

Progression of Reading Statements: Band 1, Band 2, Band 3

Band 1	Band 2	Band 3
Apply phonic knowledge as the route to decode words.	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.	Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, il-, im-, ir-, -ly: English Appendix 1
Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)
Read accurately by blending sounds in unfamiliar words containing CPGs that have been taught.	Read accurately words of two or more syllables that contain graphemes taught so far.	Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction.
Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	Read words containing common suffixes.	Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways.
Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.	Read common exception words noting unusual correspondences between spelling and sound and where these occur in the word.	Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.

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Read other words of more than one syllable that contain taught GPCs.	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.	Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books.
Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s).	Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	Maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and perform play scripts.
Read aloud accurately books that are consistent with developing phonic knowledge and that require use of other strategies to work out words.	Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading.	Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination.
Re-read phonically decodable books to build up fluency in word reading.	Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently.	Understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding of words.
Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently.	Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related.	Understand what he/she reads by asking questions to improve his/her understanding of a text.
Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what is read or heard to his/her own experiences.	Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.	Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

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Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.	Understand what he/she reads by predicting what might happen from details stated.
Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart.	Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the meanings of words, linking new meanings to known vocabulary.	Understand what he/she reads by identifying main ideas drawn from within one paragraph and summarise these.
Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known.	Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases.	Understand what he/she reads by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech.
Understand both the books he/she can already read accurately and fluently and those he/she listens to by drawing on what is already known or on background information and vocabulary provided by the teacher.	Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	Retrieve and record information form non-fiction.
Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and correcting inaccurate reading.	Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher.	Participate in reasoned discussion about books, poems and other material that are read to him/her and those he/she can read to himself/herself, taking turns and listening to what others say.
Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events.	Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading.	

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Understand both the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done.	Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by making inferences on the basis of what is being said and done.	
Understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far.	Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering and asking questions.	
Participate in discussion about what is read to him/her, taking turns and listening to what others say.	Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by predicting what might happen on the basis of what has been read so far.	
Explain clearly his/her understanding of what is read to him/her.	Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say.	
	Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself.	