		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 (PRED)	Personal Response and Evaluation of Text (PRS)	Performance (PERF)	Literary Language (LANG)	Vocabulary Development (VOC)	Range of Texts (RGE)	Text Structure (STRC)
YELLOW A, B		Answer questions about information on a unicted page. Baample: Child can answer questions going information from text, e.g. On page 7, what does it say the Tree afte?	Retel, with prompting, some leep points of a simple story in the covert sequence. Basimple: When prompted by an adult as necessary, child can retell some of the most important points of a story they have read.			Interpret a character's motivations is a story or make simple inferences in a non-fiction text they have listened to, based on what is said and does have been a support of the character of the	Use tells to make sensible prediction about the content of about they are about the content of about they are about the content of about the years of a solid part of the about a solid part of the about a solid part of the about a about a boy who later bugs."	Onoise and locate feworite part of a hook. Example: Child can show teacher a picture they find furny.			With support, begin to alhow a more independent understanding of some familiar and less familiar words and pithrase is a dotry that it read about to them. Example: When asked the meaning of a word that is fairly common but not in child's speaken volusion; e.g. thu', the child can sometimes work it out from the context.	Understand that some books are stores and other books contain facts about the world (non-fiction). Example: Child can say whether a book is story or a non-fiction book of facts.	Demonstrate a structure or pattern when reciting as tory to excher or peer using familiar phrases. Bamgle: Child can retell a story using a refrain or phrase from the story.
YELLOW B, C	- Y1 term 1	Assemt Powl and Work genetics or of other draghtforward questions based on one point in a text they have read, where answers icke in the assemble children answer is the powled of the p				Interpret a character's motivations or make simple inferences in a test they have read, based on what is said and down the said and considerable and a sample: Teacher asks: "Why did Emma ran wawy?" and child inferes that fimms are inference based on the test saying, "You'k, a bugli's alled fimms," and the picture showing her running off.)					with prompting, often above understanding of an agree of smiller and less familiar words and phrases in a story that is read about a fact a read about that read about the smearing of a read of the smearing of the smear		Answer operations using words relating to book directures, whose is tille, page, line, book of tractures, which were the word, letter, beginning, and, cover. Example: When prompted, child can point to a line, a word and a letter.
BLUE A, B		Sentify and links two significant events in a story they have linesed to or read. Bample: In The Frog Prince, child can answer the question: What did the princess have to do to the fings to get her ball back?		Paint to author's name on a book cover where name is call identifiable, and explain what an author does. Sample: Ohd can point to the author's name on the find or cover and, when pure book, can say that the author's wrote to book.	Sewing mix-read a word in print, with support, can recipile sentence does not make sense and can correct it. Samples: Child mis-reads The cat saw a both of a The cat was but and, when saled desert it when mittake is pointed out, child correct the word and, with support, can re-read the sentence correctly,	Link events in a book, in order to answer questions about why or how events take place. Example: Teacher abox: "Why did the abox abox abox abox abox abox abox abox	going to a park, teacher asks: 'What might	Select a Securité book and tail about why book is their favourité point glear reason. Example: Child identifies a book as their favourité and gives a reason, e.g. This books is about dogs, and all like dogs,' or This tooks is favourité, and all like dogs,' or This tooks is favourité.	Sectie a very familiar rhyme they have learnt by heart. Baamgle: Child can recite "Humpty Dumpty" or another familiar rhyme.				
BLUE B, C	- Y1 term 2	Find a specific piece of information in sowwer to a litter dipection when looking at a double-page spread. Example: Child can answer the question: What does Sam say on page \$7?				Lake events in a book they have need, in order to naview greaters about why or how events take place. Bamgles: Child can answer questions such as You've did not be such to book of the book of the stork! And Why did he want to brick him?				When prompted, commitmes read interesting and father, were debose in books they have listened to or read. Example: With prompting, child may recal aphrase such as: What a soggy moggy?	Sometimes reuse interesting words and phrimes from book levely how between the or read, in their own speech or writing. Examples: Child may reuse a phrase, e.g. loggy moggy; in their own stories or conversations.		
GREEN A, B		Find a specific piece of information in answer to a litteral question and double page spread that includes more text or a mixture of different types of information. Examples, Child can answer the question that the properties of the control of the	Retel familiar stories which have been read to them and discounted with them. Baamples: Child can retell several key events from a familiar story in the correct order.			Participate in discussion about books, drawing single inferences based on things and and done. Sample: In a conversation about by the state hilly ask fusts the book, child imple the story, or of the silly things and does in the story.	Example: In a story where a dragon eats the first and second knights, child can	elect fecurite part of a book and talk about why that part is their fecurities, giving reasons linked to their own experiences where appropriate. Example: Olid orgon, "I liked the bit when the man slipped on the banana skin. It was furnry."	Racine a simple fryme or poem they have learntly bleast. Bample: Child can recite a short rhyme or simple nursery thyme from memory, e.g. lack, and all or hosty Probly Postly.			sows one key stories, fairly stories and traditional tales, and midentify key characteristics of those stories. Example: Child can like shower stories. Fample: Child can like shower stories of fample stories, and mid-shower stories of the stories. The stories of the stories	
GREEN B, C	Y1 term 3	Explain their understanding clearly when ordering to a book that has been end of them. Example: Child styre: "It was about a discourse called thins and he didn't have any friends, because he legt nearly stepping on them by mistate. Then his finderal algo the bis to they could let the identification of their bid of their strength of t			With prompting an accessary, begin to check tear makes seed using reading, and correct inaccurate reading, and correct inaccurate reading. Example: Child mis reads, a particular word in a sentence, e.g., mistaking there for the, and realistes they have got the word wrong (with prompting from teacher if necessary); Child concrete the error offers prompting and, with support, can reset without a correctly.	With prompts, areare questions about books they have littered to drawing on what they already know, or on what they already know, or on background information and vocabulary perioded by tracher. Sample: In a story where the character Sily sick by that a cet in his pooket, child can styrt his a self they too do in respected to the question. What sily thing did lack do with the cet?	Recognise and pines in with predictable phrases in a book they have listened to or read. Example: When listening to a story with repeated refaux, child can join in with the refrain once they have heard it several times.	what others say. Example: In a group context, child participates in talking about a book, listening to others and offering their views in turn.			Obscuss word meanings, Initing new meanings to these dravidy known. Reamings to When child come, occurs the second pleasing this cap spect at the meaning (supported by a picture) and, when prompeted, or suggest an alternative word that could be used, e.g. when you want to suggest an alternative word that could be used, e.g. when you want to be used.	Contribute to discussions about poems, sorties and non-fiction text they have latened to or read. Example: When reality about a non-fiction text at an appropriate level, child latens to others and contributes their thoughts in turn, e.g. by linking the topic of the book to their own experiences.	Talls about the significance of the test and how it reducts to certain in a book. Seasolge (When raded ships a book is called a start became; a start became and the start became and the start became and the start became and the start became as the start beart became as the start became as the start became as the start b