

		Literal Comprehension (LIT)				Inference (INF)		Responding to the Text (RT)		Language for Effect (LFE)		Themes and Conventions (TAC)	
Indicative Book Band	Termly assessment	Literal Comprehension (LIT)	Literal Comprehension: Sequencing (SEQ)	Information Retrieval (IR)	Accuracy (ACC)	Making Inferences (INF)	Prediction (PRD)	Personal Response and Evaluation of Text (PRS)	Performance (PERF)	Literary Language (LANG)	Vocabulary Development (VOC)	Range of Texts (RGE)	Text Structure (STRC)
LILAC	R term 1	explain in simple terms what is happening in a picture in a familiar story. Example: When asked what is happening in a picture in a story they have listened to, child can respond appropriately, e.g 'Jack is playing with a ball.'	Sequence two events from a familiar story, using puppets, pictures from book or role-play. Example: In response to the story of Goldilocks, child can show a bear frightening a girl, and a girl running away, using puppets, props or role-play.			Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Example: Teacher asks: 'Do you think Goldilocks was scared when she saw the bears?'	Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Example: Child can predict that when the elephant jumps into the water, everyone will get splashed.	Express a preference for a book, song or rhyme, from a limited selection. Example: When asked to choose between singing 'Humpty Dumpty' and 'Nicky Dicky Dock', child is able to say which rhyme they would prefer to sing.			Show understanding of some words and phrases in a story that is read aloud to them. Example: After reading a story featuring a caterpillar and a butterfly, child can use these words accurately in context or explain them to someone else.	Experience and respond to different types of books, e.g. story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Example: Child can talk about simple non-fiction books and rhymes, as well as about story books at an appropriate level.	Know that a book has a beginning and an end, and can hold the book the right way up and turn some pages appropriately. Example: When given an unfamiliar book, child can independently hold it the correct way up and turn some pages in the correct order.
					Recognise some familiar words in print, e.g. own name or advertising logos. Example: Child can identify own name from a selection of three names.		Complete a repeated refrain in a familiar rhyme, story or poem being read aloud. Example: Child can anticipate what comes next in the phrase: 'Run, run, as fast as you can...' in the story <i>The Gingerbread Man</i> .					Know that a book has a beginning and end, and can turn accurately to the beginning or end when prompted. Example: When given an unfamiliar book, child can independently find the beginning and the end.	
PINK A	R term 2	Say something about who was in the story, what happened and where it took place. Example: When child has heard Goldilocks story and has followed the pictures, they can explain that Goldilocks was the little girl in the story and that she ate some porridge in a cottage.	Sequence three events from a familiar story, using puppets, pictures from the book or role-play. Example: In response to the story of Goldilocks, child can show Goldilocks sleeping, a bear frightening her, and Goldilocks running away using puppets, props or role-play, or by pointing at the pictures.	Point to title of book on front cover. Example: Teacher asks: 'Can you point to the name of the book?' and child successfully points to title.	Know that text in English is read top to bottom and left to right. Example: Teacher can observe child eye scanning, or finger pointing, along the text in the right order when reading.	Make inferences to answer a question about a character's emotions in a familiar picture book read aloud to them, where answer is heavily cued. Example: Child can answer the question: 'Why did the fox want the Gingerbread Man to jump on his nose?'	Suggest how an unfamiliar story read aloud to them might end. Example: When listening to a new story that is highly predictable or heavily patterned, child can make a plausible (not necessarily correct) prediction about likely ending.	Give a simple opinion on a book they have read, when prompted. Example: Teacher asks: 'Did you like the book?' Child says: 'Yes, it was funny.'		Recognise repetition of words or phrases in a short passage of text. Example: In 'The Billy Goats Gruff', child can repeat the phrase 'trip-trap, trip-trap, trip-trap' when asked to say which words are repeated.		Know that a book has a beginning and end and turns most of the pages between them accurately. Example: When given an unfamiliar book, child can independently find the beginning and turn most pages in the correct order to the end.	
		Say something about a key aspect of a non-fiction book or story. Example: When asked what a book called 'Pets' is about, the child can say that it is about some children and their pets.		Retrieve information from pictures in a book that has been read to them, in response to a simple question. Example: When prompted, child can say what key characters are doing, using the pictures.		Make inferences to answer a simple question related directly to characters' emotions in a familiar picture book read aloud to them, where answer is signposted in book but question is quite open. Example: Child can answer the question: 'How did Cinderella feel when the Fairy Godmother said she could go to the ball after all?'				With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Example: After reading or hearing the story of Goldilocks, child can explain what the phrase 'just right' means.			
PINK B													
Lowest attainment for end of Foundation Stage (below which consider intervention)													
RED A, B	R term 3	Answer 'how' and 'why' questions on one point of a picture book they have listened to, where answer is clear in the book. Example: When child is read Goldilocks aloud, they can answer the question: 'Why did Baby Bear cry?'	Usually remember main sequence of events in a story when questioned. Example: Teacher asks child: 'Whose porridge did Goldilocks eat first?' and 'Whose porridge did she eat next?'	Understand that information can be found in books, computers and other sources. Example: Teacher asks child: 'Where can I find out more about owls?'		Make inferences to answer a question beginning 'Why do you think...' as a picture book that has been read to them, where answer is clearly signposted. Example: Child can answer the question: 'Why do you think the ladder is dangerous?'	Make simple, plausible suggestions about what will happen next in a book they are reading. Example: When reading a book in which lots of animals get on a boat, and when asked to predict what will happen when the cow gets on the boat, child can predict that it will sink.	When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. Example: Teacher asks: 'Did you like the book?' Child says: 'Yes, this bit was interesting,' or 'Yes, I like pirates.'		Able to identify the repeated sound, having heard a phrase with clear alternation. Example: Upon hearing the phrase 'two tiny tortoises', child can say that it is the /t/ sound that is repeated.	With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them. Example: After reading or hearing Cinderella child may, with support, be able to infer and explain what the word 'selfish' means.	Know that stories have a beginning, middle and an end. Example: Child can answer the questions: 'What happened at the beginning of the book?' and 'What happened at the end of the book?'	
		Answer simple literal questions about one point in the text of a book they have read. Example: Child can answer a simple question, e.g. 'What was in the bag?' where answer is clear in the book.	With support and when prompted, put some of the main events or ideas in a text in correct sequence. Example: When given three events from a story, the child can normally put them in the correct sequence.			Make inferences to answer a question beginning 'Why do you think...' in a book they have read, where answer is clearly signposted. Example: Child can answer the question: 'Why do you think she was crying?'						Know that a book has a beginning and end and turns all the pages between them accurately. Example: When given an unfamiliar book, child can independently find the beginning and turn all the pages in the correct order to the end.	
RED B, C													
Expected attainment at end of Foundation Stage													