		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)
WHITE A, B	Y2 Plus	Participate in discussions about books they have listened to or read, recalling the story and making reference to significant events and characters. **Example:** As part of a group discussion, child can recall significant events and explain why they were important in the story, e.g. the ship was burning, so the pirate jumped into the sea and swam to the island, but there was a dragon there.	Become increasingly familiar with wider range of stories, fairy stories and traditional tales and can retell these. **Example:** Child can retell a range of familiar stories, including main characters and key events in the correct order, e.g. child can summarise *Cinderella*, briefly describing Cinderella's life, how she got to the ball, what happened after that.	With support, find specific information on a page of non-fiction text, often using features such as key words, headings, captions, etc. appropriately. **Example:** With support, child can answer question such as: 'Can you explain where swallows go in the winter?'		Discuss why some events in a story are important and make simple links between items of information. **Example:** When discussing a non-fiction book about how rice is grown, child can answer questions such as: 'Why do you think we don't grow much rice in the UK?' (Because our climate isn't ideal for growing rice, and it would take up a lot of land that we could better use for other things.)	Make a sensible prediction of what might happen and, when prompted, justify the prediction on the basis of what has happened so far in the story. **Example:** In *The Boy Who Cried Wolf* (when this is unfamiliar to child), when the boy sees the wolf, child can answer questions such as: 'What will the villagers say?' (They will say he is lying) and 'Why do you think that?' (Because he had lied about it before.)	With support, use empathy to help them understand characters and their motivation. **Example:** Following a spoken example, child can ask a question such as: 'Why did you choose the dragon as a pet?' When in the hot seat, child can give a simple, appropriate answer, e.g. 'Because it was friendly.'		Recognise interesting vocabulary in a text they have listened to or read. **Example:** When asked: 'Which word has the author used to help us imagine how loudly the baby was crying?' child can respond with the word 'wailed.'	Discuss their favourite words and phrases. **Example:** When looking at a page of text, child is able to point out words and phrases that appeal to them and explain in simple terms why they like these words, e.g. for the word 'spooky' child says 'I like it because it sounds scary.'		With support, can sometimes comment on the appropriateness of the author's choice of title for a poem or story. **Example:** When asked why a title might be a good choice for a story or poem, child can make some link between the title and the content of the writing.
		Ask and answer questions about books they have listened to or read, often making links between one event or piece of information and another, and where necessary drawing on what they already know or on background information and vocabulary provided by the teacher. **Example:** When reading a story about two friends having an argument, child can ask and answer questions that help them make the connection between one of the character's behaviour towards the other, and what happens next.	Demonstrate understanding of simple cause and effect in fiction and non-fiction texts, discussing sequence of events and explaining how items of information are related. **Example:** When discussing *Little Red Riding Hood*, child can answer questions such as: 'What was the wolf's plan?' (He would put on Grandma's clothes so that Little Red Riding Hood would think he was Grandma and then he could eat Little Red Riding Hood).		Independently check text makes sense as they read, and correct inaccurate reading. **Example:** Child mis-reads 'The knight ran into the palace' as 'The knight ran into the place,' realises it doesn't make sense, and self-corrects without being prompted.	Participate in discussions about books they have listened to or read, making inferences on the basis of what is said and done and listening to what others say. **Example:** In *Sinbad the Sailor*, how did the sailors feel when they saw the pile of bones? Child answers: 'The sailors were scared that something bad might happen to them'.		Explain and discuss their understanding of books, poems and other material they have listened to or read, sometimes giving a more detailed account of their opinions. **Example:** After listening to a poem, child gives a personal response to the question: 'How did the poem make you feel?' Child answers: 'It made me feel sad.' With prompting, child can explain why in simple terms, e.g. 'Because the girl in the poem is lonely, and I felt sorry for her.'	Recite at least five poems by heart, adding appropriate intontation to make the meaning clear. **Example:** When reciting a poem, child quickens their pace or uses an excited tone of voice for an exciting part of the poem.	Reconise simple recurring literary language in stories and poetry. **Example:** Child can find examples of alliteration or simple figurative language in a text, when the text contains numerous examples of this kind of language.	Discuss and clarify the meanings of words, linking new meanings to known vocabulary. **Example:** When child comes across a new word such as 'shattered,' they are able to make a sensible guess at the meaning using the context and can suggest an alternative word that could be used, e.g. 'broken.'	Discuss and express views about a wide range of texts they have listened to. **Example:** Child is able to discuss how they would feel in a character's place in stories; how poems make them feel and what they think of topics discussed in non-fiction texts.	Able to read a range of non-fiction texts structured in different ways. **Example:** Child can read a range of texts including simple instructions, books with non-fiction features such as captions and labels and simple online texts.
LIME A, B	Y2 Plus	Participate in discussions about books they have listened to or read, recalling the story and making reference to significant events and characters. **Example:** As part of a group discussion, child can recall significant events and explain why they were important in the story, e.g. the ship was burning, so the pirate jumped into the sea and swam to the island, but there was a dragon there.	Become increasingly familiar with wider range of stories, fairy stories and traditional tales and can retell these. **Example:** Child can retell a range of familiar stories, including main characters and key events in the correct order, e.g. child can summarise *Cinderella*, briefly describing Cinderella's life, how she got to the ball, what happened at the ball and what happened after that.	With support, find specific information on a page of non-fiction text, often using features such as key words, headings, captions, etc. appropriately. **Example:** With support, child can answer question such as: 'Can you explain where swallows go in the winter?'		Discuss why some events in a story are important and make simple links between items of information. **Example:** When discussing a non-fiction book about how rice is grown, child can answer questions such as: 'Why do you think we don't grow much rice in the UK?' (Because our climate isn't ideal for growing rice, and it would take up a lot of land that we could better use for other things.)	Make a sensible prediction of what might happen and, when prompted, justify the prediction on the basis of what has happened so far in the story. **Example:** In *The Boy Who Cried Wolf* (when this is unfamiliar to child), when the boy sees the wolf, child can answer more open and less supportive questions, e.g. 'What will the villagers say?' (They will say he is lying) and 'Why do you think that?' (Because he had lied about it before.)	With support, use empathy to help them understand characters and their motivation. **Example:** Following a spoken example, child can ask a question such as: 'Why did you choose the dragon as a pet?' When in the hot seat, child can give a simple, appropriate answer, e.g. 'Because it was friendly.'		Recognise interesting vocabulary in a text they have listened to or read. **Example:** When asked: 'Which word has the author used to help us imagine how loudly the baby was crying?' child can respond with the word 'wailed.'	Discuss their favourite words and phrases. **Example:** When looking at a page of text, child is able to point out words and phrases that appeal to them and explain in simple terms why they like these words, e.g. for the word 'spooky' child says 'I like it because it sounds scary.'		With support, can sometimes comment on the appropriateness of the author's choice of title for a poem or story. **Example:** When asked why a title might be a good choice for a story or poem, child can make some link between the title and the content of the writing.
		Ask and answer questions about books they have listened to or read, often making links between one event or piece of information and another, and where necessary drawing on what they already know or on background information and vocabulary provided by the teacher. **Example:** When reading a story about two friends having an argument, child can ask and answer questions that help them make the connection between one of the character's behaviour towards the other, and what happens next.	Demonstrate understanding of simple cause and effect in fiction and non-fiction texts, discussing sequence of events and explaining how items of information are related. **Example:** When discussing *Little Red Riding Hood*, child can answer questions such as: 'What was the wolf's plan?' (He would put on Grandma's clothes so that Little Red Riding Hood would think he was Grandma and then he could eat Little Red Riding Hood).		Independently check text makes sense as they read, and correct inaccurate reading. **Example:** Child mis-reads 'The knight ran into the palace' as 'The knight ran into the place,' realises it doesn't make sense, and self-corrects without being prompted.	Participate in discussions about books they have listened to or read, making inferences on the basis of what is said and done and listening to what others say. **Example:** In *Sinbad the Sailor*, how did the sailors feel when they saw the pile of bones? Child answers: 'The sailors were scared that something bad might happen to them'.		Explain and discuss their understanding of books, poems and other material they have listened to or read, sometimes giving a more detailed account of their opinions. **Example:** After listening to a poem, child gives a personal response to the question: 'How did the poem make you feel?' Child answers: 'It made me feel sad.' With prompting, child can explain why in simple terms, e.g. 'Because the girl in the poem is lonely, and I felt sorry for her.'	Recite at least five poems by heart, adding appropriate intontation to make the meaning clear. **Example:** When reciting a poem, child quickens their pace or uses an excited tone of voice for an exciting part of the poem.	Reconise simple recurring literary language in stories and poetry. **Example:** Child can find examples of alliteration or simple figurative language in a text, when the text contains numerous examples of this kind of language.	Discuss and clarify the meanings of words, linking new meanings to known vocabulary. **Example:** When child comes across a new word such as 'shattered,' they are able to make a sensible guess at the meaning using the context and can suggest an alternative word that could be used, e.g. 'broken.'	Discuss and express views about a wide range of texts they have listened to. **Example:** Child is able to discuss how they would feel in a character's place in stories; how poems make them feel and what they think of topics discussed in non-fiction texts.	Able to read a range of non-fiction texts structured in different ways. **Example:** Child can read a range of texts including simple instructions, books with non-fiction features such as captions and labels and simple online texts.