>Recalling key features</b></p> <ul style="list-style-type: none"> <li>▪ Locating parts of text that give particular information</li> </ul> <p><u><i>Fiction</i></u></p> <ul style="list-style-type: none"> <li>▪ Discuss story opening and its impact</li> <li>▪ Identify main and supporting characters</li> <li>▪ Discuss characters, referring to words and phrases from the text to support personal views</li> <li>▪ Identify preferences and justify opinions</li> <li>▪ Use of tense appropriate to the text</li> </ul> <p><u><i>Non-fiction</i></u></p> <ul style="list-style-type: none"> <li>▪ Question generation prior to reading</li> <li>▪ Identify the different purposes of instructional texts</li> <li>▪ Identify the key features of instructional text</li> <li>▪ Identify the key features of explanatory texts</li> <li>▪ Discuss whether the book fulfils its purpose well. Justify views.</li> <li>▪ Differentiate between fact and opinion</li> </ul>	<p><u><i>Fiction</i></u> <i>What happened at the beginning? What are the main incidents in this story? What is the problem/resolution in this story/play? How did the author introduce the plot and characters? How can I find out who the characters are and stage directions in this play? Tell me another way of finding out about... How did the author develop the ideas/build up the tension? What was the climax? What tense is the story written in? - can you give me an example of a verb?</i></p> <p><u><i>Non-fiction</i></u> <i>What can you use to find information in this book? Why would you use this book/what is its purpose? How is the information presented (text, pictures, photographs, diagrams etc.)? Turn to page...and find the paragraph about... Is it easy to find the information you require? Why? Give me a fact about...Now turn it into an opinion.</i></p>
<p><b>Strategy check</b></p> <ul style="list-style-type: none"> <li>▪ Prompting children to use all information sources</li> <li>▪ Encourage children to use the most appropriate strategy to solve unknown words</li> <li>▪ Reading of information texts differs from fiction</li> <li>▪ Use of index, glossary to find information and to extend vocabulary</li> </ul>	<p><i>Look at page..., can you find...? (Location of a word) Can you tell me a way of working this word out? How can we check it is right? Select word from text (compound word, multi-syllabic word). Write on flipchart...How could we work that word out or how could we find out its meaning? Did you find any new words and how did you work them out? If you come to a word you don't know what can you do?</i></p>

Phase of Supported Reading	Teaching Prompts
<p><b>Independent reading</b> <b>(Re-reading the text/further reading)</b></p> <ul style="list-style-type: none"> <li>▪ Give purpose for the reading</li> <li>▪ Prediction</li> <li>▪ Support individual reader selecting from a range of prompts</li> <li>▪ Careful use of specific praise</li> <li>▪ Praise use of problem solving including self-correction</li> <li>▪ Prompting for phrasing and fluency</li> <li>▪ Emphasise use of speech marks and exclamation marks when reading</li> <li>▪ Select individual children to read short section of text (if appropriate) and prompt the use of a range of strategies</li> <li>▪ Children to read silently for a purpose</li> </ul>	<p><i>Read pages...</i> <i>Re-read that sentence and look right through the word. It could be...no look at the middle of the word.</i> <i>Well done, you self corrected that word.</i> <i>What part of that word do you know? Now look at the beginning/middle/ending and think about what would sound right.</i> <i>Re-read the sentence and think what would make sense and look right.</i> <i>Re-read the sentence and make it sound more like talking</i> <i>Read that again and use all the punctuation to make your reading more exciting.</i></p> <p><u>Fiction</u> <i>Can you tell me what will happen next?</i> <i>Read page...to page...silently and find out...</i> <i>Read page...to page...and be able to give a description of...</i> <i>Write down any new words ion your notebook.</i> <i>Why did... behave as they did?</i> <i>Think about why the author wrote the dialogue on p...as he did.</i></p> <p><u>Non-fiction</u> <i>Read pages...or read 2 or 3 paragraphs silently and write down two important facts/think about why...happened.</i> <i>Read pages...and select an interesting paragraph to read to the rest of the group.</i> <i>Write down new vocabulary or look up any new vocabulary in the glossary/a dictionary.</i></p>
<p><b>Returning to text</b></p> <ul style="list-style-type: none"> <li>▪ Answer questions posed earlier</li> <li>▪ Praise use of reading strategies</li> <li>▪ Question to develop understanding of the word/sentence/text levels</li> <li>▪ Adult demonstration of effective reading</li> <li>▪ Infer the meaning of unknown words from the context</li> <li>▪ Emphasis value of new words of personal interest</li> <li>▪ Use the terms definition/singular/plural</li> <li>▪ Extension of vocabulary</li> <li>▪ Discussion of strategies</li> <li>▪ Final summary</li> </ul> <p><u>Fiction</u></p> <ul style="list-style-type: none"> <li>▪ Sequence focusing particularly on beginnings and endings</li> <li>▪ Identify preferences and give reasons</li> <li>▪ Compare and contrast characters</li> <li>▪ Discuss characters, evaluate their behaviour and justify views. Refer to words and phrases from the text to support personal views</li> <li>▪ Discuss development of character and setting</li> <li>▪ Identify preferences and give reasons</li> <li>▪ Discuss plot</li> <li>▪ Discuss reasons for the incidents in stories</li> <li>▪ Express how dialogue is presented and discuss the choice of words that describe and create impact</li> </ul> <p><u>Non-fiction</u></p> <ul style="list-style-type: none"> <li>▪ To read and understand new words</li> <li>▪ Identify the main points</li> <li>▪ Locate information using subheadings</li> <li>▪ Ask individual children to read out aloud their selections from the text</li> </ul>	<p><u>Fiction</u> <i>What happened in the beginning/next and end?</i> <i>How has the story developed?</i> <i>Think of a place. How did the author describe it?</i> <i>Tell me something more about the place where the story is set.</i> <i>What more have you found out by re-reading the book?</i> <i>Think of a character. How did the author describe him/her?</i> <i>Who was your favourite character? Why?</i> <i>What is...and...like and how are they different?</i> <i>Has your views of any characters changed? If so, why?</i> <i>What was the most important thing that happened?</i> <i>Do we think it was a good story?</i> <i>I noticed...was checking/self-correcting as they read.</i> <i>Do you still like...?</i> <i>What new and interesting words have you read today? What do they mean?</i></p> <p><u>Non-fiction</u> <i>What information are we given in this recount?</i> <i>Who is it about?</i> <i>When did it happen?</i> <i>Tell me an important fact about...</i> <i>I like the way you were reading...this part (naming a specific example)</i> <i>Who had difficulty with a word? How did you solve it?</i> <i>Listen to me read this part, what do you notice?</i> <i>What more have you found out?</i> <i>What can you tell me about recounts?</i> <i>What important and interesting words have you learned from this text?</i> <i>Is it a verb/noun/adjective/adverb?</i> <i>Can you tell me something about this kind of text?</i> <i>What more have you found out by re-reading the book?</i></p>

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**The remainder of this section consists of planning, monitoring and assessment sheets for guided reading.**

**The purposes of these sheets are to provide:**

- guidance on the key reading skills that need to be developed and taught so that pupils become successful and effective readers
- support for teachers when identifying key learning objectives for guided reading sessions
- a tool to support the planning of differentiation for pupil groups reading at different Book Band levels
- a manageable tool for monitoring and assessing reading progress of pupil groups
- a clear progression of successful text reading through the book bands to support pupil tracking
- an overview of expected reading progression within an year group
- a system that supports continuity between guided reading sessions and supported reading sessions

## **Guidance on how to use the planning, monitoring and assessment sheets**

The sheets are designed for implementation:

- with ***pupil groups***
- over ***several*** guided reading sessions, possibly over a half term

The 'Reading' and 'Response to Text' statements can be:

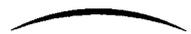
- used to identify key learning points for the guided reading lesson
- ***highlighted*** when it has been identified that the pupil group have achieved the identified learning focus

The comment spaces for individuals in the group are for ***significant*** comments only. The comments should be ***brief*** and only ***recorded if necessary***. For some sessions there may not be any recording at all.

The 'Evaluation and Next Steps' section should be completed ***half termly*** when sufficient evidence of reading progress has been established. Comments should refer to the learning needs of the pupil group for the next half term.

***N.B. It is important that schools discuss the implementation and usefulness of these sheets and adapt them accordingly.***

**Children's Services**



Manchester Education  
Partnership

<p><b>READING:</b> <i>Strategies, expression, fluency.</i></p> <p><b>RESPONSE TO TEXT:</b> <i>Comprehension, opinion, reference to text (inference)</i></p>	
<p><b>Word recognition: decoding (reading)</b></p> <ul style="list-style-type: none"> <li>▪ Locate familiar words and use them to check own reading</li> <li>▪ Can name some letters (capitals and lower case)</li> <li>▪ Distinguish one sound from another</li> <li>▪ Show awareness of rhyme and alliteration</li> <li>▪ Recognise rhythm in spoken words</li> </ul> <p><b>Understanding and interpreting texts</b></p> <p><b>Grammatical awareness</b></p> <ul style="list-style-type: none"> <li>▪ Use language patterns (syntax)</li> <li>▪ Expect written text to make sense</li> </ul> <p><b>Knowing how texts work</b></p> <ul style="list-style-type: none"> <li>▪ Can recognise front and back cover</li> <li>▪ Understands that print conveys meaning</li> <li>▪ Can differentiate between text and illustration</li> <li>▪ Locate title</li> <li>▪ Open front cover</li> <li>▪ Turn pages appropriately</li> <li>▪ Understand that left page comes before right</li> <li>▪ Understand that we read print from left to right</li> <li>▪ Knows where text starts</li> <li>▪ Match spoken word to printed word (one-to-one corresponding)</li> </ul>	
<p><b>Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>▪ Use the meaning of the text (contextual cues)</li> <li>▪ Extend vocabulary</li> <li>▪ Begins to be aware of the way stories are structured</li> <li>▪ With support/guidance, can comment on texts, e.g. on personality of main characters</li> <li>▪ Can talk about stories and use pictures to support</li> <li>▪ Predict the story line and some vocabulary</li> </ul> <p><b>Engaging with and responding to texts</b></p> <ul style="list-style-type: none"> <li>▪ Can choose a book and explain choice</li> </ul>	
<p><b>Group Target/s:</b></p>	<p><b>Dates:</b></p>
<p><b>Texts:</b></p>	
<p><b>Brief Lesson Outline:</b></p> <ol style="list-style-type: none"> <li>1. Introduction/Strategy Check/Comprehension Focus</li> <li>2. Independent Reading</li> <li>3. Returning to Text</li> <li>4. Respond to Text</li> <li>5. Follow Up/Next Steps</li> </ol>	
<p><b>Key Questions:</b></p>	
<p><b>NAMES</b> and any individual targets</p>	<p><b>READING:</b> <i>Word recognition &amp; phonic knowledge; Grammatical awareness</i></p>
<p><b>UNDERSTANDING &amp; RESPONSE:</b> <i>Use of context; Knowing how texts work; Interpretation and Response; Attitude</i></p>	
<p> </p>	
<p><b>EVALUATION AND NEXT STEPS</b></p>	











**BAND 4 – BLUE**

**NC LEVEL 1C**

<p><b>READING:</b> <i>Strategies, expression, fluency.</i></p>		<p><b>RESPONSE TO TEXT:</b> <i>Comprehension, opinion, reference to text (inference)</i></p>
<p><b><u>Word recognition: reading (decoding)</u></b></p> <ul style="list-style-type: none"> <li>▪ Decodes CVC words</li> <li>▪ Decodes CCVC and CVCC words</li> <li>▪ With support, can apply knowledge of letters, sounds and analogy with known vocabulary to solve new words</li> <li>▪ Recognises common digraphs</li> <li>▪ Identifies the constituent parts in two and three syllable words</li> <li>▪ Recognises familiar words in simple texts</li> <li>▪ Self-correct more rapidly on-the-run</li> </ul> <p><b><u>Understanding and interpreting texts</u></b></p> <p><b><u>Grammatical awareness</u></b></p> <ul style="list-style-type: none"> <li>▪ Move through text attending to meaning, print and sentence structure flexibly</li> <li>▪ Solve new words using print information along with attention to meaning</li> <li>▪ Begins to use strategies beyond picture/phonetic cues, e.g. reading on to the end of a sentence</li> </ul> <p><b><u>Knowing how texts work</u></b></p> <ul style="list-style-type: none"> <li>▪ Has confidence to tackle texts in unfamiliar formats (e.g. books from sources other than core reading scheme)</li> <li>▪ Manage a greater variety of text types</li> </ul>		<p><b><u>Understanding and interpreting texts</u></b></p> <ul style="list-style-type: none"> <li>▪ Establishes meaning when reading simple texts aloud; spontaneously re-reads some sentences with expression</li> <li>▪ Re-read to enhance phrasing and clarify precise meaning</li> <li>▪ Expresses main events or ideas from own reading of simple texts in response to questions or prompts</li> <li>▪ Shows an understanding of the elements of stories such as character, setting, events</li> <li>▪ Discuss content of the text in a manner which indicates precise understanding</li> <li>▪ With support, draws simple conclusions by relating information in illustrations and diagrams to content of text.</li> </ul> <p><b><u>Engaging with and responding to texts</u></b></p> <ul style="list-style-type: none"> <li>▪ With support, recognises empathy with main points in books in relation to own life experience.</li> <li>▪ Distinguishes between fiction and non-fiction texts</li> <li>▪ Comments on interesting or enjoyable aspects of books</li> </ul>
<p><b>Group Target/s:</b></p>	<p><b>Dates:</b></p>	<p><b>Texts:</b></p>
<p><b>Brief Lesson Outline:</b></p> <ol style="list-style-type: none"> <li>1. Introduction/Strategy Check/Comprehension Focus</li> <li>2. Independent Reading</li> <li>3. Returning to Text</li> <li>4. Respond to Text</li> <li>5. Follow Up/Next Steps</li> </ol>		<p><b>Key Questions:</b></p>
<p><b>NAMES</b> and any individual targets</p>	<p><b>READING:</b> <i>Word recognition &amp; phonic knowledge; Grammatical awareness</i></p>	<p><b>UNDERSTANDING &amp; RESPONSE:</b> Use of context; Knowing how texts work; Interpretation and Response; Attitude</p>
<p><b>EVALUATION AND NEXT STEPS</b></p>		



**BAND 5 – GREEN**

**NC LEVEL 1B**

<p><b>READING:</b> <i>Strategies, expression, fluency.</i></p>		<p><b>RESPONSE TO TEXT:</b> <i>Comprehension, opinion, reference to text (inference)</i></p>
<p><b><u>Word recognition: reading (decoding)</u></b></p> <ul style="list-style-type: none"> <li>Decodes CCVC and CVCC words</li> <li>Independently applies some knowledge of sounds, letters and words to read simple texts</li> <li>Recognises common digraphs</li> <li>Reads an increasing range of familiar words in simple texts</li> </ul> <p><b><u>Understanding and interpreting texts</u></b></p> <p><b><u>Grammatical awareness</u></b></p> <ul style="list-style-type: none"> <li>Begins to use strategies beyond picture/phonetic cues e.g. reading on to the end of a sentence</li> <li>Solve new words using print detail while attending to meaning and syntax</li> <li>Read fluently with attention to a range of punctuation</li> <li>Is aware of need to establish meaning in own reading</li> </ul> <p><b><u>Knowing how texts work</u></b></p> <ul style="list-style-type: none"> <li>Has confidence to tackle texts in unfamiliar formats e.g. books from sources other than core reading scheme</li> <li>Track visually additional lines of print without difficulty</li> <li>With two or three lines of print on a page, can track without finger pointing</li> <li>Can express some simple additional understanding from details contained in illustrations, diagrams etc.</li> <li>Manage effectively a growing variety of texts</li> </ul>		<p><b><u>Understanding and interpreting texts</u></b></p> <ul style="list-style-type: none"> <li>Establishes meaning when reading simple texts aloud; spontaneously re-reads some sentences with expression</li> <li>Tries to predict next word, idea etc.</li> <li>Expresses main events or ideas from own reading of simple texts in response to questions or prompts</li> <li>Shows an understanding of the elements of stories such as character, setting, events</li> <li>Make simple deductions with help and prompts</li> <li>May identify the main character in a story, or the subject of a non-fiction text</li> <li>Discuss and interpret character and plot more fully</li> <li>Understands and can retell some main events or ideas from own reading of simple texts</li> <li>With support, draws simple conclusions by relating information in illustrations and diagrams to content of text</li> </ul> <p><b><u>Engaging with and responding to texts</u></b></p> <ul style="list-style-type: none"> <li>With support, recognises empathy with main points in books in relation to own life experiences</li> <li>Independently recognises some links between own life and events, characters, ideas, information in books</li> <li>Distinguishes between fiction and non-fiction texts</li> <li>Comments on interesting or enjoyable aspects of books</li> <li>Spontaneously expresses simple likes and dislikes in familiar texts.</li> <li>With encouragement, begins to respond to wider range of text types</li> </ul>
<p><b>Group Target/s:</b></p>	<p><b>Dates:</b></p>	<p><b>Texts:</b></p>
<p><b>Brief Lesson Outline:</b></p> <ol style="list-style-type: none"> <li>Introduction/Strategy Check/Comprehension Focus</li> <li>Independent Reading</li> <li>Returning to Text</li> <li>Respond to Text</li> <li>Follow Up/Next Steps</li> </ol>		<p><b>Key Questions:</b></p>
<p><b>NAMES</b> and any individual targets</p>	<p><b>READING:</b> <i>Word recognition &amp; phonic knowledge; Grammatical awareness</i></p>	<p><b>UNDERSTANDING &amp; RESPONSE:</b> Use of context; Knowing how texts work; Interpretation and Response; Attitude</p>
<p><b>EVALUATION AND NEXT STEPS</b></p>		





**BAND 7 – TURQUOISE**

**NC LEVEL 1A**

<b>READING:</b> <i>Strategies, expression, fluency.</i>		<b>RESPONSE TO TEXT:</b> <i>Comprehension, opinion, reference to text (inference)</i>
<p><b><u>Word recognition: reading (decoding)</u></b></p> <ul style="list-style-type: none"> <li>▪ Reads taught high frequency words accurately</li> <li>▪ Tackle a higher ratio of more complex words, making use of phonic knowledge and syllables</li> <li>▪ Recognises common alternative graphemes including trigraphs</li> </ul> <p><b><u>Understanding and interpreting texts</u></b></p> <p><b><u>Grammatical awareness</u></b></p> <ul style="list-style-type: none"> <li>▪ Use punctuation and text layout to read with a greater range of expression and control</li> </ul> <p><b><u>Knowing how texts work</u></b></p> <ul style="list-style-type: none"> <li>▪ Begin to take responsibility for reading title, blurbs, looking through new books, deciding the type of text, and predicting some of the content</li> <li>▪ Is aware of different text types and that they have different purposes</li> <li>▪ Approach different text types with increasing flexibility and note the key structural features</li> <li>▪ Independently expresses some simple additional understanding from details contained in illustrations, diagrams etc.</li> </ul>		<p><b><u>Understanding and interpreting texts</u></b></p> <ul style="list-style-type: none"> <li>▪ With support, makes simple predictions</li> <li>▪ Extract meaning from the text while reading with less dependence on illustrations</li> <li>▪ Finds specific information in texts</li> <li>▪ With encouragement, is beginning to express some wider reactions to events or ideas in stories, poems and non-fiction</li> <li>▪ Identifies the main character in a story, or the subject of a non-fiction text</li> <li>▪ Discuss information, characters and reasons for events in the text and offer opinions on the effectiveness of the book</li> <li>▪ Read simple directions and instructions and act on the information</li> </ul> <p><b><u>Engaging with and responding to texts</u></b></p> <ul style="list-style-type: none"> <li>▪ Comments spontaneously on simple links between own experience and book events, characters etc.</li> <li>▪ Sustain reading through somewhat longer sentence structures and paragraphs</li> <li>▪ Reads simple/familiar texts with increasing confidence and accuracy</li> <li>▪ Spontaneously expresses simple likes and dislikes</li> <li>▪ Explain reactions to texts, commenting on important aspects</li> </ul>
<b>Group Target/s:</b>	<b>Dates:</b>	<b>Texts:</b>
<p><b>Brief Lesson Outline:</b></p> <ol style="list-style-type: none"> <li>1. Introduction/Strategy Check/Comprehension Focus</li> <li>2. Independent Reading</li> <li>3. Returning to Text</li> <li>4. Respond to Text</li> <li>5. Follow Up/Next Steps</li> </ol>		<b>Key Questions:</b>
<b>NAMES</b> and any individual targets	<b>READING:</b> <i>Word recognition &amp; phonic knowledge; Grammatical awareness</i>	<b>UNDERSTANDING &amp; RESPONSE:</b> Use of context; Knowing how texts work; Interpretation and Response; Attitude
<b>EVALUATION AND NEXT STEPS</b>		

<b>READING:</b> <i>Strategies, expression, fluency.</i>		<b>RESPONSE TO TEXT:</b> <i>Comprehension, opinion, reference to text (inference)</i>
<p><b><u>Word recognition: reading (decoding)</u></b></p> <ul style="list-style-type: none"> <li>▪ Reads taught high frequency words accurately</li> <li>▪ Use knowledge of high-frequency vocabulary and syllables to read compound words and longer unfamiliar vocabulary</li> <li>▪ Tackle a higher ratio of more complex words, making use of phonic knowledge and syllables</li> <li>▪ Recognises common alternative graphemes including trigraphs</li> <li>▪ Solve most unfamiliar words on the run</li> <li>▪ Reading of a range of simple/familiar texts is generally accurate</li> </ul> <p><b><u>Understanding and interpreting texts</u></b></p> <p><b><u>Grammatical awareness</u></b></p> <ul style="list-style-type: none"> <li>▪ Read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences</li> <li>▪ Is beginning to monitor for meaning and to self correct</li> </ul> <p><b><u>Knowing how texts work</u></b></p> <ul style="list-style-type: none"> <li>▪ Look through a variety of texts with growing independence to predict content, layout and story development</li> <li>▪ Use a range of alphabetically-ordered text, e.g. indexes, glossaries</li> <li>▪ Draws simple reasoned conclusions from events and ideas in text and illustrations/diagrams</li> <li>▪ Suggest what information a non-fiction text may contain</li> <li>▪ Adapt to fiction, non-fiction or poetic language with growing flexibility, adjusting reading pace to the text type</li> </ul>		<p><b><u>Understanding and interpreting texts</u></b></p> <ul style="list-style-type: none"> <li>▪ Makes simple predictions about what might happen next in a story</li> <li>▪ Begin to make more conscious use of reading to extend speaking and writing vocabulary and syntax</li> <li>▪ With encouragement is beginning to express some wider reactions to events or ideas in stories, poems and non-fiction</li> <li>▪ In scaffolded discussion, may recognise simple cause and effect and other relationships of elements within texts</li> <li>▪ Discuss story themes, characters and settings with reference to words and phrases in the text</li> <li>▪ Take more conscious account of literary effects used by writers</li> <li>▪ Identifies key words and passages when responding to questions</li> </ul> <p><b><u>Engaging with and responding to texts</u></b></p> <ul style="list-style-type: none"> <li>▪ Comments spontaneously on simple links between own experience and book events, characters etc</li> <li>▪ Begins to identify specific elements that are liked and disliked</li> <li>▪ Expresses opinions about major events, ideas and information in stories, poems and non-fiction</li> <li>▪ Notices broad differences and similarities between familiar texts</li> </ul>
<b>Group Target/s:</b>	<b>Dates:</b>	<b>Texts:</b>
<p><b>Brief Lesson Outline:</b></p> <ol style="list-style-type: none"> <li>1. Introduction/Strategy Check/Comprehension Focus</li> <li>2. Independent Reading</li> <li>3. Returning to Text</li> <li>4. Respond to Text</li> <li>5. Follow Up/Next Steps</li> </ol>		<b>Key Questions:</b>
<b>NAMES</b> and any individual targets	<b>READING:</b> <i>Word recognition &amp; phonic knowledge; Grammatical awareness</i>	<b>UNDERSTANDING &amp; RESPONSE:</b> Use of context; Knowing how texts work; Interpretation and Response; Attitude
<b>EVALUATION AND NEXT STEPS</b>		

<b>READING:</b> <i>Strategies, expression, fluency.</i>		<b>RESPONSE TO TEXT:</b> <i>Comprehension, opinion, reference to text (inference)</i>	
<p><b><u>Word recognition: reading (decoding)</u></b></p> <ul style="list-style-type: none"> <li>▪ Reads high and medium frequency words independently and automatically</li> <li>▪ Use knowledge of high frequency vocabulary and syllables to read compound words and longer unfamiliar vocabulary</li> <li>▪ Tackle a higher ratio of more complex words, making use of phonic knowledge and syllables</li> <li>▪ Recognises common alternative graphemes including trigraphs</li> <li>▪ Solve most unfamiliar words on the run</li> <li>▪ Reading of a range of familiar texts is generally accurate</li> </ul> <p><b><u>Understanding and interpreting texts</u></b></p> <p><b><u>Grammatical awareness</u></b></p> <ul style="list-style-type: none"> <li>▪ Read aloud with intonation and expression,</li> <li>▪ Read silently or quietly at a more rapid pace taking note of punctuation and using it to keep track of longer sentences</li> <li>▪ Solve and self correct most unfamiliar words on-the-run, re-reading at times to pull information together or alter phrasing</li> <li>▪ Usually monitors for meaning and self-corrects significant errors</li> </ul> <p><b><u>Knowing how texts work</u></b></p> <ul style="list-style-type: none"> <li>▪ Look through a variety of texts with growing independence to predict content, layout and story development</li> <li>▪ Investigate and recognise a range of ways of presenting text, e.g. captions, headings, sub-headings, chapters, textboxes, etc</li> <li>▪ Recognises facts and uses headings to find particular points</li> <li>▪ Adapt to fiction, non-fiction and poetic language with growing flexibility</li> <li>▪ Draws simple reasoned conclusions from events and ideas in text and illustrations/diagrams</li> </ul>		<p><b><u>Understanding and interpreting texts</u></b></p> <ul style="list-style-type: none"> <li>▪ Begin to make more conscious use of reading to extend speaking and writing vocabulary and syntax</li> <li>▪ Identifies key words and passages when responding to questions</li> <li>▪ Makes simple predictions about what might happen next in a story</li> <li>▪ Understands that there is a difference between fact and opinion</li> <li>▪ Understands beginning, middle, end and uses this knowledge to retell main points of a story</li> <li>▪ Recalls main elements of text content in response to questions</li> <li>▪ Refers to characters, events, setting etc.</li> <li>▪ Identifies one trait of a main character</li> <li>▪ Take more conscious account of literary effects used by writers</li> <li>▪ Begins to justify simple predictions in terms of other reading experience</li> <li>▪ Suggests what information a non-fiction text may contain</li> <li>▪ Composes an additional question for the author of a non-fiction text</li> <li>▪ Independently accesses some additional meaning from text and illustrations by linking elements and recognising relationships</li> </ul> <p><b><u>Engaging with and responding to texts</u></b></p> <ul style="list-style-type: none"> <li>▪ Notices broad differences and similarities between familiar texts</li> <li>▪ Is beginning to make simple comparisons between books</li> <li>▪ Expresses increasingly confident opinions, referring to specific elements liked and disliked</li> <li>▪ Begins to explain likes and dislikes in detail</li> </ul>	
<b>Group Target/s:</b>		<b>Dates:</b>	<b>Texts:</b>
<p><b>Brief Lesson Outline:</b></p> <ol style="list-style-type: none"> <li>1. Introduction/Strategy Check/Comprehension Focus</li> <li>2. Independent Reading</li> <li>3. Returning to Text</li> <li>4. Respond to Text</li> <li>5. Follow Up/Next Steps</li> </ol>		<b>Key Questions:</b>	
<b>NAMES</b> and any individual targets	<b>READING:</b> <i>Word recognition &amp; phonic knowledge; Grammatical awareness</i>	<b>UNDERSTANDING &amp; RESPONSE:</b> Use of context; Knowing how texts work; Interpretation and Response; Attitude	
<b>EVALUATION AND NEXT STEPS</b>			



<p><b>READING:</b> <i>Strategies, expression, fluency.</i></p>		<p><b>RESPONSE TO TEXT:</b> <i>Comprehension, opinion, reference to text (inference)</i></p>
<p><b><u>Word recognition: reading (decoding)</u></b></p> <ul style="list-style-type: none"> <li>▪ Notice the spelling of unfamiliar words and relate to known words</li> <li>▪ Regularly uses a range of clues and strategies to decode unfamiliar text</li> <li>▪ Reads high and medium frequency words independently and automatically</li> </ul> <p><b><u>Understanding and interpreting texts</u></b></p> <p><b><u>Grammatical awareness</u></b></p> <ul style="list-style-type: none"> <li>▪ Reads aloud confidently, using expression and intonation</li> <li>▪ Usually reads with reasonable fluency and accuracy</li> <li>▪ Show increased awareness of vocabulary and precise meaning</li> <li>▪ Reads silently most of the time</li> </ul> <p><b><u>Knowing how texts work</u></b></p> <ul style="list-style-type: none"> <li>▪ Look through a variety of texts with growing independence to predict content, layout and story development</li> <li>▪ Comments on the ways in which the book is written or presented</li> <li>▪ Uses knowledge of the alphabet to locate information in dictionaries, indexes etc</li> <li>▪ Recognises facts and uses headings to find particular points</li> <li>▪ Use text more fully as a reference and as a model</li> </ul>		<p><b><u>Understanding and interpreting texts</u></b></p> <ul style="list-style-type: none"> <li>▪ Uses a range of text types with understanding of purpose</li> <li>▪ Search for and find information in texts more flexibly</li> <li>▪ Understands beginning, middle, end and uses this knowledge to retell main points of a story</li> <li>▪ Identifies and discuss main characters</li> <li>▪ Infer characters' feelings</li> <li>▪ Refers to characters, events, setting etc.</li> <li>▪ Recalls main elements of text content in response to questions</li> <li>▪ Suggests extensions or alternative to plot</li> <li>▪ Begins to justify simple predictions in terms of other reading experience</li> <li>▪ With support, can draw conclusions using identified information/ideas within text</li> <li>▪ Offer and discuss interpretations of text and the use of simple poetical and metaphorical language</li> <li>▪ Identifies key words and passages when responding to questions</li> <li>▪ Is beginning to evaluate one text against others, comparing and contrasting main elements</li> <li>▪ Independently accesses some additional meaning from text and illustrations by linking elements and recognising relationships</li> </ul> <p><b><u>Engaging with and responding to texts</u></b></p> <ul style="list-style-type: none"> <li>▪ Explain likes and dislikes in detail</li> <li>▪ Express reasoned opinions about what is read, and compare texts</li> <li>▪ Sustain interest in a longer text, returning to it easily after a break</li> <li>▪ Identifies features that writers use to provoke readers' reactions</li> <li>▪ Empathise with characters</li> <li>▪ Debate moral dilemmas portrayed in texts</li> </ul>
<p><b>Group Target/s:</b></p>	<p><b>Dates:</b></p>	<p><b>Texts:</b></p>
<p><b>Brief Lesson Outline:</b></p> <ol style="list-style-type: none"> <li>1. Introduction/Strategy Check/Comprehension Focus</li> <li>2. Independent Reading</li> <li>3. Returning to Text</li> <li>4. Respond to Text</li> <li>5. Follow Up/Next Steps</li> </ol>		<p><b>Key Questions:</b></p>
<p><b>NAMES</b> and any individual targets</p>	<p><b>READING:</b> <i>Word recognition &amp; phonic knowledge; Grammatical awareness</i></p>	<p><b>UNDERSTANDING &amp; RESPONSE:</b> Use of context; Knowing how texts work; Interpretation and Response; Attitude</p>
<p><b>EVALUATION AND NEXT STEPS</b></p>		

<p><b>READING:</b> <i>Strategies, expression, fluency.</i></p>		<p><b>RESPONSE TO TEXT:</b> <i>Comprehension, opinion, reference to text (inference)</i></p>
<p><b><u>Word recognition: reading (decoding)</u></b></p> <ul style="list-style-type: none"> <li>Take note and devise ways to remember the meaning and spelling of unfamiliar words</li> <li>Usually reads with reasonable fluency and accuracy</li> </ul> <p><b><u>Understanding and interpreting texts</u></b></p> <p><b><u>Grammatical awareness</u></b></p> <ul style="list-style-type: none"> <li>Read silently most of the time, adjusting speed of reading to suit material and monitoring the precise meaning</li> <li>Self corrects spontaneously</li> <li>Read independently, using strategies appropriately to establish meaning</li> </ul> <p><b><u>Knowing how texts work</u></b></p> <ul style="list-style-type: none"> <li>Make use of blurbs, chapter headings, glossaries, indexes and procedural texts to search for and locate information quickly and accurately</li> <li>Use experience of reading a variety of material to recognise text type and predict layout and general content</li> <li>Can recognise the main differences between fiction and non-fiction texts</li> <li>Uses a widening range of text types appropriately</li> </ul>		<p><b><u>Understanding and interpreting texts</u></b></p> <ul style="list-style-type: none"> <li>Can extract information from non-fiction</li> <li>Recalls main elements of text content in response to questions</li> <li>Shows understanding of main points</li> <li>Refers to character, events, setting etc.</li> <li>Infers characters' feelings</li> <li>Makes sensible predictions</li> <li>Justifies simple predictions</li> <li>With support can draw conclusions using identified information/ideas within a text</li> <li>Identifies key words and passages when responding to questions</li> <li>Investigate and identify the styles and voice of a range of different text types including plays, poetry, narrative, procedural and explanatory texts</li> <li>Uses appropriate voices for characters</li> <li>Adopts a story telling voice</li> <li>Rerun to make different interpretations of dialogue, more complex sentences, unfamiliar language etc.</li> </ul> <p><b><u>Engaging with and responding to texts</u></b></p> <ul style="list-style-type: none"> <li>Sustain interest in longer texts, returning easily to them after a break</li> <li>Expresses reading preferences</li> <li>Explains some likes and dislikes, beginning to refer to elements in the text</li> <li>Is beginning to evaluate one text against others, comparing and contrasting main elements</li> <li>Raises larger numbers of relevant questions when reading non-fiction</li> <li>Expresses curiosity when reading fiction and poetry</li> <li>Is more confident in relating self to the world of a book</li> <li>Express reasoned opinions about what is read, and compare texts</li> </ul>
<p><b>Group Target/s:</b></p>	<p><b>Dates:</b></p>	<p><b>Texts:</b></p>
<p><b>Brief Lesson Outline:</b></p> <ol style="list-style-type: none"> <li>Introduction/Strategy Check/Comprehension Focus</li> <li>Independent Reading</li> <li>Returning to Text</li> <li>Respond to Text</li> <li>Follow Up/Next Steps</li> </ol>		<p><b>Key Questions:</b></p>
<p><b>NAMES</b> and any individual targets</p>	<p><b>READING:</b> <i>Word recognition &amp; phonic knowledge; Grammatical awareness</i></p>	<p><b>UNDERSTANDING &amp; RESPONSE:</b> Use of context; Knowing how texts work; Interpretation and Response; Attitude</p>
<p><b>EVALUATION AND NEXT STEPS</b></p>		



<b>READING:</b> <i>Strategies, expression, fluency.</i>		<b>RESPONSE TO TEXT:</b> <i>Comprehension, opinion, reference to text (inference)</i>
<p><b><u>Understanding and interpreting texts</u></b>  <b><u>Grammatical awareness</u></b></p> <ul style="list-style-type: none"> <li>▪ Pauses appropriately in response to punctuation and/or meaning</li> </ul> <p><b><u>Knowing how texts work</u></b></p> <ul style="list-style-type: none"> <li>▪ Uses a variety of information texts to answer own queries</li> <li>▪ Uses detailed knowledge of alphabet to find books and locate information quickly</li> <li>▪ Identifies a range of key genres and knows some main characteristics</li> <li>▪ Uses knowledge of different organisational features of texts to find information effectively</li> </ul>		<p><b><u>Understanding and interpreting texts</u></b></p> <ul style="list-style-type: none"> <li>▪ Justifies prediction and opinions by referring to the text</li> <li>▪ Responds accurately and with supporting detail when answering questions</li> <li>▪ Knows where to look for answers in the text</li> <li>▪ Reads ahead to determine direction in meaning</li> <li>▪ Responds to the tension in a story</li> <li>▪ Is beginning to recognise elements of authorial style</li> <li>▪ In fiction, recognises the need to go beyond literal comprehension in order to access the full meaning of text</li> <li>▪ Responds by articulating understanding of main points, including cause/effect and other relationships of ideas, information etc.</li> <li>▪ Habitually looks for links and draws conclusions</li> <li>▪ Can interpret/paraphrase text without losing meaning</li> <li>▪ Use syntax, context and word structure to build on and develop vocabulary</li> </ul> <p><b><u>Engaging with and responding to texts</u></b></p> <ul style="list-style-type: none"> <li>▪ Is beginning to reflect on enjoyment and usefulness of reading a range of text types</li> <li>▪ Habitually and confidently relates own experience to reading</li> <li>▪ Independently reads an increasing range of text types fluently and accurately</li> <li>▪ Expresses preferences e.g. favourite authors, genres.</li> </ul>
<b>Group Target/s:</b>	<b>Dates:</b>	<b>Texts:</b>
<p><b>Brief Lesson Outline:</b></p> <ol style="list-style-type: none"> <li>1. Introduction/Strategy Check/Comprehension Focus</li> <li>2. Independent Reading</li> <li>3. Returning to Text</li> <li>4. Respond to Text</li> <li>5. Follow Up/Next Steps</li> </ol>		<b>Key Questions:</b>
<b>NAMES</b> and any individual targets	<b>READING:</b> <i>Word recognition &amp; phonic knowledge; Grammatical awareness</i>	<b>UNDERSTANDING &amp; RESPONSE:</b> Use of context; Knowing how texts work; Interpretation and Response; Attitude
<b>EVALUATION AND NEXT STEPS</b>		

<b>READING:</b> <i>Strategies, expression, fluency.</i>		<b>RESPONSE TO TEXT:</b> <i>Comprehension, opinion, reference to text (inference)</i>	
<p><b><u>Understanding and interpreting texts</u></b>  <b><u>Grammatical awareness</u></b></p> <ul style="list-style-type: none"> <li>▪ Shows awareness of the listener through use of pauses, emphasis and pace to entertain and maintain interest</li> <li>▪ Understands how the meaning of sentences is shaped by punctuation, word order and connectives</li> </ul> <p><b><u>Knowing how texts work</u></b></p> <ul style="list-style-type: none"> <li>▪ Locates and uses information</li> <li>▪ Uses index and headings to navigate non-fiction text</li> <li>▪ Knows an increasing range of text types, genres etc. and their main characteristics</li> <li>▪ Indicates main ideas in text, including chronological structure, cause/effect and plot</li> </ul>		<p><b><u>Understanding and interpreting texts</u></b></p> <ul style="list-style-type: none"> <li>▪ Identifies key points when reading an appropriate text</li> <li>▪ Uses evidence from the text to justify opinion</li> <li>▪ Finds relevant words in a text without prompting</li> <li>▪ Knows where and how to look for answers in the text</li> <li>▪ Refers to texts when explaining views</li> <li>▪ Shows understanding of significant ideas, themes, events and characters</li> <li>▪ With help shows that they have used inference and deduction</li> <li>▪ Responds in increasing detail when answering questions</li> <li>▪ Expresses understanding in own words rather than just repeating</li> <li>▪ Links key elements from different sections of text to build a detailed understanding and draw further conclusions</li> <li>▪ Is beginning to recognise that there may be a deeper meaning, or theme, underlying the plot</li> <li>▪ Recognises that certain words and phrases create particular responses in the reader</li> <li>▪ Quotes textual details as part of evaluation</li> </ul> <p><b><u>Engaging with and responding to texts</u></b></p> <ul style="list-style-type: none"> <li>▪ Concentrates on reading for longer periods and can persevere with longer texts</li> <li>▪ Reads a wide range of text types rapidly and accurately</li> <li>▪ Begins to compare presentation of common themes across different genres</li> <li>▪ Begins to respond with empathy to elements of fiction and poetry</li> </ul>	
<b>Group Target/s:</b>		<b>Dates:</b>	<b>Texts:</b>
<p><b>Brief Lesson Outline:</b></p> <ol style="list-style-type: none"> <li>1. Introduction/Strategy Check/Comprehension Focus</li> <li>2. Independent Reading</li> <li>3. Returning to Text</li> <li>4. Respond to Text</li> <li>5. Follow Up/Next Steps</li> </ol>		<b>Key Questions:</b>	
<b>NAMES</b> and any individual targets	<b>READING:</b> <i>Word recognition &amp; phonic knowledge; Grammatical awareness</i>	<b>UNDERSTANDING &amp; RESPONSE:</b> Use of context; Knowing how texts work; Interpretation and Response; Attitude	
<b>EVALUATION AND NEXT STEPS</b>			

<b>READING:</b> <i>Strategies, expression, fluency.</i>		<b>RESPONSE TO TEXT:</b> <i>Comprehension, opinion, reference to text (inference)</i>
<p><b><u>Understanding and interpreting texts</u></b></p> <p><b><u>Grammatical awareness</u></b></p> <ul style="list-style-type: none"> <li>▪ Identifies expressive, figurative and descriptive language used to create effects in poetry and prose</li> <li>▪ Recognises complex sentences</li> <li>▪ Reads aloud, using voice appropriately to give full value to meaning, pace, tension etc.</li> </ul> <p><b><u>Knowing how texts work</u></b></p> <ul style="list-style-type: none"> <li>▪ Recognises the ways writers present issues and points of view in fiction or non-fiction</li> <li>▪ Identifies how language is used and structured in a range of texts</li> <li>▪ Locates ideas and information quickly in a range of resources; uses index, contents list, library guides etc.</li> <li>▪ Recognises and identifies the language conventions of a range of texts</li> </ul>		<p><b><u>Understanding and interpreting texts</u></b></p> <ul style="list-style-type: none"> <li>▪ Refers to the text to support predictions and opinions</li> <li>▪ Locates relevant information and use finding coherently</li> <li>▪ Identifies fact and opinion in a text</li> <li>▪ Concentrates over extended periods and extended texts, maintaining comprehension throughout</li> <li>▪ Uses skimming, scanning and note-making to identify the gist or key points in a text</li> <li>▪ Show by their answers that they have read beyond the literal</li> <li>▪ Offers detailed and well justified opinions offering both praise and criticism appropriately</li> <li>▪ May suggest possible improvements or sequels for texts</li> <li>▪ Recognises elements of authorial style and is sensitive to their effects</li> <li>▪ Can explain how authors create particular effects in reader response – powerful vocabulary, questions, stock phrases etc.</li> <li>▪ Discusses what an author may have been trying to achieve with particular sections of text</li> <li>▪ Forms valid and well-justified conclusions based on textual evidence</li> <li>▪ Understands significant ideas, themes and structures etc.</li> <li>▪ Appreciates and responds to a range of relationships and between characters, settings, events etc.</li> <li>▪ Appraises texts quickly</li> </ul> <p><b><u>Engaging with and responding to texts</u></b></p> <ul style="list-style-type: none"> <li>▪ Tackles unfamiliar and challenging texts with confidence</li> <li>▪ Tackles challenging texts rapidly, accurately and with increasing confidence</li> <li>▪ Reflect on reading preferences</li> <li>▪ Compares presentation of common themes across different genres</li> </ul>
<b>Group Target/s:</b>	<b>Dates:</b>	<b>Text:</b>
<p><b>Brief Lesson Outline:</b></p> <ol style="list-style-type: none"> <li>1. Introduction/Strategy Check/Comprehension Focus</li> <li>2. Independent Reading</li> <li>3. Returning to Text</li> <li>4. Respond to Text</li> <li>5. Follow Up/Next Steps</li> </ol>		<b>Key Questions:</b>
<b>NAMES</b> and any individual targets	<b>READING:</b> <i>Word recognition &amp; phonic knowledge; Grammatical awareness</i>	<b>UNDERSTANDING &amp; RESPONSE:</b> Use of context; Knowing how texts work; Interpretation and Response; Attitude
<b>EVALUATION AND NEXT STEPS</b>		







# CLASS TRACKING SHEET FOR READING

**Class:**

**Year group:**

**Teacher:**

Band Term					
Autumn 1					
Autumn 2					
Spring 1					
Spring 2					
Summer 1					
Summer 2					

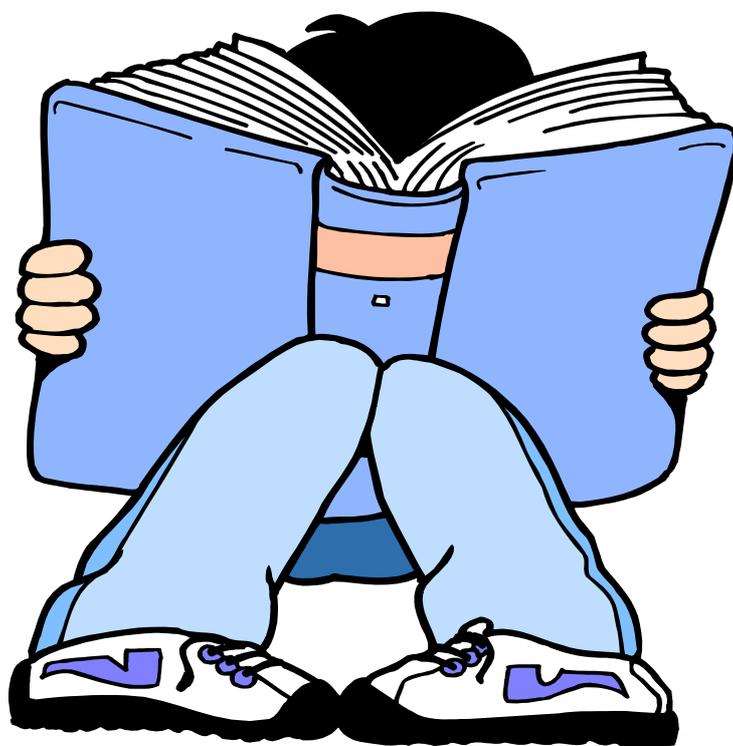
# SECTION 3: STRATEGIES TO DEVELOP CHILDREN'S UNDERSTANDING OF TEXT



# Lancashire Primary Strategy: Literacy



Strategies to Develop  
Comprehension  
During Guided  
Reading



## Strategies to Develop Children's Understanding of Text

There is a large body of literature on strategies to support readers in understanding, responding to and reflecting on texts. What follows is a 'reference list' and a very brief outline of some of the main strategies. Each of these comes from a background of theory, research and classroom practice and references are given where possible. You may well find that some of the things we mention are already well known to you (e.g. character grids), but others may be completely new. It is not an exhaustive list and it is one that we hope will continue to grow as we share our successful practice with each other. As you look at these consider whether they are pre-reading, during reading or post-reading strategies. Also consider how children could use these strategies in independent reading as well as when reading with a supportive adult.

The strategies apply equally to 'reading' pictures in picture books and other texts where exploring the visual information is important to full understanding.

### Cognitive Strategies

#### ***Prior knowledge activation***

Activation of prior knowledge can develop children's understanding by helping them see links between what they already know and new information they are encountering. There are many ways of encouraging children to bring to the forefront of their minds, knowledge that relates to the text they are about to read or are reading.

- Brainstorming around the title, chapter heading, picture on the front cover (these can be written, oral or drawn)
- Word association chain around key word in title or an image in the text.
- Ask for memories around key word in title or an artefact (*This reminds me of...It makes me think of...*)
- Filling in a mind-mapping, concept mapping or other grids / proforma (e.g. the first column of a KWL grid)

The use of such strategies is based on insights from schema theory, which explores how we build and access knowledge.

#### ***Prediction / group prediction***

This involves discussing a text with a teacher or reading partner. The aim of the strategy is to establish the purpose for reading, to encourage reasoning whilst reading and to test predictions. The children read the text a section at a time and as they do so the teacher encourages them to explain what will happen next, predict how it will end, revise their earlier predictions in the light of new evidence found in the text. The children should offer evidence for their hypothesis. This can be oral, or children could make written predictions / revisions in a reading journal.

Prediction is one of a group of strategies, including cloze procedure, summarising, sequencing, comparing texts and alternative representations. These are known collectively as Directed Activities Related to Text (DARTS), which were developed, by Lunzer and Gardner in the 1980s.

### ***Constructing images (visualising, drawing, drama)***

Creating visual images is claimed to improve comprehension by linking prior experiences to the new idea thus building richer schemas (also see 'Activating prior knowledge' above).

- The teacher models the process by reading aloud and talking about any associations that come to mind and asking the children to picture it. Children are then encouraged to do the same for other passages and verbalise this process to a partner. Can be used with both fiction and non-fiction texts.
- During and after reading children can sketch what they see, undertake freeze frames of key moments in a story and make models based on the text e.g. creating the Borrowers living room in design and technology sessions.

### ***Summarising***

Effective summarising involves children evaluating a text and deciding which elements of it are most significant.

- Model skim reading of a text. Then encourage skim reading or rereading and ask for oral summaries.
- Go through a text paragraph by paragraph highlighting the key sentence/sentences in each.
- Children can be asked to write brief summaries at the end of each chapter outlining key events and further insights into character and plot.
- Summarise by restructuring key information contained in a text into a non-prose form. It may involve children drawing a matrix, a tree diagram, a semantic map/word web, a labelled picture or a retrieval chart.

### ***Questioning/clarifying***

- Discussion  
Class, group or individual focused discussion with the aim of clarifying understanding. Such discussion goes beyond simple recall questions into inference and deduction.
- Talk to the author  
A text is provided (with wide margins). Questions to the author are written in the margin, for example 'Who was this? Why did this happen?' The teacher models this process initially and then the children try. It is claimed that it encourages children to engage with the text and helps them differentiate between fact and opinion, as well as helping them search for bias.
- Focus journals  
These journals are claimed to encourage students to review their background knowledge, reflect on previous learning and predict future learning. The children will have read some of the book in private reading and when they join the guided group it is a way of focusing their attention before reading the next section. The teacher writes the focus on the board before the children join the group e.g. what seemed important to you in what you learnt about X? The children read the focus, reflect on their response and write in their journals. This then serves as a basis for discussion.

### ***Story Grammar/Text Structure analysis***

Throughout the 1970's and early 80's cognitive psychologists examined individual's mental representations (schema) of story components and how these components fitted together. They argued that as we listen to and read stories so our knowledge about stories grows and we can draw on this knowledge to help us predict and understand what is happening, and is likely to happen, in new stories. This accumulating knowledge of stories texts develops in us a set of expectations for the structure of a story, helps facilitate our understanding of stories and improves our memory/recall of a story. This work gave rise to several classroom strategies such as story mapping and story structure charts. In the 80s and 90s attention turned to the structure of non-fiction texts.

### ***Story maps/story shapes/story charts***

Children draw a 'map' of the events in a story. This helps them recall and retell the story. The particular structure of a story, such as a circular story or an 'A to B' journey can also be made explicit via story mapping.

### ***Structural organisers***

Recognising the structure of non-fiction texts and then mapping the content onto various structural organiser grids e.g. point/evidence grid, cause/effect grid, argument/counterargument list.

### ***Interpretive strategies***

As many books on reading cover strategies from several of the subheadings listed under 'Interpretive strategies' a general reference list will be found at the end of the section.

### ***Character development***

Imagining how a character might feel; identifying with a character, charting the development of a character over time in a longer text.

There are many strategies that require children to make explicit their response to and knowledge of a character. These include;

- Feeling graphs or map showing how emotions develop throughout the story
- Journal entries
- Hot seating
- TV interviews. Compile a list of questions to ask if you were to interview the character. This can be combined with hot seating and the interview conducted with the character.
- Drawing characters and surrounding the drawing with phrases from the text
- Writing thought bubbles for characters at key moments in the text when they don't actually speak
- Relationship grid with each character listed along the top and down the side. Each cell represents a relationship to be explored.
- Speculating on actions and motives e.g. asking why did, what if?
- Character emotions register. This involves creating a 5-point emotions scale with the pupils for the possible range of reactions at certain specific points in the story (for example from 'mildly irritated' to 'incandescent with rage'). Pupils then rate characters on the scale.

### ***Identifying themes/information***

- The author's chair  
Child takes on the role of the author, answering questions about the book and justifying what 'they' have written
- Draw a diagram, grid, flow chart etc. to show information
- Draw a strip cartoon/story board identifying 4/5 main points from the story or information
- Highlight words, phrases which link together to build a picture of character or mood, or setting and so on
- Write a blurb for the book
- Identify facts and opinion and consider how they are woven together
- What's important grid (Susan Close materials)

### ***Reading for multiple meanings***

- Rank characters according to criteria e.g. most powerful to least powerful, kindest to meanest. Do different criteria give different insights?
- 'The roles we play'. In an outline character shape pupils record all the different roles they play in a story – e.g. daughter, friend.
- Give the text only or pictures only from a multi-layered picture book and ask the children to tell the story/read the prose story before reading the complete book. Discuss any changes in their perceptions and responses. Any changes?
- Retell a scene from the point of view of a minor character within it.
- Justify the actions of a 'villain'.
- Problem solving. Stop at the point where a character faces a problem or dilemma. List alternative suggestions from the group. Consider the consequences of each suggestion. Arrive at a group decision.

### ***Looking for/challenging a consistent point of view***

- Genre Exchange – ask children to transpose something from one written genre they have just read into another written genre.
- Criteria rating certain scenes at a crucial point – mostly likely to happen/ least likely to happen, most likely to be true, least likely to be true.
- Story comparison charts. Several versions of a story are read (e.g. Cinderella tables) and a comparative chart is completed.

### ***Relating texts to personal experiences***

- Say what they would have done at certain points in the story.
- Choose the funniest, scariest, most interesting moment from a story or information book. Justify their choice.
- Response journals (ongoing throughout the reading of long books).
- Relate to other books by the same author or on same topic, read by the group or individual. Discuss similarities or differences.

### **Semantic strategies**

#### ***Previewing vocabulary***

The teacher provides a list of words relating to the book/topic. The meanings of the words are then discussed before reading.

#### ***Building banks of new words***

As children read they mark or note on post-it notes or in vocabulary journals any new words/words they are unsure of. After reading, the group discusses ways of working out the meaning (e.g. root, morphology, etc). Once a word is understood children note its meaning. They may add a visual cue to remind them of the meaning.

#### ***Word tracker/oral thesaurus***

Children track particular groups of words/phrases (e.g. appearance words). They list these and suggest alternatives.

#### ***Making dictionaries and glossaries***

Children can track words whose meanings are unclear e.g. technical words, dialect words, slang and so on. They then investigate the meanings and create text specific dictionaries or glossaries.

# SECTION 4: CORE LEARNING OUTCOMES LINKED TO BOOK BANDS



# Foundation Stage (YR) Core Learning in Literacy

<b>5. Word recognition: decoding (reading)</b>	<b>7. Understanding and interpreting texts</b>	<b>8. Engaging with and responding to texts</b>
<p><b>Link sounds to letters, naming and sounding the letters of the alphabet</b></p> <p><b>Hear and say sounds in words in the order in which they occur</b></p> <p>Read simple words by sounding out and blending the phonemes all through the word from left to right (CVC, CCVC and CVCC words)</p> <p>Recognise common digraphs</p> <p>Read some high frequency words</p> <p><b>Use phonic knowledge To make phonetically plausible attempts at more complex words</b></p> <p><b>Read a range of familiar and common words and simple sentences independently</b></p> <p>Read texts compatible with their phonic knowledge and skills</p> <p>Read and write one grapheme for each of the 44 phonemes</p>	<p>Know that print carries meaning and, in English, is read from left to right and top to bottom</p> <p>Extend their vocabulary, exploring the meanings and sounds of new words</p> <p>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</p> <p>Retell narratives in the correct sequence, drawing on the language patterns of stories</p>	<p>Listen with enjoyment to stories, songs, rhymes and poems, sustain attentive listening and respond with relevant comments, questions or actions</p> <p>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</p> <p>Use language to imagine and recreate roles and experiences</p>
<p><i>Foundation Stage objectives in bold refer to the Early Learning Goals</i></p>		

## EXPECTED RANGE OF ATTAINMENT (YR)

**BAND 1 – PINK** NC LEVEL W

**BAND 2 – RED** NC LEVEL W

**BAND 3 – YELLOW** NC LEVEL 1C

**BAND 4 – BLUE** NC LEVEL 1C



# Year 1 Core Learning in Literacy

<b>5. Word recognition: decoding (reading) and encoding (spelling)</b>	<b>7. Understanding and interpreting texts</b>	<b>8. Engaging with and responding to texts</b>
<p>Recognise and use alternative ways of pronouncing the graphemes already taught e.g. that the grapheme 'g' is pronounced differently in 'get' and 'gem'; the grapheme 'ow' is pronounced differently in 'how' and 'show'</p> <p>Recognise and use alternative ways of spelling the phonemes already taught e.g. that the /æ/ sound can be spelt with 'ai', 'ay' or 'a-e'; that the /ee/ sound can also be spelt as 'ea' and 'e'; and begin to know which words contain which spelling alternatives</p> <p>Identify the constituent parts of two-syllable and three-syllable words to support the application of phonic knowledge and skills</p> <p>Recognise automatically an increasing number of familiar high frequency words</p> <p>Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable</p> <p>Read more challenging texts which can be decoded using their acquired phonic knowledge and skills, along with automatic recognition of high frequency words</p> <p>Read and spell phonically decidable two-syllable and three-syllable words</p>	<p>Identify the main events and characters in stories, and find specific information in simple texts</p> <p>Use syntax and context when reading for meaning</p> <p>Make predictions showing an understanding of ideas, events and characters</p> <p>Recognise the main elements that shape different texts</p> <p>Explore the effect of patterns of language and repeated words and phrases</p>	<p>Select books for personal reading and give reasons for choices</p> <p>Visualise and comment on events, characters and ideas, making imaginative links to their own experiences</p> <p>Distinguish fiction and non-fiction texts and the different purposes for reading them</p>

## EXPECTED RANGE OF ATTAINMENT (Y1)

**BAND 4 – BLUE NC LEVEL 1C**

**BAND 5 – GREEN NC LEVEL 1B**

**BAND 6 – ORANGE NC LEVEL 1B**

**BAND 7 – TURQUOISE NC LEVEL 1A**

**BAND 8 – PURPLE NC LEVEL 2C**

**BAND 9 – GOLD NC LEVEL 2B**



# Year 2 Core Learning in Literacy

<b>5. Word recognition: decoding (reading) and encoding (spelling)</b>	<b>7. Understanding and interpreting texts</b>	<b>8. Engaging with and responding to texts</b>
<p>Read independently and with increasing fluency longer and less familiar texts</p> <p>Spell with increasing accuracy and confidence drawing on word recognition and knowledge of word structure, and spelling patterns</p> <p>Know how to tackle unfamiliar words that are not completely decodable</p> <p>Read and spell less common alternative graphemes including trigraphs</p> <p>Read high and medium frequency words independently and automatically</p>	<p>Draw together ideas and information from across a whole text, using simple signposts in the text</p> <p>Give some reasons why things happen or characters change</p> <p>Explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points</p> <p>Use syntax and content to build their store of vocabulary when reading for meaning</p> <p>Explore how particular words are used, including words and expressions with similar meanings</p>	<p>Read whole books on their own, choosing and justifying selections</p> <p>Engage with books through exploring and enacting interpretations</p> <p>Explain their reactions to texts, commenting on important aspects</p>

## EXPECTED RANGE OF ATTAINMENT (Y2)

**BAND 6 – ORANGE NC LEVEL 1B**

**BAND 7 – TURQUOISE NC LEVEL 1A**

**BAND 8 – PURPLE NC LEVEL 2C**

**BAND 9 – GOLD NC LEVEL 2B**

**BAND 10 – WHITE NC LEVEL 2A**

**BAND 11 – LIME NC LEVEL 3C**



# Year 3 Core Learning in Literacy

5. Word recognition: decoding (reading) and encoding (spelling)	7. Understanding and interpreting texts	8. Engaging with and responding to texts
<p><b>Note</b> Year 3 is a significant year for moving the emphasis on teaching from word recognition to language comprehension. <i>The Rose Report: Independent review of the teaching of early reading (2006)</i> makes clear that the two dimensions of reading – word recognition processes and language comprehension processes – are both necessary to achieve fluent reading. However, the balance between word recognition and language comprehension should change as children acquire secure and automatic decoding skills.</p> <p>For this reason, there is no content provided for strand 5 after Year 2 and the heading itself is removed after this reference for Year 3.</p> <p>Children working significantly above or below age-related expectations will need differentiated support, which may include tracking forward or back in terms of learning objectives. EAL learners should be expected to work within the overall expectations for their year group, and where this is not the case should be enabled to reach age-related expectations as quickly as possible. Some newly arrived learners of EAL may need to undertake time limited work based on objectives for decoding/encoding in addition to overall language development work.</p>	<p>Identify and make notes of the main points of section(s) of text</p> <p>Infer characters' feelings in fiction and consequences in logical explanations</p> <p>Identify how different texts are organised, including reference texts, magazines and leaflets, on paper and on screen</p> <p>Use syntax, context and word structure to build their store of vocabulary as they read for meaning</p> <p>Explore how different texts appeal to readers using varied sentence structures and descriptive language</p>	<p>Share and compare reasons for reading preferences, extending the range of books read</p> <p>Empathise with characters and debate moral dilemmas portrayed in texts</p> <p>Identify features that writers use to provoke readers' reactions</p>

## EXPECTED RANGE OF ATTAINMENT (Y3)

**BAND 7 – TURQUOISE NC LEVEL 1A**

**BAND 8 – PURPLE NC LEVEL 2C**

**BAND 9 – GOLD NC LEVEL 2B**

**BAND 10 – WHITE NC LEVEL 2A**

**BAND 11 – LIME NC LEVEL 3C**

**BAND 12 – 'HIGH' NC LEVEL 3**



# Year 4 Core Learning in Literacy

<b>7. Understanding and interpreting texts</b>	<b>8. Engaging with and responding to texts</b>
<p>Identify and summarise evidence from a text to support a hypothesis</p> <p>Deduce characters' reasons for behaviour from their actions and explain how ideas are developed in non-fiction texts</p> <p>Use knowledge of different organisational features of texts to find information effectively</p> <p>Use knowledge of word structures and origins to develop their understanding of word meanings</p> <p>Explain how writers use figurative and expressive language to create images and atmosphere</p>	<p>Read extensively favourite authors or genres and experiment with other types of text</p> <p>Interrogate texts to deepen and clarify understanding and response</p> <p>Explore why and how writers write, including through face-to-face and online contact with authors</p>

## EXPECTED RANGE OF ATTAINMENT (Y4)

**BAND 9 – GOLD NC LEVEL 2B**

**BAND 10 – WHITE NC LEVEL 2A**

**BAND 11 – LIME NC LEVEL 3C**

**BAND 12 – 'HIGH' NC LEVEL 3**

**BAND 13 – 'LOW' NC LEVEL 4**



# Year 5 Core Learning in Literacy

<b>7. Understanding and interpreting texts</b>	<b>8. Engaging with and responding to texts</b>
<p>Make notes on and use evidence from across a text to explain events or ideas</p> <p>Infer writers' perspectives from what is written and from what is implied</p> <p>Compare different types of narrative and information texts and identify how they are structured</p> <p>Distinguish between everyday use of words and their subject specific use</p> <p>Explore how writers use language for comic and dramatic effects</p>	<p>Reflect on reading habits and preferences and plan personal reading goals</p> <p>Compare the usefulness of techniques such as visualisation, prediction and empathy in exploring the meaning of texts</p> <p>Compare how a common theme is presented in poetry, prose and other media</p>

## EXPECTED RANGE OF ATTAINMENT (Y5)

**BAND 10 – WHITE NC LEVEL 2A**

**BAND 11 – LIME NC LEVEL 3C**

**BAND 12 – 'HIGH' NC LEVEL 3**

**BAND 13 – 'LOW' NC LEVEL 4**

**BAND 14 – 'HIGH' NC LEVEL 4**



# Year 6 Core Learning in Literacy

<b>7. Understanding and interpreting texts</b>	<b>8. Engaging with and responding to texts</b>
<p>Appraise a text quickly, deciding on its value, quality or usefulness</p> <p>Understand underlying themes, causes and points of view</p> <p>Understand how writers use different structures to create coherence and impact</p> <p>Explore how word meanings change when used in different contexts</p> <p>Recognise rhetorical devices used to argue, persuade, mislead and sway the reader</p>	<p>Read extensively and discuss personal reading with others, including in reading groups</p> <p>Sustain engagement with longer texts, using different techniques to make the text come alive</p> <p>Compare how writers from different times and places present experiences and use of language</p>

## EXPECTED RANGE OF ATTAINMENT (Y6)

**BAND 11 – LIME NC LEVEL 3C**

**BAND 12 – 'HIGH' NC LEVEL 3**

**BAND 13 – 'LOW' NC LEVEL 4**

**BAND 14 – 'HIGH' NC LEVEL 4**

**BAND 15 – 'LOW' NC LEVEL 5**

**BAND 16 – 'HIGH' NC LEVEL 5**



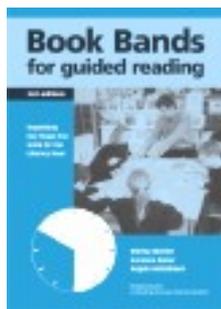
# SECTION 5: BIBLIOGRAPHY AND RECOMMENDED RESOURCES



Children's Services

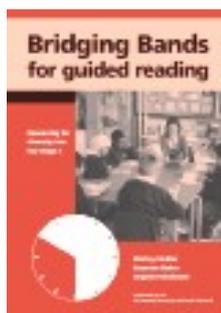
Manchester Education  
Partnership

***Book Bands for Guided Reading (3<sup>rd</sup> Edition, 2003) – Organising Key Stage One texts for the Literacy Hour***



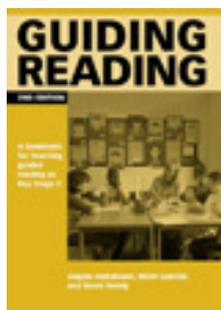
Shirley Bickler, Suzanne Baker, Angela Hobsbaum. Produced by the UK Reading Recovery National Network, Institute of Education, University of London. **ISBN 0 85473 687 5**

***Bridging Bands for Guided Reading (Pub. 2003) – Resourcing for diversity into Key Stage 2***



Shirley Bickler, Suzanne Baker, Angela Hobsbaum. Produced by the UK Reading Recovery National Network, Institute of Education, University of London. **ISBN 0 85473 690 5**

***Guided Reading Key Stage 2 (Pub. 2002) – A handbook for teaching guided reading***

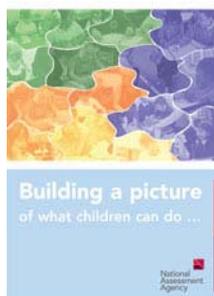


Angela Hobsbaum, Nikki Gamble and David Reedy. Produced by the Institute of Education, University of London. **ISBN 0 85473 647 6**

***Supporting Guided Reading – Starting Points: Reading Objectives and Teaching Activities***

Lisa Cam and Pauline Drew (Literacy Consultants/Curriculum Advisers). **Having Inspection and Advisory Service**, The Broxhill Centre, Broxhill Road, Harold Hill, Romford RM4 1XN. **Tel: 01708 433813**

***Building a picture of what children can do... (Pub. 2004)***



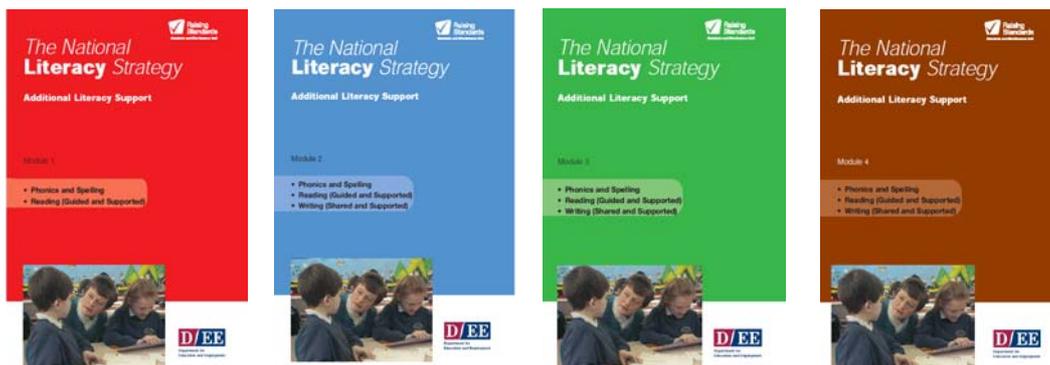
Produced by the National Assessment Agency. QCA Orderline, PO Box 29, Norwich NR3 1GN. Tel: 08700 606015. **Order ref: QCA/041461. ISBN: 1-85838-676-4**

## Guided Reading: supporting transition from Key Stage 1 to Key Stage 2



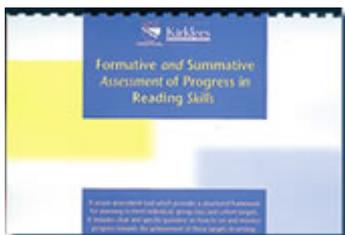
Produced by the DfES. Tel: 0845 60 222 60.  
Order ref: DfES 0064/2003

## ALS (Additional Literacy Support) Modules 1 to 4



Produced by the DfES. Tel: 0845 60 222 60.  
Order ref: DfES0337-2004CD

## Formative Assessment of Progress in Reading Skills and Attitudes



Produced by Kirklees Education Service Tel: 01484225793  
Marketing Department

## Liverpool Level Descriptors for Reading produced by Alison Green

### Websites

#### The Primary Framework for Literacy and Mathematics

[www.standards.dfes.gov.uk/primaryframeworks](http://www.standards.dfes.gov.uk/primaryframeworks)

[www.lancsnqfl.ac.uk/nationalstrategy/literacy](http://www.lancsnqfl.ac.uk/nationalstrategy/literacy)

Contains useful information and resources on reading prompts and reading journals

[www.literacy.cumbriagridforlearning.org.uk](http://www.literacy.cumbriagridforlearning.org.uk)