A Guide to Progression in Reading Skills
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

‘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 3rd 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

This book may have some words I can't read by myself yet. Please listen to me read it and join in if I get stuck.

This book is too hard for me to read by myself yet. Please read it to me so I can enjoy the story.

Reading this to help me with my reading is fun - I can enjoy it with me.
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.’

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 or 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.
1. **Set group targets**
   Based on test analysis and teacher assessment

2. **Plan for your guided reading groups**
   - Select targets for each group which are matched to their independent attainment level (90% accuracy)
   - Select appropriate text for these targets
   - Make general notes to guide your teaching through the lesson

3. **Teach guided reading sessions**
   Plan a guided reading timetable that addresses the needs of groups, in terms of frequency of sessions.

4. **Monitor children’s individual progress towards group targets**
   Record significant observations.

5. **Review groupings**
   On basis of teacher assessment

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

<table>
<thead>
<tr>
<th>Band</th>
<th>Reading Recovery Level</th>
<th>Approx NC Level</th>
<th>Colour</th>
<th>Approx Reading Age</th>
<th>YR</th>
<th>Y1</th>
<th>Y2</th>
<th>Y3</th>
<th>Y4</th>
<th>Y5</th>
<th>Y6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1, 2</td>
<td>W</td>
<td>Pink</td>
<td></td>
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<tr>
<td>2</td>
<td>3, 4, 5</td>
<td>W</td>
<td>Red</td>
<td>Approx Age 5</td>
<td></td>
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<td></td>
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<tr>
<td>3</td>
<td>6, 7, 8, 1C</td>
<td>Yellow</td>
<td></td>
<td>Approx Age 5.5</td>
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<td></td>
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<td></td>
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<tr>
<td>4</td>
<td>9, 10, 11, 1C</td>
<td>Blue</td>
<td></td>
<td>Approx Age 5.5 to 6</td>
<td></td>
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<td></td>
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<tr>
<td>5</td>
<td>12, 13, 14, 1B</td>
<td>Green</td>
<td></td>
<td>Approx Age 5.5 to 6</td>
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<tr>
<td>6</td>
<td>15, 16</td>
<td>Orange</td>
<td></td>
<td>Approx Age 6 to 6.5</td>
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<td>7</td>
<td>17, 18</td>
<td>Turquoise</td>
<td></td>
<td>Approx Age 6.5 to 7</td>
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<td>8</td>
<td>19, 20</td>
<td>Purple</td>
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<td>Approx Age 7 to 7.5</td>
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<tr>
<td>9</td>
<td>21, 22</td>
<td>Gold</td>
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<td>Approx Age 7.5 to 8</td>
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<tr>
<td>11</td>
<td>3C</td>
<td>Lime</td>
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<td></td>
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<td>12</td>
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<tr>
<td>14</td>
<td>‘High’ L4</td>
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<tr>
<td>16</td>
<td>‘High’ L5</td>
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</tbody>
</table>

**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’ (3rd edition) and Bridging Bands for guided reading. Produced by the UK Reading Recovery National Network & Fischer Family Trust/Fischer Education Project 2004
# Range of attainment

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Start of Average</th>
<th>End of Average</th>
<th>Start of Low Average</th>
<th>End of Low Average</th>
<th>Start of Average</th>
<th>End of Average</th>
<th>Start of High Average</th>
<th>End of High Average</th>
<th>Start of Above Average</th>
<th>End of Above Average</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Below Average</td>
<td></td>
<td>Low Average</td>
<td></td>
<td>Average</td>
<td></td>
<td>High Average</td>
<td></td>
<td>Above Average</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Start of year</td>
<td>End of year</td>
<td>Start of year</td>
<td>End of year</td>
<td>Start of year</td>
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<td>Start of year</td>
<td>End of year</td>
</tr>
<tr>
<td></td>
<td>1-3</td>
<td></td>
<td>1B/1B</td>
<td>1B</td>
<td>1A/2C</td>
<td>1A/2C</td>
<td>2B</td>
<td>2B</td>
<td>2A+</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>&lt;1B</td>
<td>&lt;1B</td>
<td>1B</td>
<td>1A/2C</td>
<td>2B</td>
<td>2B</td>
<td>2A/3C</td>
<td>3B</td>
<td>2A+</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>&lt;1A</td>
<td>&lt;2B</td>
<td>1B/2B</td>
<td>2B</td>
<td>2A/3C</td>
<td>3B</td>
<td>3A/4C</td>
<td>4B</td>
<td>3A+</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>&lt;2B</td>
<td>&lt;2A</td>
<td>2B</td>
<td>2A/3C</td>
<td>3B</td>
<td>3B</td>
<td>3A/4C</td>
<td>4B</td>
<td>4B+</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>&lt;2A</td>
<td>&lt;3B</td>
<td>2A/3C</td>
<td>3B</td>
<td>3A/4C</td>
<td>4B</td>
<td>4A/5C</td>
<td>5B</td>
<td>4A+</td>
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</tr>
<tr>
<td>6</td>
<td>&lt;3B</td>
<td>&lt;3A</td>
<td>3B</td>
<td>3A/4C</td>
<td>4B</td>
<td>4B</td>
<td>4A/5C</td>
<td>5B</td>
<td>5B+</td>
<td></td>
</tr>
</tbody>
</table>

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

1 National curriculum level

- 2 years: 6 points
- 1 year: 3 points
- 1 term: 1 point

**Formula for calculating PS**

NC level \times 6 \text{ then add:}

- 1 point for C
- 3 points for B
- 5 points for A

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Children's Services

Manchester Education Partnership
# A Prompt Menu to Support Planning and Implementation of Guided Reading for Teachers

<table>
<thead>
<tr>
<th>Phase of Guided Reading</th>
<th>Teaching Prompts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Book introduction</strong></td>
<td>Today we are going to read a… (name text type) and we are going to learn (teaching objective).</td>
</tr>
<tr>
<td>- Identify teaching objective</td>
<td></td>
</tr>
<tr>
<td>- Establish text type</td>
<td>What is the title? Look at the cover (or the first few pictures).</td>
</tr>
<tr>
<td>- Encourage reader to make links to existing knowledge and experience</td>
<td>Does anyone know any other books about…?</td>
</tr>
<tr>
<td>- Discuss expectations for title, cover, blurb and a brief scan of book</td>
<td>Read the blurb and tell me what the book is about.</td>
</tr>
<tr>
<td>- Generate questions for discussion/resolution</td>
<td>Does anyone know what … means?</td>
</tr>
<tr>
<td>- Name/identify characters</td>
<td>We are going to focus on …, e.g. effective story openings, plot development, use of appropriate vocabulary etc.</td>
</tr>
<tr>
<td>- Identify setting</td>
<td>Look at the title, cover, blurb and glance through the book. Can you predict what the book is likely to be about? (record predictions)</td>
</tr>
<tr>
<td>- Identify specific features of text (vocabulary, grammar, punctuation)</td>
<td>Look through the book – what is happening? Name another book like this one.</td>
</tr>
</tbody>
</table>

| **Strategy check/Comprehension focus** | |
| - Recall recently introduced reading strategies | There are some new words in this book. Can you find…? What does it begin with/what is at the end? |
| - Identify points of potential difficulty | Can you see a word within that word that you know? |
| - Prompts for the use of a broad range of reading strategies and for reading with expression | There are… syllables in this word. Can you identify the syllables at the beginning/middle/end? |
| - Generate questions for resolution during independent reading | What other ways are there of working out new words? |
| - Generate questions to motivate independent reading | Scan the first few pages and find a new/unknown word. How could you work the word out? (list strategies) |
| - Notice new and unknown words | Remember to read with expression and to use the full stops. |
| - Look for patterns in the text | Read … and find out why… did… |
| - Look for familiar words and phrases | Read the first …pages and find out where the story takes place/identify a main character. |
| - Look for clues about the setting | What are the main points? |
| - Look for evidence of the author’s style | Whilst you are reading, consider these questions…(write focus questions on flipchart) |

<p>| <strong>Independent reading</strong> | |
| - Support individual readers selecting from a range of prompts | Re-read that sentence and look right through the word. |
| - Careful use of specific praise | It could be…now look at the middle of the word. |
| - Prompt for phrased and fluent reading | Re-read the sentence and think what would make sense and look right. Now re-read the whole sentence. |
| - Generate questions to monitor understanding | Read that again, read on, and think what would fit and make sense. |
| - Teacher assesses individuals as they read aloud, providing appropriate support and feedback | Re-read the sentence and make it sound more like talking. |
| - Consider the purpose of the text | Is there part of a word you know? |
| - Consider the audience for the text | Show me the hard part of the word? |
| - Consider the context of the text | 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. |
| - Consider the genre of the text | Were you happy with that? Read it again, use the commas and check your reading makes sense. |
| - Consider the author of the text | Read page … to page…silently and think about… |</p>
<table>
<thead>
<tr>
<th>Phase of Guided Reading</th>
<th>Teaching Prompts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Return to text</strong></td>
<td>Who can tell me the story so far?</td>
</tr>
<tr>
<td>- Answer questions posed and generated earlier</td>
<td>I liked the way you were reading…this part. (Naming a specific example).</td>
</tr>
<tr>
<td>- Summarise</td>
<td>Who had difficulty with a word? How did you solve it?</td>
</tr>
<tr>
<td>- Praise use of appropriate reading strategies and successful problem solving</td>
<td>Who can find…(word)? Request/demonstrate how to blend phonemes; clarify use of full stops.</td>
</tr>
<tr>
<td>- Generate questions to identify successful problem-solving strategies</td>
<td>Can you find a word on page…that links two sentences?</td>
</tr>
<tr>
<td>- Question to develop understanding at the word/sentence and text levels</td>
<td>Look on page…Can you find any rhyming words?</td>
</tr>
<tr>
<td>- Discuss any difficulties encountered in the text at word, sentence or text level</td>
<td>What is the definition of…? What is the singular of…?</td>
</tr>
<tr>
<td>- Refer back to predictions</td>
<td>Why did the author use commas on page…?</td>
</tr>
<tr>
<td>- Teacher demonstration of effective reading (expressive, phrased and fluent)</td>
<td>Why did the author use subheadings on page…?</td>
</tr>
<tr>
<td>- Ask individual children to select short passage to read aloud</td>
<td>What happened at the beginning/end…?</td>
</tr>
<tr>
<td><strong>Responding to text</strong></td>
<td>Where would I look in the contents/index/glossary to find…?</td>
</tr>
<tr>
<td>- Prompts for personal response to text</td>
<td>Where and when did this…take place? How do you know?</td>
</tr>
<tr>
<td>- Return to teaching objectives</td>
<td>Turn to page…Discuss how the dialogue has been presented. Why has the author used…?</td>
</tr>
<tr>
<td></td>
<td>You read this part…(name specific example) very well.</td>
</tr>
<tr>
<td></td>
<td>Did anyone find a new/unknown word?</td>
</tr>
<tr>
<td></td>
<td>Were there any problems in understanding the text?</td>
</tr>
<tr>
<td></td>
<td>We thought…would happen. Were we correct?</td>
</tr>
<tr>
<td></td>
<td>The questions we asked were…(refer back). Can we answer them now? (Discuss their responses)</td>
</tr>
<tr>
<td></td>
<td>Listen to me read this part, what do you notice?</td>
</tr>
</tbody>
</table>

**Source:** ALS Modules 1 to 4
## Phase of Supported Reading

<table>
<thead>
<tr>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify text type</td>
</tr>
<tr>
<td>Identify typical story themes and compare story settings</td>
</tr>
<tr>
<td>Identify characters</td>
</tr>
<tr>
<td>Retell events from chapter/section read, noting sequence of events and structure of story</td>
</tr>
</tbody>
</table>

### Teaching Prompts

You read this book with your teacher last week. What kind of text is it?<br>
Tell me about it.<br>
Tell me what has happened so far.<br>

**Fiction**
Who are the main characters? What are they like?<br>
Where was the story set?<br>
What is the theme of this story/play?<br>
What other books have you read that have the same setting?<br>

**Non-fiction**
Can you explain how…?<br>
How did you find out?

## Recalling Key Features

<table>
<thead>
<tr>
<th>Fiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss story opening and its impact</td>
</tr>
<tr>
<td>Identify main and supporting characters</td>
</tr>
<tr>
<td>Discuss characters, referring to words and phrases from the text to support personal views</td>
</tr>
<tr>
<td>Identify preferences and justify opinions</td>
</tr>
<tr>
<td>Use of tense appropriate to the text</td>
</tr>
</tbody>
</table>

### Non-fiction

Question generation prior to reading<br>
Identify the different purposes of instructional texts<br>
Identify the key features of instructional text<br>
Identify the key features of explanatory texts<br>
Discuss whether the book fulfils its purpose well. Justify views.<br>
Differentiate between fact and opinion

### Teaching Prompts

**Fiction**
What happened at the beginning?<br>
What are the main incidents in this story?<br>
What is the problem/resolution in this story/play?<br>
How did the author introduce the plot and characters?<br>
How can I find out who the characters are and stage directions in this play?<br>
Tell me another way of finding out about…
How did the author develop the ideas/build up the tension?<br>
What was the climax?<br>
What tense is the story written in? - can you give me an example of a verb?<br>

**Non-fiction**
What can you use to find information in this book?<br>
Why would you use this book/what is its purpose?<br>
How is the information presented (text, pictures, photographs, diagrams etc.)?<br>
Turn to page…and find the paragraph about…
Is it easy to find the information you require? Why?<br>
Give me a fact about…Now turn it into an opinion.<br>

## Strategy Check

<table>
<thead>
<tr>
<th>Prompting children to use all information sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourage children to use the most appropriate strategy to solve unknown words</td>
</tr>
<tr>
<td>Reading of information texts differs from fiction</td>
</tr>
<tr>
<td>Use of index, glossary to find information and to extend vocabulary</td>
</tr>
</tbody>
</table>

### Teaching Prompts

Look at page…, can you find…?<br>
(Location of a word)<br>
Can you tell me a way of working this word out?<br>
How can we check it is right?<br>
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?<br>
Did you find any new words and how did you work them out?<br>
If you come to a word you don’t know what can you do?
<table>
<thead>
<tr>
<th>Phase of Supported Reading</th>
<th>Teaching Prompts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Independent reading</strong></td>
<td><strong>Reading Prompts</strong></td>
</tr>
<tr>
<td>(Re-reading the text/further reading)</td>
<td>Read pages…</td>
</tr>
<tr>
<td>- Give purpose for the reading</td>
<td>Re-read that sentence and look right through the word.</td>
</tr>
<tr>
<td>- Prediction</td>
<td>It could be…no look at the middle of the word.</td>
</tr>
<tr>
<td>- Support individual reader selecting from a range of prompts</td>
<td>Well done, you self corrected that word.</td>
</tr>
<tr>
<td>- Careful use of specific praise</td>
<td>What part of that word do you know? Now look at the beginning/middle/ending and think about what would sound right.</td>
</tr>
<tr>
<td>- Praise use of problem solving including self-correction</td>
<td>Re-read the sentence and think what would make sense and look right.</td>
</tr>
<tr>
<td>- Prompting for phrasing and fluency</td>
<td>Re-read the sentence and make it sound more like talking</td>
</tr>
<tr>
<td>- Emphasise use of speech marks and exclamation marks when reading</td>
<td>Read that again and use all the punctuation to make your reading more exciting.</td>
</tr>
<tr>
<td>- Select individual children to read short section of text (if appropriate) and prompt the use of a range of strategies</td>
<td><strong>Fiction</strong></td>
</tr>
<tr>
<td>- Children to read silently for a purpose</td>
<td>Can you tell me what will happen next?</td>
</tr>
<tr>
<td><strong>Returning to text</strong></td>
<td>Read page…to page…silently and find out…</td>
</tr>
<tr>
<td>- Answer questions posed earlier</td>
<td>Read page…to page…and be able to give a description of…</td>
</tr>
<tr>
<td>- Praise use of reading strategies</td>
<td>Write down any new words ion your notebook.</td>
</tr>
<tr>
<td>- Question to develop understanding of the word/sentence/text levels</td>
<td>Why did…behave as they did?</td>
</tr>
<tr>
<td>- Adult demonstration of effective reading</td>
<td>Think about why the author wrote the dialogue on p…and as he did.</td>
</tr>
<tr>
<td>- Infer the meaning of unknown words from the context</td>
<td><strong>Non-fiction</strong></td>
</tr>
<tr>
<td>- Emphasis value of new words of personal interest</td>
<td>Read pages…or read 2 or 3 paragraphs silently and write down two important facts/think about why…happened.</td>
</tr>
<tr>
<td>- Use the terms definition/singular/plural</td>
<td>Read pages…and select an interesting paragraph to read to the rest of the group.</td>
</tr>
<tr>
<td>- Extension of vocabulary</td>
<td>Write down new vocabulary or look up any new vocabulary in the glossary/a dictionary.</td>
</tr>
<tr>
<td>- Discussion of strategies</td>
<td><strong>Fiction</strong></td>
</tr>
<tr>
<td>- Final summary</td>
<td>Sequence focusing particularly on beginnings and endings</td>
</tr>
<tr>
<td><strong>Fiction</strong></td>
<td>- What happened in the beginning/next and end?</td>
</tr>
<tr>
<td>- Identify preferences and give reasons</td>
<td>How has the story developed?</td>
</tr>
<tr>
<td>- Compare and contrast characters</td>
<td>Think of a place. How did the author describe it?</td>
</tr>
<tr>
<td>- Discuss characters, evaluate their behaviour and justify views. Refer to words and phrases from the text to support personal views</td>
<td>Tell me something more about the place where the story is set.</td>
</tr>
<tr>
<td>- Discuss development of character and setting</td>
<td>What more have you found out by re-reading the book?</td>
</tr>
<tr>
<td>- Identify preferences and give reasons</td>
<td>Think of a character. How did the author describe him/her?</td>
</tr>
<tr>
<td>- Discuss plot</td>
<td>Who was your favourite character? Why?</td>
</tr>
<tr>
<td>- Discuss reasons for the incidents in stories</td>
<td>What is…and…and how are they different?</td>
</tr>
<tr>
<td>- Express how dialogue is presented and discuss the choice of words that describe and create impact</td>
<td>Has your views of any characters changed? If so, why?</td>
</tr>
<tr>
<td><strong>Non-fiction</strong></td>
<td>What was the most important thing that happened?</td>
</tr>
<tr>
<td>- To read and understand new words</td>
<td>Do we think it was a good story?</td>
</tr>
<tr>
<td>- Identify the main points</td>
<td>I noticed…was checking/self-correcting as they read.</td>
</tr>
<tr>
<td>- Locate information using subheadings</td>
<td>Do you still like…?</td>
</tr>
<tr>
<td>- Ask individual children to read out aloud their selections from the text</td>
<td>What new and interesting words have you read today? What do they mean?</td>
</tr>
</tbody>
</table>

**Children’s Services**

**Manchester Education Partnership**
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.*
### Guided Reading Group Planning and Assessment

**Band 1 – Pink**

**Class:**

**Group:**

<table>
<thead>
<tr>
<th><strong>Reading:</strong> Strategies, expression, fluency.</th>
<th><strong>Response to Text:</strong> Comprehension, opinion, reference to text (inference)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Word Recognition: Decoding (Reading)</strong></td>
<td><strong>Understanding and Interpreting Texts</strong></td>
</tr>
<tr>
<td>- Locate familiar words and use them to check own reading</td>
<td>- Use the meaning of the text (contextual cues)</td>
</tr>
<tr>
<td>- Can name some letters (capitals and lower case)</td>
<td>- Extend vocabulary</td>
</tr>
<tr>
<td>- Distinguish one sound from another</td>
<td>- Begins to be aware of the way stories are structured</td>
</tr>
<tr>
<td>- Show awareness of rhyme and alliteration</td>
<td>- With support/guidance, can comment on texts, e.g. on personality of</td>
</tr>
<tr>
<td>- Recognise rhythm in spoken words</td>
<td>main characters</td>
</tr>
<tr>
<td><strong>Understanding and Interpreting Texts</strong></td>
<td>- Can talk about stories and use pictures to support</td>
</tr>
<tr>
<td><strong>Grammatical Awareness</strong></td>
<td>- Predict the story line and some vocabulary</td>
</tr>
<tr>
<td>- Use language patterns (syntax)</td>
<td></td>
</tr>
<tr>
<td>- Expect written text to make sense</td>
<td><strong>Engaging with and Responding to Texts</strong></td>
</tr>
<tr>
<td><strong>Knowing How Texts Work</strong></td>
<td>- Can choose a book and explain choice</td>
</tr>
<tr>
<td>- Can recognise front and back cover</td>
<td></td>
</tr>
<tr>
<td>- Understands that print conveys meaning</td>
<td></td>
</tr>
<tr>
<td>- Can differentiate between text and illustration</td>
<td></td>
</tr>
<tr>
<td>- Locate title</td>
<td></td>
</tr>
<tr>
<td>- Open front cover</td>
<td></td>
</tr>
<tr>
<td>- Turn pages appropriately</td>
<td></td>
</tr>
<tr>
<td>- Understand that left page comes before right</td>
<td></td>
</tr>
<tr>
<td>- Understand that we read print from left to right</td>
<td></td>
</tr>
<tr>
<td>- Knows where text starts</td>
<td></td>
</tr>
<tr>
<td>- Match spoken word to printed word (one-to-one corresponding)</td>
<td></td>
</tr>
</tbody>
</table>

Group Target/s:  | Dates:  | Texts:  |

<table>
<thead>
<tr>
<th>Brief Lesson Outline:</th>
<th>Key Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction/Strategy Check/Comprehension Focus</td>
<td></td>
</tr>
<tr>
<td>2. Independent Reading</td>
<td></td>
</tr>
<tr>
<td>3. Returning to Text</td>
<td></td>
</tr>
<tr>
<td>4. Respond to Text</td>
<td></td>
</tr>
<tr>
<td>5. Follow Up/Next Steps</td>
<td></td>
</tr>
</tbody>
</table>

**Names** and any individual targets  | **Reading:** Word recognition & phonic knowledge; Grammatical Awareness | **Understanding & Response:** Use of context; Knowing how texts work; Interpretation and Response; Attitude |

**Evaluation and Next Steps**
**Guided reading group planning and assessment**

**Class:**               **Group:**

**BAND 2 – RED**

<table>
<thead>
<tr>
<th>READING: Strategies, expression, fluency.</th>
<th>RESPONSE TO TEXT: Comprehension, opinion, reference to text (inference)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Word recognition: decoding (reading)</strong></td>
<td><strong>Understanding and interpreting texts</strong></td>
</tr>
<tr>
<td>• Recognises familiar words in simple text</td>
<td>• Knows that information can be retrieved from books and other texts</td>
</tr>
<tr>
<td>• Recognises print structure of a word, individual letters and the space between words</td>
<td>• Predict the story line and some vocabulary</td>
</tr>
<tr>
<td>• Hears and says phonemes in initial position</td>
<td>• Repeat words, phrases or sentences to check, confirm or modify own reading</td>
</tr>
<tr>
<td>• Knows some phoneme-grapheme correspondences</td>
<td>• With support/guidance, can comment on texts, e.g. on personality of main characters</td>
</tr>
<tr>
<td>• Begins to decode simple CVC words</td>
<td>• Retells narratives in the correct sequence, drawing on language patterns of stories</td>
</tr>
</tbody>
</table>

**Understanding and interpreting texts**

- Use known words to check and confirm reading
- Predict from meaning, syntax and print to solve new words

**Knowing how text works**

- Locate and recall title
- Consolidate secure control of one to one matching
- Start to read more rhythmically or use phrasing while maintaining track of print

**Understanding and interpreting texts**

- Knows that information can be retrieved from books and other texts
- Predict the story line and some vocabulary
- Repeat words, phrases or sentences to check, confirm or modify own reading
- With support/guidance, can comment on texts, e.g. on personality of main characters
- Retells narratives in the correct sequence, drawing on language patterns of stories

**Engaging with and responding to texts**

- Chooses a book and explains choice
- Say how they feel about stories and poems
- Sustains attentive listening
- Responds with relevant comments, questions or actions

---

**Group Target/s:**

**Dates:**

**Texts:**

---

**Brief Lesson Outline:**

1. Introduction/Strategy Check/Comprehension Focus
2. Independent Reading
3. Returning to Text
4. Respond to Text
5. Follow Up/Next Steps

**Key Questions:**

<table>
<thead>
<tr>
<th>NAMES and any individual targets</th>
<th>READING: Word recognition &amp; phonic knowledge; Grammatical awareness</th>
<th>UNDERSTANDING &amp; RESPONSE: Use of context; Knowing how texts work; Interpretation and Response; Attitude</th>
</tr>
</thead>
</table>

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**EVALUATION AND NEXT STEPS**

---
**Guided reading group planning and assessment**

<table>
<thead>
<tr>
<th>Class:</th>
<th>Group:</th>
<th>NC LEVEL 1C</th>
</tr>
</thead>
</table>

**BAND 3 – YELLOW**

**READING:** Strategies, expression, fluency.

<table>
<thead>
<tr>
<th>Word recognition: decoding (reading)</th>
<th>RESPONSE TO TEXT: Comprehension, opinion, reference to text (inference)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- When prompted, uses phonics with picture cues to work out some words</td>
<td></td>
</tr>
<tr>
<td>- Identifies initial sounds in unfamiliar words. Recognises and sounds out some letters in other positions.</td>
<td></td>
</tr>
<tr>
<td>- Read simple words by sounding out and blending the phonemes all through the word from left to right</td>
<td></td>
</tr>
<tr>
<td>- Read some high frequency words</td>
<td></td>
</tr>
<tr>
<td>- Note familiar words and letter clusters and use these to get to unknown words e.g. look – took</td>
<td></td>
</tr>
<tr>
<td>- Decodes CVC words</td>
<td></td>
</tr>
<tr>
<td>- Begins to decode CCVC and CVCC words</td>
<td></td>
</tr>
<tr>
<td>- Recognise common digraphs</td>
<td></td>
</tr>
</tbody>
</table>

**Understanding and interpreting texts**

| Grammatical awareness | |
|-----------------------| |
| - Take more note of punctuation to support the use of grammar and oral language rhythms | |
| - Search for information in print to predict, confirm or attempt new words while reading | |
| - Can cope with two or three lines of a text on a page. | |

**Knowing how texts work**

| - Follow print with eyes, finger-pointing only at points of difficulty | |
| - Cross-check all sources of information more quickly while reading | |
| - Recognises that additional information may be contained in illustrations, diagrams etc. | |

**Engaging with and responding to texts**

| - Uses simple words to demonstrate likes or dislikes in response to events and ideas in poems, stories and non-fiction | |
| - Comments spontaneously on perceived links with own life experience or other experiences, e.g. films, books | |

**Group Target/s:**

<table>
<thead>
<tr>
<th>Dates:</th>
<th>Texts:</th>
</tr>
</thead>
</table>

**Brief Lesson Outline:**

1. Introduction/Strategy Check/Comprehension Focus
2. Independent Reading
3. Returning to Text
4. Respond to Text
5. Follow Up/Next Steps

**Key Questions:**

<table>
<thead>
<tr>
<th>NAMES and any individual targets</th>
<th>READING: Word recognition &amp; phonic knowledge; Grammatical awareness</th>
<th>UNDERSTANDING &amp; RESPONSE: Use of context; Knowing how texts work; Interpretation and Response; Attitude</th>
</tr>
</thead>
</table>

**EVALUATION AND NEXT STEPS**
**BAND 4 – BLUE**

**READING:** Strategies, expression, fluency.

**Word recognition: reading (decoding)**
- Decodes CVC words
- Decodes CCVC and CVCC words
- With support, can apply knowledge of letters, sounds and analogy with known vocabulary to solve new words
- Recognises common digraphs
- Identifies the constituent parts in two and three syllable words
- Recognises familiar words in simple texts
- Self-corrects more rapidly on-the-run

**Understanding and interpreting texts**
- Establishes meaning when reading simple texts aloud; spontaneously re-reads some sentences with expression
- Re-read to enhance phrasing and clarify precise meaning
- Expresses main events or ideas from own reading of simple texts in response to questions or prompts
- Shows an understanding of the elements of stories such as character, setting, events
- Discuss content of the text in a manner which indicates precise understanding
- With support, draws simple conclusions by relating information in illustrations and diagrams to content of text

**Grammar awareness**
- Move through text attending to meaning, print and sentence structure flexibly
- Solve new words using print information along with attention to meaning
- Begins to use strategies beyond picture/phonic cues, e.g. reading on to the end of a sentence

**Knowing how texts work**
- Has confidence to tackle texts in unfamiliar formats (e.g. books from sources other than core reading scheme)
- Manage a greater variety of text types

**RESPONSE TO TEXT:** Comprehension, opinion, reference to text (inference)

**Understanding and interpreting texts**
- Establishes meaning when reading simple texts aloud; spontaneously re-reads some sentences with expression
- Re-read to enhance phrasing and clarify precise meaning
- Expresses main events or ideas from own reading of simple texts in response to questions or prompts
- Shows an understanding of the elements of stories such as character, setting, events
- Discuss content of the text in a manner which indicates precise understanding
- With support, draws simple conclusions by relating information in illustrations and diagrams to content of text

**Engaging with and responding to texts**
- With support, recognises empathy with main points in books in relation to own life experience.
- Distinguishes between fiction and non-fiction texts
- Comments on interesting or enjoyable aspects of books

**Group Target/s:**

**Dates:**

**Texts:**

**Brief Lesson Outline:**
1. Introduction/Strategy Check/Comprehension Focus
2. Independent Reading
3. Returning to Text
4. Respond to Text
5. Follow Up/Next Steps

**Key Questions:**

**NAMES and any individual targets**

**READING:** Word recognition & phonic knowledge; Grammatical awareness

**UNDERSTANDING & RESPONSE:** Use of context; Knowing how texts work; Interpretation and Response; Attitude

**EVALUATION AND NEXT STEPS**
## Guided reading group planning and assessment

**Class:**               **Group:**

### BAND 5 – GREEN

#### NC LEVEL 1B

**READING:** Strategies, expression, fluency.

**RESPONSE TO TEXT:** Comprehension, opinion, reference to text (inference)

### Word recognition: reading (decoding)
- Decodes CCVC and CVCC words
- Independently applies some knowledge of sounds, letters and words to read simple texts
- Recognises common digraphs
- Reads an increasing range of familiar words in simple texts

### Understanding and interpreting texts

#### Grammatical awareness
- Begins to use strategies beyond picture/phonic cues e.g. reading on to the end of a sentence
- Solve new words using print detail while attending to meaning and syntax
- Read fluently with attention to a range of punctuation
- Is aware of need to establish meaning in own reading

#### Knowing how texts work
- Has confidence to tackle texts in unfamiliar formats e.g. books from sources other than core reading scheme
- Track visually additional lines of print without difficulty
- With two or three lines of print on a page, can track without finger pointing
- Can express some simple additional understanding from details contained in illustrations, diagrams etc.
- Manage effectively a growing variety of texts

### Group Target/s:

<table>
<thead>
<tr>
<th>Dates:</th>
<th>Texts:</th>
</tr>
</thead>
</table>

### Brief Lesson Outline:
1. Introduction/Strategy Check/Comprehension Focus
2. Independent Reading
3. Returning to Text
4. Respond to Text
5. Follow Up/Next Steps

### Key Questions:
- NAMES and any individual targets
- **READING:** Word recognition & phonic knowledge; Grammatical awareness
- **UNDERSTANDING & RESPONSE:** Use of context; Knowing how texts work; Interpretation and Response; Attitude

### EVALUATION AND NEXT STEPS
**Guided reading group planning and assessment**

**BAND 6 – ORANGE**

**NC LEVEL 1B**

**READING:** Strategies, expression, fluency.

**RESPONSE TO TEXT:** Comprehension, opinion, reference to text (inference)

### Word recognition: reading (decoding)
- Use phonic knowledge together with context to solve unfamiliar words
- Recognises common digraphs
- Independently applies knowledge of sounds, letters and words to read simple texts
- Search for and use familiar elements within words to read longer words
- Recognise automatically an increasing number of familiar high frequency words
- Refer to illustrations but work out vocabulary without heavy reliance on them

### Understanding and interpreting texts

**Grammatical awareness**
- Attend to a greater range of punctuation and text layout to read dialogue, plays and simple non-fiction text appropriately
- Read somewhat longer phrases and more complex sentences than at earlier bands
- Cross-check information from meaning, syntax and print on the run
- Rerun spontaneously to check meaning and self-correct
- With two or three lines of print on a page, can track without finger pointing

**Knowing how texts work**
- Begin to use appropriate terminology when discussing different types of text
- Get started on fiction after briefer introductions
- Make good use of quite a brief introduction to a new book
- Express some simple additional understanding from details contained in illustrations, diagrams etc

### Group Target/s:

<table>
<thead>
<tr>
<th>Dates:</th>
<th>Texts:</th>
</tr>
</thead>
</table>

### Brief Lesson Outline:

1. Introduction/Strategy Check/Comprehension Focus
2. Independent Reading
3. Returning to Text
4. Respond to Text
5. Follow Up/Next Steps

### Key Questions:

`NAMES` and any individual targets

**READING:** Word recognition & phonic knowledge; Grammatical awareness

**UNDERSTANDING & RESPONSE:** Use of context; Knowing how texts work; Interpretation and Response; Attitude
**Guided reading group planning and assessment**

**Class: Group:**

**BAND 7 – TURQUOISE**

**NC LEVEL 1A**

**READING:** Strategies, expression, fluency.

**RESPONSE TO TEXT:** Comprehension, opinion, reference to text (inference)

<table>
<thead>
<tr>
<th>Word recognition: reading (decoding)</th>
<th>Understanding and interpreting texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Reads taught high frequency words accurately</td>
<td></td>
</tr>
<tr>
<td>▪ Tackle a higher ratio of more complex words, making use of phonics knowledge and syllables</td>
<td></td>
</tr>
<tr>
<td>▪ Recognises common alternative graphemes including trigraphs</td>
<td></td>
</tr>
</tbody>
</table>

**Understanding and interpreting texts**

| Grammatical awareness | |
|-----------------------||
| ▪ Use punctuation and text layout to read with a greater range of expression and control |

**Knowing how texts work**

| ▪ Begin to take responsibility for reading title, blurbs, looking through new books, deciding the type of text, and predicting some of the content |
| ▪ Is aware of different text types and that they have different purposes |
| ▪ Approach different text types with increasing flexibility and note the key structural features |
| ▪ Independently expresses some simple additional understanding from details contained in illustrations, diagrams etc. |

| ▪ With support, makes simple predictions |
| ▪ Extract meaning from the text while reading with less dependence on illustrations |
| ▪ Finds specific information in texts |
| ▪ With encouragement, is beginning to express some wider reactions to events or ideas in stories, poems and non-fiction |
| ▪ Identifies the main character in a story, or the subject of a non-fiction text |
| ▪ Discuss information, characters and reasons for events in the text and offer opinions on the effectiveness of the book |
| ▪ Read simple directions and instructions and act on the information |
| ▪ Comments spontaneously on simple links between own experience and book events, characters etc. |
| ▪ Sustain reading through somewhat longer sentence structures and paragraphs |
| ▪ Reads simple/familiar texts with increasing confidence and accuracy |
| ▪ Spontaneously expresses simple likes and dislikes |
| ▪ Explain reactions to texts, commenting on important aspects |

**Group Target/s:**

| Dates: |
| Texts: |

**Brief Lesson Outline:**

1. Introduction/Strategy Check/Comprehension Focus
2. Independent Reading
3. Returning to Text
4. Respond to Text
5. Follow Up/Next Steps

**Key Questions:**

**NAMES and any individual targets**

<table>
<thead>
<tr>
<th>READING: Word recognition &amp; phonic knowledge; Grammatical awareness</th>
<th>UNDERSTANDING &amp; RESPONSE: Use of context; Knowing how texts work; Interpretation and Response; Attitude</th>
</tr>
</thead>
</table>

**EVALUATION AND NEXT STEPS**
**Guided reading group planning and assessment**

**Class:**  
**Group:**  

**BAND 8 – PURPLE**

**NC LEVEL 2C**

<table>
<thead>
<tr>
<th><strong>READING:</strong> Strategies, expression, fluency.</th>
<th><strong>RESPONSE TO TEXT:</strong> Comprehension, opinion, reference to text (inference)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Word recognition: reading (decoding)</strong></td>
<td><strong>Understanding and interpreting texts</strong></td>
</tr>
<tr>
<td>• Reads taught high frequency words accurately</td>
<td>• Makes simple predictions about what might happen next in a story</td>
</tr>
<tr>
<td>• Use knowledge of high-frequency vocabulary and syllables to read compound words and longer unfamiliar vocabulary</td>
<td>• Begin to make more conscious use of reading to extend speaking and writing vocabulary and syntax</td>
</tr>
<tr>
<td>• Tackle a higher ratio of more complex words, making use of phonic knowledge and syllables</td>
<td>• With encouragement is beginning to express some wider reactions to events or ideas in stories, poems and non-fiction</td>
</tr>
<tr>
<td>• Recognises common alternative graphemes including trigraphs</td>
<td>• In scaffolded discussion, may recognise simple cause and effect and other relationships of elements within texts</td>
</tr>
<tr>
<td>• Solve most unfamiliar words on the run</td>
<td>• Discuss story themes, characters and settings with reference to words and phrases in the text</td>
</tr>
<tr>
<td>• Reading of a range of simple/familiar texts is generally accurate</td>
<td>• Take more conscious account of literary effects used by writers</td>
</tr>
</tbody>
</table>

**Understanding and interpreting texts**

**Grammatical awareness**

- Read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences
- Is beginning to monitor for meaning and to self-correct

**Knowing how texts work**

- Look through a variety of texts with growing independence to predict content, layout and story development
- Use a range of alphabetically-ordered text, e.g. indexes, glossaries
- Draws simple reasoned conclusions from events and ideas in text and illustrations/diagrams
- Suggest what information a non-fiction text may contain
- Adapt to fiction, non-fiction or poetic language with growing flexibility, adjusting reading pace to the text type

**Group Target/s:**

<table>
<thead>
<tr>
<th><strong>Reading:</strong> Word recognition &amp; phonic knowledge; Grammatical awareness</th>
</tr>
</thead>
</table>

**Group Target/s:**

<table>
<thead>
<tr>
<th><strong>DATES:</strong></th>
<th><strong>TEXTS:</strong></th>
</tr>
</thead>
</table>

**Brief Lesson Outline:**

1. Introduction/Strategy Check/Comprehension Focus
2. Independent Reading
3. Returning to Text
4. Respond to Text
5. Follow Up/Next Steps

**Key Questions:**

**NAMES and any individual targets**

<table>
<thead>
<tr>
<th><strong>UNDERSTANDING &amp; RESPONSE:</strong> Use of context; Knowing how texts work; Interpretation and Response; Attitude</th>
</tr>
</thead>
</table>

**EVALUATION AND NEXT STEPS**
### Guided reading group planning and assessment

**BAND 9 – GOLD**

**READING:** Strategies, expression, fluency.

**RESPONSE TO TEXT:** Comprehension, opinion, reference to text (inference)

#### Word recognition: reading (decoding)
- Reads high and medium frequency words independently and automatically
- Use knowledge of high frequency vocabulary and syllables to read compound words and longer unfamiliar vocabulary
- Tackle a higher ratio of more complex words, making use of phonic knowledge and syllables
- Recognises common alternative graphemes including trigraphs
- Solve most unfamiliar words on the run
- Reading of a range of familiar texts is generally accurate

#### Understanding and interpreting texts

**Grammarical awareness**
- Read aloud with intonation and expression,
- Read silently or quietly at a more rapid pace taking note of punctuation and using it to keep track of longer sentences
- Solve and self correct most unfamiliar words on-the-run, re-reading at times to pull information together or alter phrasing
- Usually monitors for meaning and self-corrects significant errors

**Knowing how texts work**
- Look through a variety of texts with growing independence to predict content, layout and story development
- Investigate and recognise a range of ways of presenting text, e.g. captions, headings, sub-headings, chapters, textboxes, etc
- Recognises facts and uses headings to find particular points
- Adapt to fiction, non-fiction and poetic language with growing flexibility
- Draws simple reasoned conclusions from events and ideas in text and illustrations/diagrams

#### Understanding and interpreting texts

- Begin to make more conscious use of reading to extend speaking and writing vocabulary and syntax
- Identifies key words and passages when responding to questions
- Makes simple predictions about what might happen next in a story
- Understands that there is a difference between fact and opinion
- Understands beginning, middle, end and uses this knowledge to retell main points of a story
- Recalls main elements of text content in response to questions
- Refers to characters, events, setting etc.
- Identifies one trait of a main character
- Take more conscious account of literary effects used by writers
- Begins to justify simple predictions in terms of other reading experience
- Suggests what information a non-fiction text may contain
- Composes an additional question for the author of a non-fiction text
- Independently accesses some additional meaning from text and illustrations by linking elements and recognising relationships

#### Engaging with and responding to texts

- Notices broad differences and similarities between familiar texts
- Is beginning to make simple comparisons between books
- Expresses increasingly confident opinions, referring to specific elements liked and disliked
- Begins to explain likes and dislikes in detail

---

**Group Target/s:**

**Dates:**

**Texts:**

---

**Brief Lesson Outline:**
1. Introduction/Strategy Check/Comprehension Focus
2. Independent Reading
3. Returning to Text
4. Respond to Text
5. Follow Up/Next Steps

**Key Questions:**

**EVALUATION AND NEXT STEPS**
**Guided reading group planning and assessment**

**BAND 10 – WHITE**

<table>
<thead>
<tr>
<th>Class:</th>
<th>Group:</th>
<th>NC LEVEL 2A</th>
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<table>
<thead>
<tr>
<th><strong>READING:</strong> Strategies, expression, fluency.</th>
<th><strong>RESPONSE TO TEXT:</strong> Comprehension, opinion, reference to text (inference)</th>
</tr>
</thead>
</table>

**Word recognition: reading (decoding)**
- Notice the spelling of unfamiliar words and relate to known words
- Regularly uses a range of clues and strategies to decode unfamiliar text
- Reads high and medium frequency words independently and automatically

**Understanding and interpreting texts**

**Grammatical awareness**
- Reads aloud confidently, using expression and intonation
- Usually reads with reasonable fluency and accuracy
- Shows increased awareness of vocabulary and precise meaning
- Reads silently most of the time

**Knowing how texts work**
- Looks through a variety of texts with growing independence to predict content, layout and story development
- Comments on the ways in which the book is written or presented
- Uses knowledge of the alphabet to locate information in dictionaries, indexes etc
- Recognises facts and uses headings to find particular points
- Uses text more fully as a reference and as a model

<table>
<thead>
<tr>
<th>Group Target/s:</th>
<th>Dates:</th>
<th>Texts:</th>
</tr>
</thead>
</table>

**Brief Lesson Outline:**
1. Introduction/Strategy Check/Comprehension Focus
2. Independent Reading
3. Returning to Text
4. Respond to Text
5. Follow Up/Next Steps

**Key Questions:**

**Reading:** Word recognition & phonic knowledge; Grammatical awareness

**Understanding & Response:** Use of context; Knowing how texts work; Interpretation and Response; Attitude

**EVALUATION AND NEXT STEPS**
**Guided reading group planning and assessment**

**BAND 11 – LIME**

**NC LEVEL 3C**

### READING: Strategies, expression, fluency.

- **Word recognition: reading (decoding)**
  - Take note and devise ways to remember the meaning and spelling of unfamiliar words.
  - Usually reads with reasonable fluency and accuracy.

- **Understanding and interpreting texts**
  - Read silently most of the time, adjusting speed of reading to suit material and monitoring the precise meaning.
  - Self-corrects spontaneously.
  - Read independently, using strategies appropriately to establish meaning.

- **Knowing how texts work**
  - Make use of blurbs, chapter headings, glossaries, indexes and procedural texts to search for and locate information quickly and accurately.
  - Use experience of reading a variety of material to recognize text type and predict layout and general content.
  - Can recognize the main differences between fiction and non-fiction texts.
  - Uses a widening range of text types appropriately.

### RESPONSE TO TEXT: Comprehension, opinion, reference to text (inference).

- **Understanding and interpreting texts**
  - Can extract information from non-fiction.
  - Recalls main elements of text content in response to questions.
  - Shows understanding of main points.
  - Refers to character, events, setting etc.
  - Infers characters’ feelings.
  - Makes sensible predictions.
  - Justifies simple predictions.
  - With support can draw conclusions using identified information/ideas within a text.
  - Identifies key words and passages when responding to questions.
  - Investigate and identify the styles and voice of a range of different text types including plays, poetry, narrative, procedural and explanatory texts.
  - Uses appropriate voices for characters.
  - Adopts a story telling voice.
  - Rerun to make different interpretations of dialogue, more complex sentences, unfamiliar language etc.

- **Engaging with and responding to texts**
  - Sustain interest in longer texts, returning easily to them after a break.
  - Expresses reading preferences.
  - Explains some likes and dislikes, beginning to refer to elements in the text.
  - Is beginning to evaluate one text against others, comparing and contrasting main elements.
  - Raises larger numbers of relevant questions when reading non-fiction.
  - Expresses curiosity when reading fiction and poetry.
  - Is more confident in relating self to the world of a book.
  - Express reasoned opinions about what is read, and compare texts.

### Group Target/s:

<table>
<thead>
<tr>
<th>Dates:</th>
<th>Texts:</th>
</tr>
</thead>
</table>

### Brief Lesson Outline:

1. **Introduction/Strategy Check/Comprehension Focus**
2. **Independent Reading**
3. **Returning to Text**
4. **Respond to Text**
5. **Follow Up/Next Steps**

### Key Questions:

**NAMES and any individual targets**

| READING: **Word recognition & phonic knowledge; Grammatical awareness** |
| UNDERSTANDING & RESPONSE: **Use of context; Knowing how texts work; Interpretation and Response; Attitude** |

### EVALUATION AND NEXT STEPS
**Guided reading group planning and assessment**

**BAND 12**

Class: Group:

‘High’ NC LEVEL 3

<table>
<thead>
<tr>
<th>READING: Strategies, expression, fluency.</th>
<th>RESPONSE TO TEXT: Comprehension, opinion, reference to text (inference)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding and interpreting texts</strong></td>
<td><strong>Understanding and interpreting texts</strong></td>
</tr>
<tr>
<td>Grammatical awareness</td>
<td>Justifies prediction and opinions by referring to the text</td>
</tr>
<tr>
<td>  Pauses appropriately in response to punctuation and/or meaning</td>
<td>Responds accurately and with supporting detail when answering questions</td>
</tr>
<tr>
<td>Knowing how texts work</td>
<td>Knows where to look for answers in the text</td>
</tr>
<tr>
<td>  Uses a variety of information texts to answer own queries</td>
<td>Reads ahead to determine direction in meaning</td>
</tr>
<tr>
<td>  Uses detailed knowledge of alphabet to find books and locate information quickly</td>
<td>Responds to the tension in a story</td>
</tr>
<tr>
<td>  Identifies a range of key genres and knows some main characteristics</td>
<td>Is beginning to recognise elements of authorial style</td>
</tr>
<tr>
<td>  Uses knowledge of different organisational features of texts to find information effectively</td>
<td>In fiction, recognises the need to go beyond literal comprehension in order to access the full meaning of text</td>
</tr>
<tr>
<td><strong>Engaging with and responding to texts</strong></td>
<td>Responds by articulating understanding of main points, including cause/effect and other relationships of ideas, information etc.</td>
</tr>
<tr>
<td>  Is beginning to reflect on enjoyment and usefulness of reading a range of text types</td>
<td>Habitually looks for links and draws conclusions</td>
</tr>
<tr>
<td>  Habitually and confidently relates own experience to reading</td>
<td>Can interpret/paraphrase text without losing meaning</td>
</tr>
<tr>
<td>  Independently reads an increasing range of text types fluently and accurately</td>
<td>Use syntax, context and word structure to build on and develop vocabulary</td>
</tr>
<tr>
<td>  Expresses preferences e.g. favourite authors, genres.</td>
<td><strong>Key Questions:</strong></td>
</tr>
</tbody>
</table>

**Group Target/s:**

**Dates:**

**Texts:**

**Brief Lesson Outline:**

1. Introduction/Strategy Check/Comprehension Focus
2. Independent Reading
3. Returning to Text
4. Respond to Text
5. Follow Up/Next Steps

**EVALUATION AND NEXT STEPS**

**NAMEs and any individual targets**

**READING:** Word recognition & phonic knowledge; Grammatical awareness

**UNDERSTANDING & RESPONSE:** Use of context; Knowing how texts work; Interpretation and Response; Attitude
**Guided reading group planning and assessment**

**Class:**  
**Group:**  

**BAND 13**  

**‘Low’ NC LEVEL 4**

<table>
<thead>
<tr>
<th>READING: Strategies, expression, fluency.</th>
<th>RESPONSE TO TEXT: Comprehension, opinion, reference to text (inference)</th>
</tr>
</thead>
</table>

**Understanding and interpreting texts**

**Grammatical awareness**
- Shows awareness of the listener through use of pauses, emphasis and pace to entertain and maintain interest
- Understands how the meaning of sentences is shaped by punctuation, word order and connectives

**Knowing how texts work**
- Locates and uses information
- Uses index and headings to navigate non-fiction text
- Knows an increasing range of text types, genres etc. and their main characteristics
- Indicates main ideas in text, including chronological structure, cause/effect and plot

**Understanding and interpreting texts**
- Identifies key points when reading an appropriate text
- Uses evidence from the text to justify opinion
- Finds relevant words in a text without prompting
- Knows where and how to look for answers in the text
- Refers to texts when explaining views
- Shows understanding of significant ideas, themes, events and characters
- With help shows that they have used inference and deduction
- Responds in increasing detail when answering questions
- Expresses understanding in own words rather than just repeating
- Links key elements from different sections of text to build a detailed understanding and draw further conclusions
- Is beginning to recognise that there may be a deeper meaning, or theme, underlying the plot
- Recognises that certain words and phrases create particular responses in the reader
- Quotes textual details as part of evaluation

**Engaging with and responding to texts**
- Concentrates on reading for longer periods and can persevere with longer texts
- Reads a wide range of text types rapidly and accurately
- Begins to compare presentation of common themes across different genres
- Begins to respond with empathy to elements of fiction and poetry

**Group Target/s:**

**Dates:**

**Texts:**

**Brief Lesson Outline:**
1. Introduction/Strategy Check/Comprehension Focus  
2. Independent Reading  
3. Returning to Text  
4. Respond to Text  
5. Follow Up/Next Steps

**Key Questions:**

**NAMES and any individual targets**

**READING:** Word recognition & phonic knowledge; Grammatical awareness

**UNDERSTANDING & RESPONSE:** Use of context; Knowing how texts work; Interpretation and Response; Attitude

**EVALUATION AND NEXT STEPS**
**Guided reading group planning and assessment form**  

**Class:** Class:  
**Group:** Group:  

**BAND 14**  

‘High’ NC LEVEL 4

<table>
<thead>
<tr>
<th><strong>READING:</strong> Strategies, expression, fluency.</th>
<th><strong>RESPONSE TO TEXT:</strong> Comprehension, opinion, reference to text (inference)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding and interpreting texts</strong></td>
<td><strong>Understanding and interpreting texts</strong></td>
</tr>
<tr>
<td><strong>Grammatical awareness</strong></td>
<td></td>
</tr>
<tr>
<td>▪ Identifies expressive, figurative and descriptive language used to create effects in poetry and prose</td>
<td>▪ Refers to the text to support predictions and opinions</td>
</tr>
<tr>
<td>▪ Recognises complex sentences</td>
<td>▪ Locates relevant information and use finding coherently</td>
</tr>
<tr>
<td>▪ Reads aloud, using voice appropriately to give full value to meaning, pace, tension etc.</td>
<td>▪ Identifies fact and opinion in a text</td>
</tr>
<tr>
<td><strong>Knowing how texts work</strong></td>
<td>▪ Concentrates over extended periods and extended texts, maintaining comprehension throughout</td>
</tr>
<tr>
<td>▪ Recognises the ways writers present issues and points of view in fiction or non-fiction</td>
<td>▪ Uses skimming, scanning and note-making to identify the gist or key points in a text</td>
</tr>
<tr>
<td>▪ Identifies how language is used and structured in a range of texts</td>
<td>▪ Show by their answers that they have read beyond the literal</td>
</tr>
<tr>
<td>▪ Locates ideas and information quickly in a range of resources; uses index, contents list, library guides etc.</td>
<td>▪ Offers detailed and well justified opinions offering both praise and criticism appropriately</td>
</tr>
<tr>
<td>▪ Recognises and identifies the language conventions of a range of texts</td>
<td>▪ May suggest possible improvements or sequels for texts</td>
</tr>
</tbody>
</table>

**Group Target/s:**

<table>
<thead>
<tr>
<th>Dates:</th>
<th>Text:</th>
</tr>
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<tbody>
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</tbody>
</table>

**Brief Lesson Outline:**

1. Introduction/Strategy Check/Comprehension Focus
2. Independent Reading
3. Returning to Text
4. Respond to Text
5. Follow Up/Next Steps

**Key Questions:**

**UNDERSTANDING & RESPONSE:** Use of context; Knowing how texts work; Interpretation and Response; Attitude

**EVALUATION AND NEXT STEPS**
### Guided reading group planning and assessment

**BAND 15**

**READING:** Strategies, expression, fluency.

**RESPONSE TO TEXT:** Comprehension, opinion, reference to text (inference)

#### Understanding and interpreting texts

- **Grammatical awareness**
  - Reads aloud using voice appropriately, may vary voices for different characters etc.
  - Uses voice and language to engage the reader

- **Knowing how texts work**
  - Recognises that different texts appeal to different audiences
  - Can retrieve and collate information from a range of sources
  - Identifies key features, themes and characters across a range of appropriate texts

- **Engaging with and responding to texts**
  - Is beginning to plan and manage own reading for a range of purposes
  - Tackles challenging texts rapidly, accurately and with confidence
  - Concentrates over extended periods and extended texts, maintaining comprehension throughout

#### Group Target/s:

<table>
<thead>
<tr>
<th>Dates:</th>
<th>Texts:</th>
</tr>
</thead>
</table>

**Brief Lesson Outline:**
1. Introduction/Strategy Check/Comprehension Focus
2. Independent Reading
3. Returning to Text
4. Respond to Text
5. Follow Up/Next Steps

**NAMES and any individual targets**

<table>
<thead>
<tr>
<th>READING:</th>
<th>UNDERSTANDING &amp; RESPONSE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word recognition &amp; phonic knowledge; Grammatical awareness</td>
<td>Use of context; Knowing how texts work; Interpretation and Response; Attitude</td>
</tr>
</tbody>
</table>

**EVALUATION AND NEXT STEPS**
Guided reading group planning and assessment

**BAND 16**

**READING:** Strategies, expression, fluency.

**RESPONSE TO TEXT:** Comprehension, opinion, reference to text (inference)

### Understanding and interpreting texts

**Grammatical awareness**
- Reads aloud using voice appropriately, may vary voices for different characters etc.
- Uses voice and language to engage the reader

**Knowing how texts work**
- Retrieves and collates information from a range of sources
- Recognises and discusses the elements and purposes of different text structures, e.g. reports, procedures, narratives etc.
- Can select essential points

### Engagement with and responding to texts

- Uses inference and deduction with confidence
- Describes and evaluates authors' use of techniques, e.g. narrative structure, themes or figurative language, justifying interpretations by reference to the text
- Communicates a sense of the hidden irony
- Reads and comprehends texts that is abstract and removed from personal experience
- Makes critical comparisons between texts
- Compares and contrasts information from a variety of sources
- Can speculate how readers may react in different ways to text
- Makes confident assessments of authorial intent, referring in detail to words, phrases, stock characters and other devices used to manipulate reader response
- Can select sentences, phrases and relevant information to support their views
- Assertively uses texts to support reading purpose, regardless of personal taste or preference
- Identifies own research needs and manages reading accordingly

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**Group Target/s:**

**Dates:**

**Texts:**

---

**Brief Lesson Outline:**

1. Introduction/Strategy Check/Comprehension Focus
2. Independent Reading
3. Returning to Text
4. Respond to Text
5. Follow Up/Next Steps

**Key Questions:**

- **NAMES and any individual targets**
- **READING:** Word recognition & phonic knowledge; Grammatical awareness
- **UNDERSTANDING & RESPONSE:** Use of context; Knowing how texts work; Interpretation and Response; Attitude

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**EVALUATION AND NEXT STEPS**
<table>
<thead>
<tr>
<th>Term</th>
<th>Class:</th>
<th>Year group:</th>
<th>Teacher:</th>
</tr>
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<tbody>
<tr>
<td>Autumn 1</td>
<td>Band</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Autumn 2</td>
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<tr>
<td>Spring 1</td>
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<tr>
<td>Spring 2</td>
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<td>Summer 1</td>
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<tr>
<td>Summer 2</td>
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</table>
SECTION 3: STRATEGIES TO DEVELOP CHILDREN’S UNDERSTANDING OF TEXT

Children's Services
Manchester Education Partnership
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

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

*Foundation Stage objectives in bold refer to the Early Learning Goals*

### 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

<table>
<thead>
<tr>
<th>5. Word recognition: decoding (reading) and encoding (spelling)</th>
<th>7. Understanding and interpreting texts</th>
<th>8. Engaging with and responding to texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>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’</td>
<td>Identify the main events and characters in stories, and find specific information in simple texts</td>
<td>Select books for personal reading and give reasons for choices</td>
</tr>
<tr>
<td>Recognise and use alternative ways of spelling the phonemes already taught e.g. that the /ae/ 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</td>
<td>Use syntax and context when reading for meaning</td>
<td>Visualise and comment on events, characters and ideas, making imaginative links to their own experiences</td>
</tr>
<tr>
<td>Identify the constituent parts of two-syllable and three-syllable words to support the application of phonic knowledge and skills</td>
<td>Make predictions showing an understanding of ideas, events and characters</td>
<td>Make predictions showing an understanding of ideas, events and characters</td>
</tr>
<tr>
<td>Recognise automatically an increasing number of familiar high frequency words</td>
<td>Recognise the main elements that shape different texts</td>
<td>Recognise the main elements that shape different texts</td>
</tr>
<tr>
<td>Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable</td>
<td>Explore the effect of patterns of language and repeated words and phrases</td>
<td>Explore the effect of patterns of language and repeated words and phrases</td>
</tr>
<tr>
<td>Read more challenging texts which can be decoded using their acquired phonic knowledge and skills, along with automatic recognition of high frequency words</td>
<td>Read and spell phonically decidable two-syllable and three-syllable words</td>
<td>Read and spell phonically decidable two-syllable and three-syllable words</td>
</tr>
</tbody>
</table>

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

**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

<table>
<thead>
<tr>
<th>5. Word recognition: decoding (reading) and encoding (spelling)</th>
<th>7. Understanding and interpreting texts</th>
<th>8. Engaging with and responding to texts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Note</strong>&lt;br&gt;Year 3 is a significant year for moving the emphasis on teaching from word recognition to language comprehension. The Rose Report: Independent review of the teaching of early reading (2006) 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. 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. 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.</td>
<td><strong>Identify and make notes of the main points of section(s) of text</strong>&lt;br&gt;<strong>Infer characters’ feelings in fiction and consequences in logical explanations</strong>&lt;br&gt;<strong>Identify how different texts are organised, including reference texts, magazines and leaflets, on paper and on screen</strong>&lt;br&gt;<strong>Use syntax, context and word structure to build their store of vocabulary as they read for meaning</strong>&lt;br&gt;<strong>Explore how different texts appeal to readers using varied sentence structures and descriptive language</strong></td>
<td><strong>Share and compare reasons for reading preferences, extending the range of books read</strong>&lt;br&gt;<strong>Empathise with characters and debate moral dilemmas portrayed in texts</strong>&lt;br&gt;<strong>Identify features that writers use to provoke readers’ reactions</strong></td>
</tr>
</tbody>
</table>

### 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

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

### 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

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

**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

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

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


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


**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). Havering 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

ALS (Additional Literacy Support) Modules 1 to 4

Formative Assessment of Progress in Reading Skills and Attitudes

Liverpool Level Descriptors for Reading produced by Alison Green

Websites

The Primary Framework for Literacy and Mathematics
www.standards.dfes.gov.uk/primaryframeworks

www.lancsngfl.ac.uk/nationalstrategy/literacy

www.literacy.cumbriagridforlearning.org.uk

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

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

Produced by Kirklees Education Service Tel: 01484225793 Marketing Department

Contains useful information and resources on reading prompts and reading journals