<div style="background-color:pink">

Band 1 [Pink]

Benchmark Levels   **1 – 2**
National Curriculum   **W**
Assessment Focus   **1, 2, 3, 4**
APP   **N/A**
Letters and sounds   **Phase 2 Phase 3**

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			Target	Exemplification	Prompts/key questions
Comprehension		1	Recall some simple events in stories. **AF2**	Get children to recall the main events in stories. These need not be in sequential order.	• "What did the little girl do in this book?" • "What did the little girl like doing at school?"
		2	Predict some events in stories. **AF3**	Get children to predict what might happen in the story. For example, *by discussing what they think the little girl will do next.*	• "What will happen to the little girl next?" • "You thought…would happen. Were you right?"
		3	Relate events in stories to personal experience. **AF3**	Get children to have a broader understanding of what is read by:- • relating events in the story to those in their own lives – i.e. text/self inference. For example, *by discussing what they like to do at school.*	• "What do you like to do?" • "The little girl is eating an apple. What do you like to eat?" • "What would make you cry like the little girl?"
		4	Begin to explain how characters might be feeling using pictures to support ideas. **AF3**	Get children to identify characters in stories and using the illustrations as support, get them to say how the character might be feeling. NB it is important, at this stage, to use very clear illustrations. For example, *of a little girl yawning so that the children can say that she is tired.*	• Look at the picture of the little girl. How is she feeling?" • "Why do you think she is tired?"
		5	-		
		6	-		
Critical Response		1	-		
Text/language features		1	Be aware of the way stories are structured. **AF4**	Get children to use correct vocabulary to describe and locate features of story books. For example, *by looking at cover, beginning, end, title.*	• "What is the title of this story?" • "What is happening on the cover?"
		2	-		
		3	-		
		4	-		

Band 1 [Pink]

		Target	Exemplification	Prompts/key questions
Strategies	1	-		
	2	Cross check meaning with visual information [initial letter sound]. **AF1**	Get children to use the picture to attempt the word [meaning] and to check their attempt by looking at the initial letter [visual information]. Demonstrate this by: - using post-it notes to cover tricky words and asking children to say what they think might fit [make sense]. - Getting children to check their predictions by looking at the initial letter.	"I like the way you looked at the picture. Where else can you look?" "That was clever you looked at the picture and at the beginning of the word." "What sound does that word begin with?" "Get your mouth ready to say that word."
Sources of Information AF1	1	Predict from pictures to solve new words. **AF1**	Get children to use pictures to work out and predict unfamiliar words. For example, *"I am **laughing**."*	"What would make sense?" "Look at the picture – does that help?" "What is she doing in the picture?"
	2	Use knowledge of repeated language patterns to decode words or phrases. **AF1**	Get children to recognise and read the repeated pattern within texts. For example, *I am* laughing *I am* crying.	"On every page it says the same." "Can you see/hear the pattern?"
	3	-		
	4	Use knowledge of some high frequency words and read them in context. **AF1**	Get children to learn some high frequency words that they can **locate** in text. Use flashcards to show the words and magnetic letters to say, make and repeat the words. Read sentences from text containing the word. Select two or three words only for a session.	"Is that a little word you know?"
	5	Use knowledge of phonemes to decode simple VC and CVC words. **AF1**	Get children to blend phonemes to decode simple VC and CVC words. For example, *h-a-t; b-a-g.*	"Run the phonemes together."
	6	-		
Behaviours	1	Match 1:1 **AF1**	Get children to understand that a cluster of letters is a word and that they can point to each one as they read them no matter how long or short the word might be. For example *I am talking* ⌂ ⌂ ⌂	"Make your finger match each word."
	2	-		
	3	-		

Texts	
"Me" Beverley Randell	"Mums and Dads" Beverley Randell

I am talking.

Mum is a bus driver.

I am yawning.

Dad is a vet.

Band 2 [Red]

Benchmark Levels 3 – 5
National Curriculum W
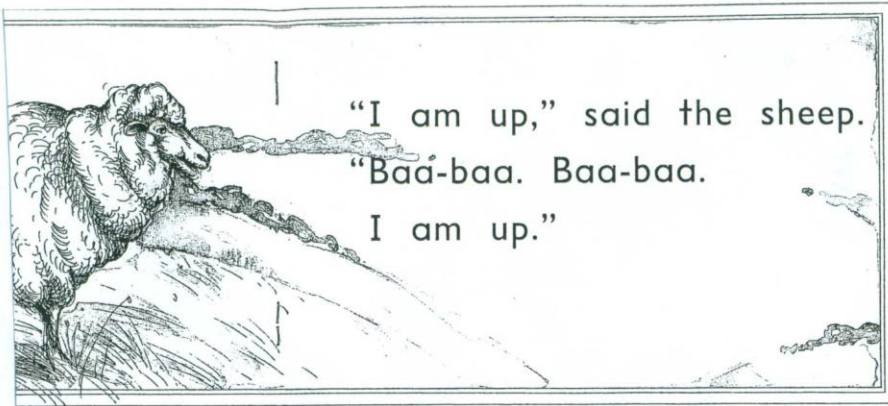**Assessment Focus** 1, 2, 3, 4
APP N/A
Letters and Sounds Phase 3

		Target	Exemplification	Prompts/key questions
Comprehension AF3	1	Recall some key events in stories. **AF2**	Get children to recall the main events in stories in sequential order.	• "What animals get up on the farm?" • "What happened next?"
	2	Predict some events in stories **AF3**	Get children to predict what might happen in the story. For example, *by discussing what they think will happen to the pig if he doesn't get up.*	• "Do you think the pig will get up?" • "You thought…would happen. Were you right?"
	3	Relate events in stories to personal experience and discuss similarities and differences. **AF3**	Get children to have a broader understanding of what is read by:- • relating events in the story to those in their own lives – i.e. text/self inference. For example, *by discussing whether they have ever been to a farm.* • Explaining whether the events and outcomes were the same or different for them. For example*, by discussing their own experience of a trip to a farm.*	• "Have you ever been to a farm?" • "What animals did you see?" • Do you like getting up in the morning?"
	4	Explain how characters might be feeling using pictures to support ideas. **AF3**	Get children to identify characters in stories and using the illustrations as support, get them to say how the character might be feeling. NB it is important, at this stage, to use very clear illustrations. For example, *of the pig sleeping so they know he is not up.*	• "Look at the picture of the pig. Why is he not getting up?" • "How is the farmer feeling in this picture?"
	5	-		
	6	-		
Critical Response	1	-		
Text/language features	1	Be aware of the way stories are structured. **AF4**	Get children to use correct vocabulary to describe and locate features of story books. For example, *by looking at cover, beginning, end, title.*	• "What is the title of this story?" • "What is happening on the cover?"
	2	Be aware that non-fiction texts provide information. **AF4**	Get children to understand that some books give them information so they are different from stories. NB use non-fiction texts that give clear illustrations. For example, *of food, so that children can begin to get information using the pictures.*	• "Look at the picture of the food. What does the little boy like to eat?" • "What did the girl choose?" • "What would you choose?"
	3	-		
	4	-		

Band 2 [Red]

		Target	Exemplification	Prompts/key questions
Strategies AF1	1	Begin to self monitor and check for meaning. **AF1**	Get children to begin to monitor their own reading and make sure that what they have read makes sense. NB in these early stages, children will need prompting to do this.	• "Go back and read that again to see if it makes sense." • "Does that make sense?"
	2	Cross check meaning with visual information – initial letter sound. **AF1**	Get children to use the picture to attempt the word [meaning] and to check their attempt by looking at the initial letter [visual information]. Demonstrate this by: • using post-it notes to cover unfamiliar words and asking children to say what they think might fit [make sense]. • Getting children to check their predictions by looking at the initial letter.	• "Does that make sense?" • "How else can you check?" • "If it was…what letter would you see at the beginning?" • "What would make sense and look right at the beginning?"
Sources of information AF1	1	Predict from pictures to solve new words. **AF1**	Get children to use pictures to work out and predict unfamiliar words. For example, *"I am **asleep**," said the Pig.*	• "What would make sense?" • "Look at the picture – does that help?"
	2	Use repeated language patterns noting changes when they occur. **AF1**	Get children to recognise and read two and three word phrases that have repeated patterns throughout. For example, "***I am up**", and note when the pattern is not repeated.* For example, *"I am up…said the pig. I am up…said the cow…..I am **asleep** said the pig.*	• "The animals all say *'I am up'* " • "Can you hear when the pattern changes?"
	3	Use knowledge of simple punctuation. **AF1**	Get children to use capital letters and full stops when reading.	• "What do we do when we come to a full stop?" • "How do we know it is the start of a new sentence?"
	4	Use knowledge of some high frequency words and read them in context. **AF1**	Get children to learn some high frequency words that they can **locate** in text. Use flashcards to show the words and magnetic letters to say, make and repeat the words. Read sentences from text containing the word. Select two or three words only for a session.	• "Is that a little word you know?"
	5	Begin to attempt to read a wide range of CVC words including those that contain consonant and vowel diagraphs. **AF1**	Get children to read CVC words such as b oa t sh o p. They should run the sounds together.	• "Put the sounds together."
	6	-		
Behaviours	1	Match 1:1 consistently. **AF1**	Get children to understand that a cluster of letters is a word and that they can point to each one as they read them no matter how long or short the word might be. For example I am hungry ⌂ ⌂ ⌂	• "Make your finger match each word." • "Can you see the long word on this page?"
	2	Begin to read more fluently without finger pointing. **AF1**	Get children to read two word phrases fluently. For example, *"he said,"*; *"said mum,".* Use familiar texts and get children to practise one or two pages.	• "Make your reading sound like a story." • "Run those words together."
	3	-		

Band 2

"The Lazy Pig"
Beverley Randell

"I am up," said the sheep.
"Baa-baa. Baa-baa.
I am up."

"I am asleep," said the pig.

The **lazy** pig!

"What do you like?"
Anna Owen

a sandwich

pizza

baked potato

I like a sandwich.

What do you like for lunch?

6
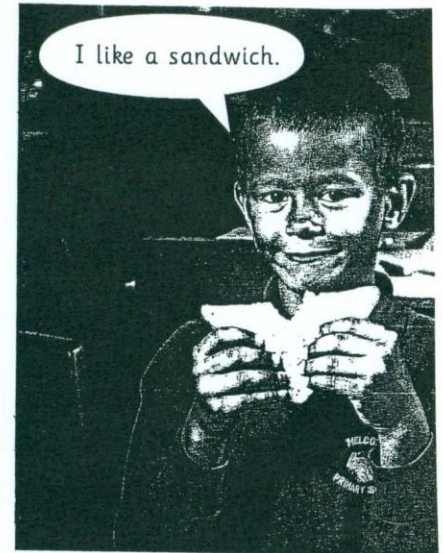
pasta

curry

sausages

I like pasta.

What do you like for dinner?

10
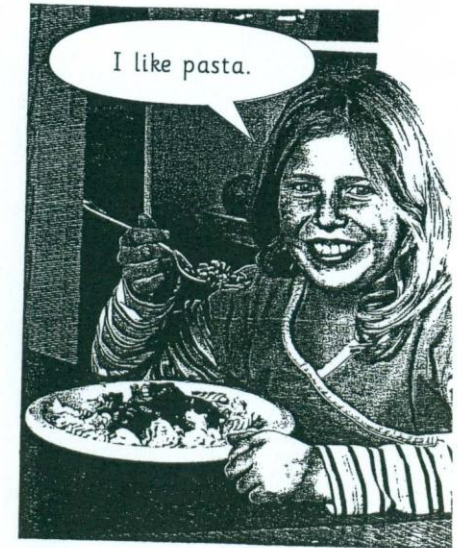
Benchmark Levels	**6 – 8**	
National Curriculum	**1C**	
Assessment Focus	**1, 2, 3, 4**	
APP	**N/A**	
Letters and Sounds	**Phase 3 Phase 4**	

		Target	Exemplification	Prompts/key questions
Comprehension AF3	1	Recall and sequence key events in stories. **AF2**	Get children to recall and sequence some key events in stories	• "What happened after Lucky ran in front of the car?" • "What were they teaching Lucky to do?"
	2	Predict in more detail. **AF3**	Get children to predict what might happen in the story at different intervals drawing on the illustrations to support and confirm their views. For example, *by discussing what they think will happen to Lucky at Dog School.*	• "What do you think Lucky will learn at the dog school?" • "Look at the picture on page 10. Do you think Lucky will ever learn to sit?"
	3	Relate events in stories to own personal experience and discuss similarities and differences. **AF3**	Get children to have a broader understanding of what is read by :- • relating events in the story to those in their own lives – i.e. text/self inference. For example, *by discussing their pets at home and how the animals behave.* • Explaining whether events and outcomes were the same or different for them. For example, *by comparing what their dad did when their dog was naughty to what happens in the story.*	• "Do you have a dog at home? Is he like Lucky?" • "Tell me more about your dog." • "What would your dad do if your dog was naughty?"
	4	Discuss character traits and feelings. **AF3**	Get children to discuss what characters are like, for example, '*naughty'.* Get children to say how characters might be feeling in the story. For example, *by discussing how Rachel felt when Lucky nearly got run over.*	• "How is Rachel feeling when Lucky runs in front of the car?" • "How is dad feeling when Lucky won't sit down at the Dog School?"
	5	-		
	6	-		
Critical Response	1	-		
Text/language features	1	Understand and discuss some key features of fictional texts. **AF4**	Get children to use correct vocabulary to describe and locate features of story books. For example, *by looking at cover, beginning, end, title.*	• "What is the title of this story?" • "What is happening on the cover?"
	2	Understand that non-fiction texts provide information. **AF4**	Get children to understand that some books give them information and they are set out in different ways. For example, *headings, photographs, diagrams etc.*	• "This information book tells us about a school. The school is in London." • "Look at pages 6 and 7. What parts of the school are labelled?"
	3	-		
	4	-		

Band 3 [Yellow]

			Target	Exemplification	Prompts/key questions
Strategies AF1	1		Begin to self monitor and check for meaning. **AF1**	Get children to listen to their own reading and check for meaning. Demonstrate this by: • reading sentences from the texts, making deliberate errors and getting children to listen and say where the error occurred. NB They must listen to their own reading in this way.	• "Does that make sense?" • "Something was wrong there, can you find it?" • "What else would help you?" • "Try that again."
	2		Begin to re-read phrases and sentences to check for meaning, structure and visual information. **AF1**	Get children to go back and re-read to find what would make sense, sound right and look right.	• "Go back and read that again." • "Does that make sense?" • "What would make sense, sound right and look right?"
Sources of information	1		Notice details in pictures and begin to use context to work out new words.	Get children to use pictures to work out new words. Get them to begin to use the context of the story. For example, *Dad and Rachel and Lucky went **home.***	• "Look at the picture. Does that help?" • "Where might Rachel and Dad take Lucky?"
	2		Use language structure to solve new words and phrases. **AF1**	Get children to predict and solve words using grammatical structure. For example*, '**come here** Lucky.'*	• "Does that sound right?"
	3		Use knowledge of a wider range of punctuation. **AF1**	Get children to use full stops, exclamation marks and speech marks when reading.	• "How do you know someone is talking?" • "Why do you need to say that in a loud voice?"
	4		Use knowledge of an increasing number of high frequency words that can be read on the run. **AF1**	Get children to learn a broader range of high frequency words that they can read on the run. Use flashcards to show the words and magnetic letters to say, make and repeat the words. Then **locate** the word in the text. Read sentences from the text containing the word. Select two or three words only for a session.	• "Is that a little word you know?"
	5		Blend and read words containing adjacent consonants. **AF1**	Get children to use phonological awareness to read unfamiliar words with **adjacent consonants.** For example, *b e **st cl** a p j u **mp***	• "Run the sounds together."
	6		Make plausible attempts at words using a broader range of visual information, including analogy. **AF1**	Get children to read familiar words noting clusters of letters. For example, *look, book, took. Cat, sat, mat.*	• "What do you notice about the end of the word?" • "Do you know another word like that?"
Behaviours	1		-		•
	2		Read longer phrases in texts fluently without finger pointing. **AF1**	Get children to read longer phrases fluently. For example*, "come here Lucky," said Dad.* Use familiar texts and get children to practise one or two pages.	• "Make your reading sound like a story." • "Keep the story going."
	3		-		

Texts	
"Lucky goes to Dog School" Beverley Randell	"Where is my School?" Alison Sage

"Come here, Lucky," shouted Dad.

"Come here, Lucky," shouted Rachel.

"Naughty dog!" said Dad.
"Come here!"

Dad and Rachel and Lucky
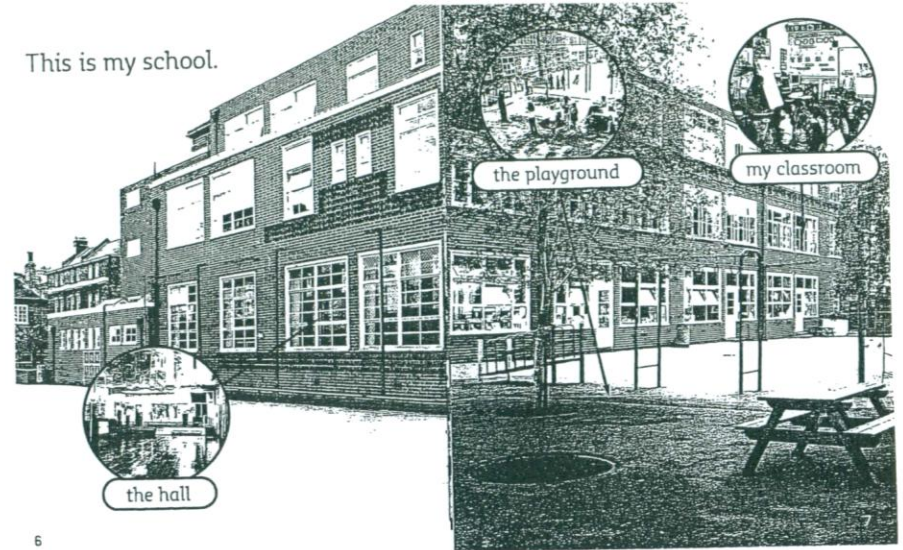went home.

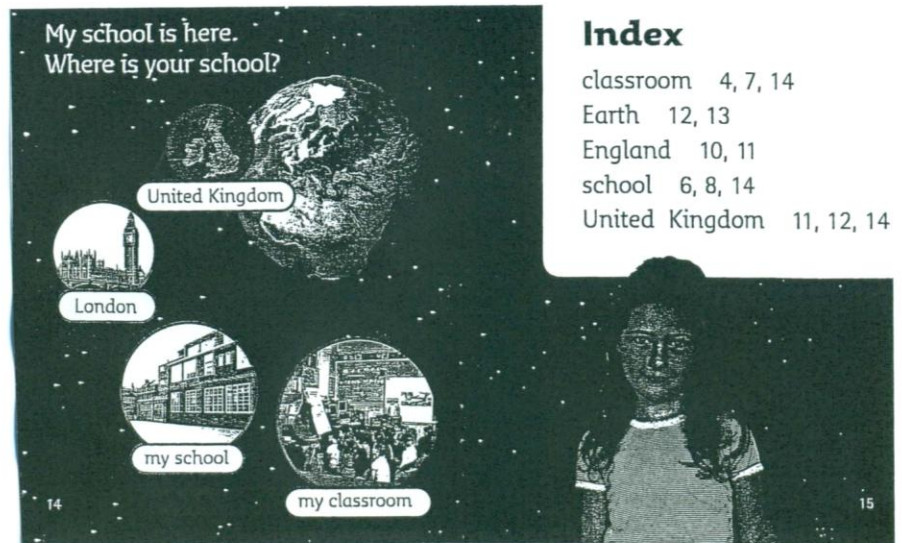"Sit, Lucky," said Rachel.
"Sit. **Sit**!
Good dog!
Dad! Look at Lucky!"

This is my school.

the playground

my classroom

the hall

6

7

My school is here.
Where is your school?

United Kingdom

London

my school

my classroom

14

15

Index

Band 4 [Blue]

Benchmark Levels   9 – 11
National Curriculum   1C
Assessment Focus   1, 2, 3, 4
APP   AF1 L1 BP1   AF1 L1 BP2   AF1 L1 BP3   AF2 L1 BP1   AF2 L1 BP2   AF3 L1 BP1   AF4 L1 BP1
Letters and Sounds   Phase 4 Phase 5

		Target	Exemplification	Prompts/key questions
Comprehension	1	Recall and sequence key events in stories. **AF2 L1 BP1**	Get children to recall and sequence some key events in stories.	• "What happened to Baby Bear when he went to the big forest?" • "How did he get home?" • "After he climbed the tree what did Baby Bear do?"
	2	Predict in more detail using pictures and context to support views.	Get children to predict what might happen in the story at different intervals drawing on the illustrations and context to support and confirm their views. For example, *by discussing how they think Baby Bear feels when he realises he is lost.*	• "What will happen next?" • "Look at the picture on page 6. What do you think might happen to Baby Bear?"
	3	Relate events in stories to personal experiences and to other texts read. **AF3 L1 BP1**	Get children to have a broader understanding of what is read by:- • relating events in the story to those in their own lives i.e. text/self inference. For example, *by discussing being lost and how it felt.* • Explaining whether events and outcomes were the same or different for them. For example, *by discussing what happened to them when they were lost and comparing it to what happened to Baby Bear.*	• "Have you ever been lost?" • "How did you feel when you were lost?" • "Did you feel like Baby Bear when you got lost?"
	4	Discuss characters' traits and feelings. **AF2 L1 BP2**	Get children to discuss what characters are like, for example, 'naughty'. Get children to discuss how characters might be feeling in the story. For example, *by discussing how Baby Bear felt when he was lost.*	• "Do you think Baby Bear should have gone into the big forest on his own?" • "How do you think Baby Bear felt when he knew he was lost?"
	5	-		
	6	Use information in texts to find specific facts. **AF2 L1 BP2**	Get children to find simple information in texts. For example, *by finding out what sinks and what floats.*	• "Why did the plasticine ball sink?" • "What did we find out about the trucks? Did they float or sink? Why?"
Critical Response	1	-		•
Text/language features	1	Understand and discuss some key features of fictional texts. **AF4 L1 BP1**	Get children to use correct vocabulary to describe and locate features of story books. For example, *by looking at cover, beginning, end, title, characters.*	• "What is the title of this story?" • "Who is the main character in the story?"
	2	Understand and discuss some key features of non-fiction texts. **AF4 L1 BP1**	Get children to look at non-fiction texts and notice basic features. For example, *labels, headings, captions, photographs.*	• "Do the photographs help you to know what floats and sinks? • "What does the caption tell you to do on the last page?"
	3	-		
	4	-		

Band 4 [Blue]

			Target	Exemplification	Prompts/key questions
Strategies	1		Self monitor ,search for more information and sometimes self correct.	Get children to listen to their own reading and make sure that what they have read makes sense, is grammatically correct and is visually plausible. Demonstrate this by: • Reading sentences from the texts, making deliberate errors and getting children to listen and say where the error occurred. • Explaining that when they realise something is wrong they have to stop and try and fix it.	• "Does that make sense?" • "Does that make sense, sound right and look right?" • "Something was wrong there, can you find it?" • "What else would help you?" • "Try that again."
	2		Re-read phrases and sentences to check meaning, structure and visual information.	Get children to go back and re-read to find what would make sense, sound right and look right.	• "Go back and read that again." • "Does that make sense?" • "What would make sense, sound right and look right?"
Sources of information	1		Notice details in pictures and use context to work out new words.	Get children to use pictures to work out new words. Get them to begin to use the context of the story. For example, *'laughed' [when the children are having fun]*.	• "Does that make sense?" • "Does the picture help?"
	2		Use language structure to solve new words and phrases.	Get children to predict and solve words using grammatical structure. For example, *'Spot, **called** Sam'*	• "Does that sound right?" • "Is that how we say it in stories?"
	3		Use knowledge of a wider range of punctuation. **AF1 L1 BP3**	Get children to use a range of punctuation while reading. For example, *full stops, exclamation marks, speech marks and question marks.*	• "How should our voice sound when there is a question mark at the end of the sentence?" • "Why do you need to say that in a loud voice?"
	4		Use knowledge of an increasing number of high frequency words that can be read on the run. **AF1 L1 BP1**	Get children to learn a broader range of high frequency words that they can read on the run. Use flashcards to show the words and magnetic letters to say, make and repeat the words. Then **locate** the word in the text. Read sentences from the text containing the word. Select two or three words only for a session.	• "Is that a little word you know?"
	5		Blend phonemes to read words with adjacent consonants and long vowel phonemes. **AF1 L1 BP2**	Get children to use knowledge of long vowel phonemes and adjacent consonants to blend longer, unfamiliar words. For example, *t ea ch er.*	• "Use your phonemes to run the word together."
	6		Make plausible attempts at words using a broader range of visual information, including word endings and analogy.	Get children to look beyond the initial letter of the word by demonstrating:- • Inflectional endings. For example, *climb/climb**ing**, look/look**ed*** • Analogy. For example, *m**ake**, t**ake**, w**ake**.*	• "Where else do you need to look?" • "Look to the end of the word. What do you notice?" • "Do you know another word like that?"
Behaviours	1		-		
	2		Read fluently without finger pointing.	Get children to read longer phrases fluently. For example, *"Come back up here!."* Use familiar texts and get children to practise one or two pages. NB dialogue is useful for developing fluency.	• "Make your reading sound like a story." • "Keep the story going."
	3		-		

Texts

| "Honey for Baby Bear"
Beverley Randell | "Floating and Sinking"
Sarah O'Neil |

Some things sink
because of their shape.

The bees went into a tree.
Baby Bear looked in the tree.
"**Honey**!" he said.
"Honey for me!"

This plasticine has been made
into a ball.
It has sunk.

The ball of plasticine has been
made into the shape of a boat.
It is floating.

8

"I'm lost," said Baby Bear.
"I'm lost,
but I'm good at climbing.
I will climb this big tree
to see where I am."

Up he went.
"I can see the river," he said.

Some things float or sink
because of the way
they go into the water.

This bowl was put into the
water sideways.
It has sunk.
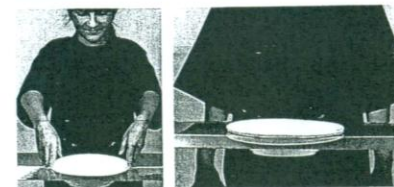
This bowl was put into the
water flat.
It is floating.

10

Band 5 [Green]			
Benchmark Levels	12 – 14		
National Curriculum	1B		
Assessment Focus	1, 2, 3, 4, 6, 7		
APP	AF1 L1 BP1 AF1 L1 BP2 AF1 L1 BP3 AF2 L1 BP2 AF3 L1 BP1 AF4 L1 BP1 AF7 L1 BP1		
Letters and Sounds	Phase 5		

		Target	Exemplification	Prompts/key questions
Comprehension	1	-		
	2	Predict in more detail using pictures and context to support views.	Get children to predict what might happen in the story at different intervals drawing on the illustrations and context to support and confirm their views. For example, *by discussing how they know that the children will have a good time with Spot in the mud.*	• "What will happen next?" • "Look at page 8. What do you think will happen to Spot?" • "What makes you think the children will have a good time with Spot in the mud?"
	3	Relate events in stories to personal experiences and other texts read. **AF3 L1 BP1** **AF7 L1 BP1**	Get children to have a broader understanding of what is read by: • Relating events in the story to those in their own lives – text/self inference. For example, *by discussing whether they have ever had a flood at home.* • Building a knowledge of other similar stories –i.e. text/text inference. For example, *by discussing whether Spot was as naughty as Lucky in "Lucky goes to Dog School".*	• "Have you ever got muddy like the children? How did you get cleaned up?" • "Do you think Spot is naughty, like Lucky?" • "Do you think spot should go to Dog School too? Why do you think that?"
	4	Discuss characters in more detail using dialogue to support viewpoint. **AF2 L1 BP2**	Get children to discuss characters in more detail. For example, '*sometimes naughty'.* Get children to say how characters might be feeling in the story. For example, *by discussing how the family felt when the flood was over.* Get children to use the dialogue as evidence to support their viewpoint. For example, *by discussing what mum said when they returned to the house ["Oh good," said Mum. Etc].*	• "Why is Spot naughty?" • "Spot ran away when they called him. Do you think he is naughty for doing that?" • "How was mum feeling when they got back to the house after the flood?" • "What did she say that made you think that?"
	5	-		
	6	Use information in texts to find specific facts. **AF2 L1 BP2**	Get children to find more detailed information in texts. For example*, by finding out that lions live in groups and that a group of lions is called a pride.*	• "Turn to page 4. What is a group of lions called?" • "Find out about cheetahs and their babies."
Critical Response	1	-		•
Text/language features	1	Understand and discuss key features of fictional texts. **AF4 L1 BP1**	Get children to use correct vocabulary to describe and locate features of story books. For example, *by looking at cover, beginning, end, title, characters.*	• "What is the title of this story?" • "Who is the main character in the story?"
	2	Understand and discuss some key features of non-fiction texts. **AF4 L1 BP1**	Get children to look at non-fiction texts and notice basic features. For example, *labels headings, captions, photographs and contents page.*	• "Look at the contents page. Where would we find out about cheetahs?" • "Turn to page 17. What do you notice about the photographs?" • "The photographs on page 6 show details how the cubs play."
	3	-		
	4	-		

Band 5 [Green]

		Target	Exemplification	Prompts/key questions
Strategies	1	Self monitor, search for more information and self correct consistently.	Get children to listen to their own reading and make sure that what they have read makes sense, is grammatically correct and is visually plausible. Demonstrate this by: • Reading sentences from the texts, making deliberate errors and getting children to listen and say where the error occurred. • Explaining that when they realise something is wrong they have to stop and once they have found the mistake they can correct it by themselves.	• "Does that make sense?" • "Does that make sense, sound right and look right?" • "Something was wrong there, can you find it?" • "What else would help you?" • "Try that again."
	2	Re-read and read on to check for meaning, structure and visual information.	Get children to go back and re-read to find what would make sense, sound right and look right.	• "Go back and read that again." • "Does that make sense?" • "What would make sense, sound right and look right?"
Sources of information	1	Use pictures and context to solve new words.	Get children to use pictures to work out new words. Get them to use the context of the story. For example, *"We can start **cleaning** up now."*	• "Does that make sense?" • "Does the picture help?"
	2	Use language structure to solve new words and phrases	Get children to predict and solve words using grammatical structure. For example, *"Woof," he **barked.***	• "Does that sound right?" • "Is that how we say it in stories?"
	3	Use knowledge of a full range of punctuation. **AF1 L1 BP3**	Get children to use a range of punctuation while reading. For example, *full stops, exclamation marks, question marks, commas, speech marks.*	• "How should our voice sound when there is a question mark at the end of the sentence?" • "What do you do when there is a comma?"
	4	Use knowledge of an increasing number of high frequency words that can be read on the run. **AF1 L1 BP1**	Get children to learn a broader range of high frequency words that they can read on the run. Use flashcards to show the words and magnetic letters to say, make and repeat the words. Then **locate** the word in the text. Read sentences from the text containing the word. Select two or three words only for a session.	• "Is that a little word you know?"
	5	Read phonically decodable two and three syllable words. **AF1 L1 BP2**	Get children to read words by breaking them into syllables. For example, *f ar m er and com pu ter.*	• "Break that word into syllables."
	6	Use a range of visual information to process unfamiliar words.	Get children to look at a range of visual information. Take familiar words from the text and demonstrate:- • Inflectional endings. For example, *bark/bark**ed*** • Analogy. For example, *m ake t ake s ake* • Onset and rime. For example, *h it b it s it*	• "Where else do you need to look?" • "Look to the end of the word. What do you notice?" • "Do you know another word like that?"
Behaviours	1	-		
	2	Read fluently giving some attention to a wider range of punctuation.	Get children to read longer phrases fluently. For example, *"Off you go, outside!."* Use familiar texts and get children to practise one or two pages. NB dialogue is useful for developing fluency.	• "Make your reading sound like a story." • "Keep the story going."
	3	-		

Texts

"After the Flood"
Jenny Giles

"The flood is over," said Mum.
"We can start cleaning up now."

"Our car is all muddy,"
said Rachel.

Dad said,
"I will have to hose it down."

But Spot ran all the way
down the stairs to the playroom.
He ran round and round
on the muddy floor.

"Woof," he barked. "Woof! Woof!"

"Spot! Come here!" called Sam.

"Big Cat Babies"
Jonathan and Angela Scott

Big Cat Babies
Written and photographed by Jonathan and Angela Scott

Contents

Lions
Lions live in a group called a pride.
Their babies are called cubs.

Benchmark Levels	15 – 16
National Curriculum	1A
Assessment Focus	1, 2, 3, 4, 5, 7,
APP	AF1 L1 BP1 AF1L1BP2 AF1 L1 BP3 AF2 L1 BP2 AF3 L1 BP1 AF3L1BP2 AF4 L1 BP1 AF5 L1 BP1
AF7L1BP1	
Letters and Sounds	Phase 5 Phases 6

		Target	Exemplification	Prompts/key questions
Comprehension AF3	1	-		
	2	Predict in detail using understanding of context and characterisations.	Get children to predict what might happen in the story drawing on the context and on their understanding of characters for evidence. For example, *by discussing how the chief might frighten the baby.*	• "What do you think the chief will do to the brave baby if she doesn't obey him?" • "Do you think the chief will frighten the baby? How might he do that?" • "What do you think will happen when the chief dances?"
	3	Relate events in texts to personal experiences, prior knowledge and to other texts read. **AF3 L1 BP1** **AF7L1BP1**	Get children to have a broader understanding of what is read by: • Relating events in the story to those in their own lives – text/self inference. For example, *by discussing what makes them frightened.* • Building a knowledge of other similar stories – i.e. text/text inference. For example, *by discussing other stories where characters are brave such as "The Lion and the Mouse", "Three Billy Goats Gruff".*	• "Have you ever been frightened of someone bigger than you?" • "Do you know another story where a character is brave?"
	4	Discuss characters in more detail using dialogue to support viewpoint. **AF2 L1 BP2**	Get children to discuss characters in more detail. For example, '*wise old woman'.* Get children to say how characters might be feeling in the story. For example, *by discussing how the chief is feeling when he sees that the baby is not frightened of him.* Get children to use the dialogue as evidence to support their viewpoint. For example, *by discussing what the old woman said to the chief after he had tried to make the baby afraid. ["You see," said the old woman etc].*	• "Tell me about the old woman." • "How do you think the chief was feeling when having done the scary dance Wasso still lauged?" • "What did the old woman say to the chief to make you think that Wasso was not frightened?"
	5	Use evidence from the text to discuss key messages.	Get children to discuss key messages. For example, *by discussing whether the chief needed to be fierce to get the people to do what he wanted.* Get children to use the text to support their viewpoint. This could be by text marking relevant sections.	• "Do you think the chief needed to be fierce in order to get the people to obey him?" • "What do you think that the wise old woman was trying to teach the chief?" • "Why was the old woman described as 'wise' in the story?
	6	Use information in texts to find specific facts. **AF2 L1 BP2**	Get children to use simple, non-fiction texts to find out more information. For example, *by finding out how balls move in different ways.*	• "Look on pages 5 and 8 and find out about the different types of balls." • "Find the part in the book that tells you how to juggle a ball."
Critical Response	1	-		•

Band 6 [Orange]

|				
Text/language features	1	Understand and discuss key features of fictional texts. **AF4 L1 BP1**	Get children to use correct vocabulary to describe and locate features of story books. For example, *by looking at cover, beginning, end, title, characters, setting.*	• "Where is the story set?" • "Who is the main character in the story?"
	2	Understand and discuss some key features of non-fiction texts. **AF4 L1 BP1**	Get children to look at non-fiction texts and notice basic features. For example, *labels headings, sub-headings, captions, photographs and contents page.*	• "Use the captions on page 19 to find out what a football is made of." • "Turn to the contents page. On what page would you find out about bouncing balls?"
	3	Identify and discuss language features including vocabulary choices of fictional texts. **AF5 L1 BP1** **AF3L1BP2**	Get children to recognise and discuss vocabulary choices and the impact they have on the reader. NB begin by focusing on powerful verbs.	• "If someone is 'fierce', what does that mean?" • "Look at page 12. Instead of *'said the chief'* the author has used the words *'cried the chief'*. What does that tell you about how the chief is speaking?"
	4	-		
Strategies AF1	1	Self monitor, search for more information and self correct consistently, without support.	Get children to listen to their own reading and make sure that what they have read makes sense, is grammatically correct and is visually plausible. Demonstrate this by: • Reading sentences from the texts, making deliberate errors and getting children to listen and say where the error occurred. • Explaining that when they realise something is wrong they have to stop and once they have found the mistake they can correct it by themselves.	• "Try that again." • "Can you find where you went wrong?" • "How can YOU fix it?"
	2	Re-read and read on to check for meaning, structure and visual information.	Get children to go back and re-read to find what would make sense, sound right and look right.	• "Go back and read that again." • "Does that make sense?" • "What would make sense, sound right and look right?"

Band 6 [Orange]

		Target	Exemplification	Prompts/key questions
Sources of information AF1	1	Use context to solve new words.	Get children to use the context of the story to solve new words. For example, *'the chief was **cross** with the little girl.'*	• "Does that make sense?" • "Would that fit with the story?"
	2	Use language structure to solve new words and phrases controlling longer sentences.	Get children to read simple and compound sentences. Get them to solve unfamiliar words using grammatical structure including consistency of tense. For example, '*Here is someone **who** is not afraid of you.'*	• "Does that sound right?" • "Is that how we say it in stories?"
	3	Use a knowledge of a range of punctuation. **AF1 L1 BP3**	Get children to use a range of punctuation while reading. For example*, full stops, exclamation marks, question marks, commas, speech marks.*	• "How should our voice sound when there is a question mark at the end of the sentence?" • "What do you do when there is a comma?"
	4	Use knowledge of an increasing number of high frequency words that can be read on the run. **AF1 L1 BP1**	Get children to learn a broader range of high frequency words that they can read on the run. Use flashcards to show the words and magnetic letters to say, make and repeat the words. Then **locate** the words in texts. Read sentence from text containing the word. Select two or three words only for a session.	• "Is that a little word you know?"
	5	-		
	6	Read an increasing number of complex words using a range of visual information. **AF1L1BP2**	Get children to make plausible attempts at words using a wider range of visual information. Take familiar words from the text and demonstrate:- • Inflectional endings. For example, *shout/shout**ing**, laugh/laugh**ed**.* • Words within words. For example, **ten** *t.* • Compound words. For example, *some one, every one* • Analogy. For example, *right, tight, might*	• "Where else do you need to look?" • "Look to the end of the word. What do you notice?" • "Do you know another word like that?"
Behaviours	1	-		
	2	Read fluently giving some attention to a wider range of punctuation.	Get children to read longer phrases fluently noting some punctuation. For example, *full stops, speech marks, question marks, exclamation marks.* Use familiar texts and get children to practise one or two pages. NB dialogue is useful for developing fluency.	• "Make your reading sound like a story." • "Keep the story going." • "How would the chief ask the question? What voice would he use?"
	3	-		

"The Brave Baby"
Malachy Doyle

The Indian chief was brave and fierce,
so many people were afraid of him.
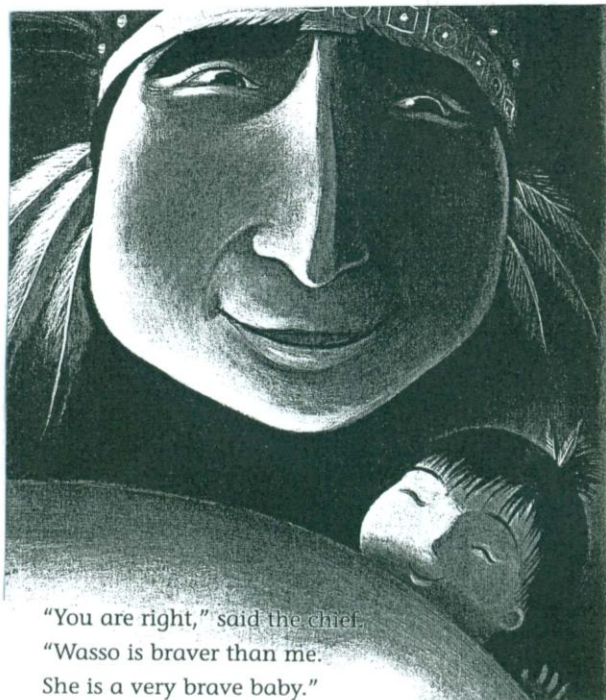
"You are right," said the chief.
"Wasso is braver than me.
She is a very brave baby."

"Bounce Catch Kick Throw"
Janice Marriott

They are all watching or playing with a ball!

All sorts of balls

Some balls are good for bouncing...

... some for kicking ...

... or catching...

... or throwing...

... or even for running with.

5

How to juggle

What you need:

• two balls

What you do:

Start with one ball.

1 Hold it in your right hand.

2 Throw it into your left hand.

Throw the ball back to your right hand.

4 Do this a few times, until you can catch the ball without dropping it!

8

Now try with two balls.

5 Hold one ball in each hand.

6 Throw ball 1, in your right hand, to your left hand.

When ball 1 is halfway between your right and left hands, throw ball 2 from your left hand to your right hand.

8 Catch ball 1 in your left hand.

9 Then catch ball 2 in your right hand.

Try to do this a few times without stopping.

Hey, now you're juggling!

9

Band 7 [Turquoise]

Benchmark Levels	17 – 18	
National Curriculum	2C	
Assessment Focus	1, 2, 3, 4, 5, 6, 7	
APP	AF1 L1 BP1 AF1L1BP2 AF1 L1 BP3 AF2 L1 BP2 AF3 L1 BP1 AF3L1BP2 AF4 L1 BP1 AF5 L1 BP1	
	AF6 L1 BP1 AF7L1BP1	
Letters and Sounds	Phase 5 Phase 6	

		Target	Exemplification	Prompts/key questions
Comprehension	1	-		
	2	Predict in detail using understanding of context and characterisation.	Get children to predict what might happen in the story drawing on the context and on their understanding of characters for evidence. For example, *by discussing how they think the pig might cool down.*	• "How do you think the pig will cool down?" • "What do you think Neligan will say when he comes home?"
	3	Relate events in texts to personal experiences, prior knowledge and to other texts read. **AF3 L1 BP1** **AF7L1BP1**	Get children to have a broader understanding of what is read by: • Relating events in the story to those in their own lives – text/self inference. For example, *by discussing what they do in the hot weather to stay cool.* • Building a knowledge of other similar texts by comparing stories, identifying common themes and characters– i.e. text/text inference. For example, *by comparing the farmer in "Farmer Duck" [Martin Waddell] with that in "Pig in the Pond".*	• "How do you cool off in the hot weather?" • "Do you think the farmer in 'Farmer Duck' would have splashed in the pond? Why do you think that?"
	4	Discuss characters in more detail using dialogue and actions to support viewpoint. **AF2 L1 BP2**	Get children to discuss characters in detail, for example, *'very brave'.* Get children to say how characters might be feeling in the story. For example, *by discussing how the pig is felt when he saw that the other animals were nice and cool.* Get children to use the dialogue and/or actions as evidence to support their viewpoint. For example, *by discussing the picture of the pig lying in the sun getting hotter and hotter ["The pig gulped…]*	• "Why do you think the pig was brave?" • "Neligan was a farmer. What else do you know about him?" • "How did the pig feel when she saw that the animals were nice and cool? How do you know?"
	5	Use evidence from the text to discuss key messages.	Get children to discuss key messages. For example, *by discussing whether the pig was brave to join the other animals in the pond. Or, by taking a brave step, the pig had a lot of fun.* Get children to use the text to support their viewpoint. This could be by text marking relevant sections.	• "Do you think it was dangerous for the pig to jump in the pond?" • "Do you think the pig was wise to jump in the pond?"
	6	Use information in texts to find answers to simple questions and relate to prior knowledge. **AF2 L1 BP2**	Get children to use simple non-fiction texts to find out information and relate their findings to their own experiences or prior knowledge. For example, *by discussing what they already know about flies, such as, ' they are dirty', and finding out that flies lay lots of eggs that become maggots.*	• "Find out four things about flies." • "How long does a fly take to hatch?"
Critical Response	1	Express views about texts and begin to state preferences. **AF6 L1 BP1**	Get children to begin to have an opinion of texts read. For example, *by discussing what they thought of the book and whether they liked it or not.*	• Did you like the story? • What did you like about the book on flies? Did it make you squirm?
Text/language features	1	Understand and discuss key features of fictional texts. **AF4 L1 BP1**	Get children to use correct vocabulary to describe and locate features of story books. For example, *by looking at cover, beginning, end, title, characters, setting, blurb.*	• "Where is the story set?" • "Who is the main character in the story?" • "Read the blurb. What does it tell you?"
				•

Band 7 [turquoise]

|		Target	Exemplification	Prompts/key questions
Text/language features	2	Be aware of the use of some features of organisation in non-fiction texts. **AF4 L1 BP1** **AF3L1BP2**	Get children to look at non-fiction texts and notice features. For example, *labels, headings, sub-headings, captions, photographs, contents page and index.*	• "Under this heading on page 16, you will find out about what flies like to eat." • "Turn to the index. On what pages will you find out about germs?" • "The captions give us more information about the photographs. Look at the photo on page 7. What does the caption tell you about the fly's feet?"
	3	Identify and discuss language features including vocabulary choices of fictional texts. **AF5 L1 BP1**	Get children to recognise and discuss vocabulary choices and the impact they have on the reader. Get children to recognise and discuss language features, such as figurative language. For example, *simile, onomatopoeia.*	• "Why do you think the author has used the words *'gulped'* and *'gasped'*? What do they tell you about how the pig is feeling?" • "When the pig jumps into the pond the author uses the word *'splash!'*. This is so you can imagine how it might sound. What can you say about the word *'splosh'*? Why has it got the extra *'o's?"*
	4	-		
Strategies	1	Self monitor, search for more information and self correct consistently, without support.	Get children to listen to their own reading and make sure that what they have read makes sense, is grammatically correct and is visually plausible. Demonstrate this by: • Reading sentences from the texts, making deliberate errors and getting children to listen and say where the error occurred. • Explaining that when they realise something is wrong they have to go back and try again and once they have found the mistake they can correct it by themselves.	• "Try that again." • "Can you find where you went wrong?" • "How can YOU fix it?"
	2	Re-read and read on to check for meaning, structure and visual information.	Get children to go back and re-read to find what would make sense, sound right and look right.	• "Go back and read that again." • "Does that make sense?" • "What would make sense, sound right and look right?"
Sources of information	1	Use context to solve new words.	Get children to use the context of the story to solve new words. For example, *'The sun **shone** in the sky.'*	• "Does that make sense?" • "Would that fit with the story?"
	2	Use language structure to solve new words and phrases controlling complex sentences.	Get children to read sentences with embedded phrases and clauses. Get them to solve unfamiliar words using grammatical structure including consistency of tense. For example, *'The pig sat in the sun **getting hotter and hotter**.'*	• "Does that sound right?" • "Is that how we say it in stories?"
	3	Use a full range of punctuation and understand how it affects meaning. **AF1 L1 BP3**	Get children to use a range of punctuation while reading. For example*, full stops, exclamation marks, question marks, commas, speech marks.*	• "How should our voice sound when there is a question mark at the end of the sentence?" • "What do you do when there is a comma?" • "There is an exclamation mark at the end. How would you read that sentence?"

Band 7 [Turquoise]

		Target	Exemplification	Prompts/key questions
Sources of information	4	Use knowledge of an increasing number of medium frequency words that can be read on the run. **AF1 L1 BP1**	Get children to learn a range of frequently used words that they can read on the run. [Medium frequency]. For example, *above, don't.* Use flashcards to show the words and magnetic letters to say, make and repeat the words. Then **locate** the words in texts. Read sentences from text containing the word. Select two or three words only for a session.	• "Is that a word you know?"
	5	-		
	6	Read an increasing number of complex words using a range of visual information. **AF1L1BP2**	Get children to make plausible attempts at words using a wider range of visual information. Take familiar words from the text and demonstrate:- • Inflectional endings. For example, *twirl/twirl**ing**, splash/splash**ed**.* • Words within words. For example, *sh **on** e.* • Prefixes and suffixes. For example, ***un**do, loud**ly**.* • Compound words. For example, *sun -shine, snow flake.* • Analogy. For example, *pond, fond, beyond, bond.*	• "Where else do you need to look?" • "Look to the end of the word. What do you notice?" • "Do you know another word like that?"
Behaviours	1	-		
	2	Begin to read aloud with intonation and expression, taking account of punctuation.	Get children to read longer phrases fluently noting some punctuation and text layout. For example, *full stops, speech marks, question marks, exclamation marks, speech bubbles and bold print.* Use familiar texts and get children to practise one or two pages. NB dialogue is useful for developing fluency.	• "Make your reading sound like a story." • "Keep the story going." • "How would the ducks say quack, quack, quack? How do you know?"
	3	-		

Texts

"The Pig in the Pond"
Martin Waddell

The pig sat in the sun.

She looked at the pond.

The ducks went, "Quack!"

The geese went, "Honk!"

The pig went, "Oink!"
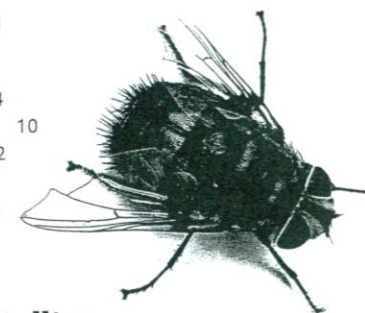
She didn't go in,

because pigs don't swim.

SPLASH!   SPLASH!

SPLASH!   SPLASH!
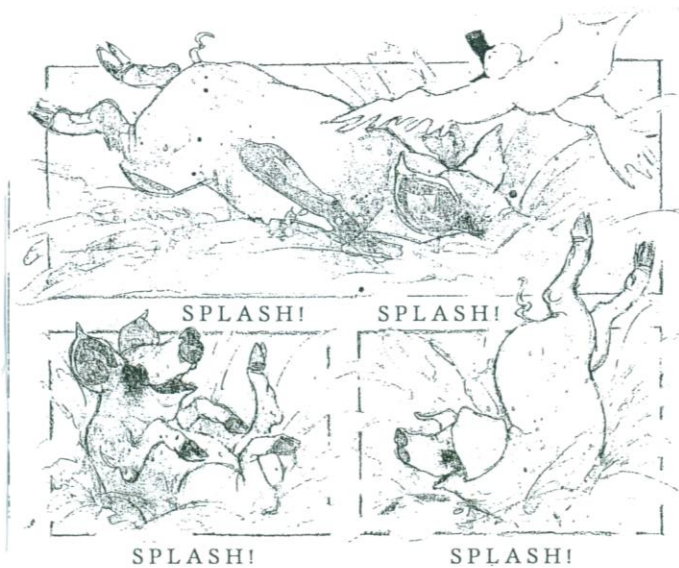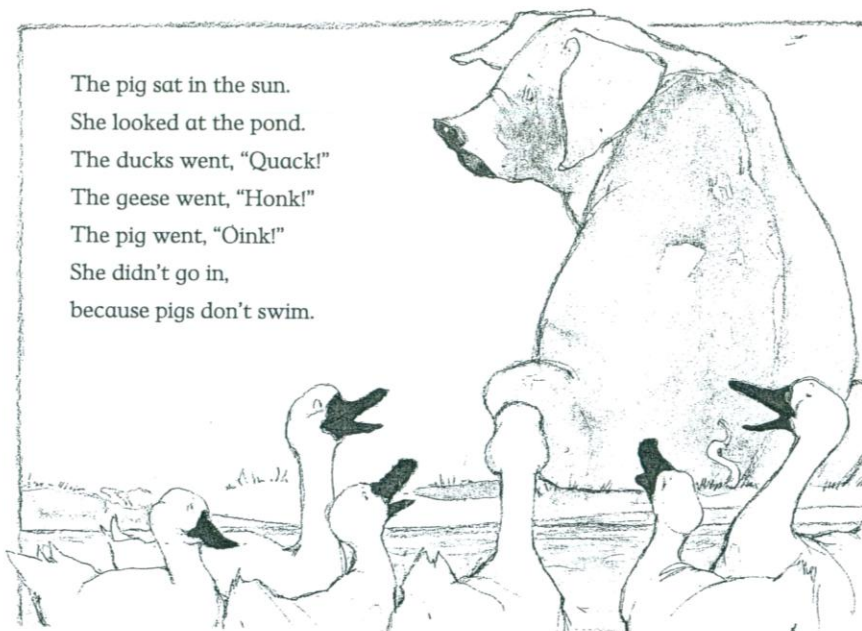
"Fly Facts"
Janice Marriott

Fly Facts

Written by Janice Marriott

Illustrated by Andy Keylock

Contents

○ Collins

The life of a fly

A fly can take just ten days to grow from an egg to a fly.

The mother fly lays about 120 eggs.
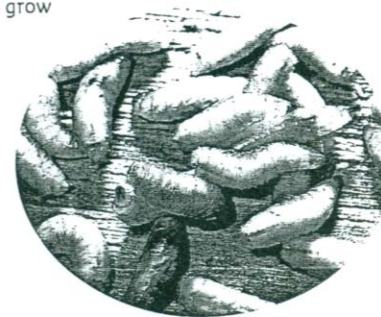
24 hours later, the eggs hatch as maggots.

Start

1 day

12

Band 8 [Purple]

Benchmark Levels 19 – 20
National Curriculum 2B
Assessment Focus 1, 2, 3, 4, 5, 6
APP AF1 L2 BP1 AF1 L2 BP2 AF1 L2 BP3 AF2 L2 BP1 AF2 L2 BP2 AF3 L2 BP1 AF4 L2 BP1 AF5 L2 BP1
AF5 L2 BP2 AF6 L2 BP1 AF6 L2 BP2
Letters and sounds Phase 6

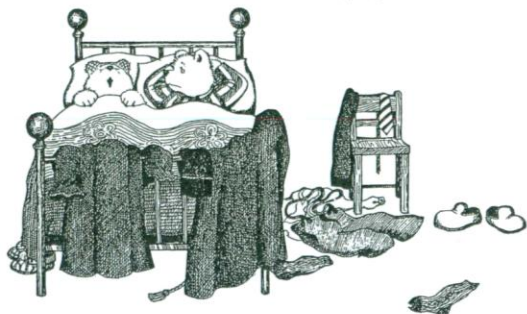|			Target	Exemplification	Prompts/key questions
Comprehension	1		-		
	2		Predict in detail using understanding of context and characterisations.	Get children to predict what might happen in the story drawing on the context and on their understanding of characters for evidence. For example, *by discussing where Mr Bear will sleep next and why.*	• "What do you think will happen when Mr Bear tries to sleep in the garden?" • "Mr Bear has tried to sleep in the living room. Where do you think he will try to sleep next?" • "Bears like to sleep in caves. Do you think Mr Bear will try to find a cave to sleep in?"
	3		Relate events in texts to own experiences, prior knowledge and other texts read and discuss in more detail. **AF3 L2 BP1**	Get children to have a broader understanding of what is read by: • Relating events in the story to those in their own lives – text/self inference. For example, *by discussing what they do when they can't sleep [count sheep, get up, have a drink etc].* • Building a knowledge of other similar texts by comparing stories and identifying common themes and characters– i.e. text/text inference. For example, *by focusing on bears as characters in stories.*	• "Have you ever found it hard to sleep? Why do you think that was?' • "What did you do when you couldn't sleep?" • "What other stories have bears as the main characters? Are they like Mr Bear?"
	4		Discuss characters' feelings and motives and why they might change during a story. **AF2 L2 BP1** **AF3 L2 BP1**	Get children to discuss characters in detail, for example, *'very tired and grumpy'.* Get children to say how characters might be feeling in the story. For example, *by discussing how the Mr Bear felt when he couldn't get to sleep.* Get children to use the dialogue and/or actions as evidence to support their viewpoint. For example, *by discussing the pictures of Mr Bear and the words he said each time he couldn't sleep.*	• "Why did Mr Bear get grumpier as the story went on?" • "What did he say to make you think that he was really fed up?" • "Why was he happy in the end?"
	5		Use evidence from the text to discuss key messages. **AF2 L2 BP2** **AF6 L2 BP1**	Get children to discuss key message. For example, *by discussing whether it would have been better for Mr Bear to have stayed in his own room all along.* Get children to use the text to support their viewpoint. This could be by text marking relevant sections.	• "Where would Mr Bear have got the quietest nights sleep?' • "Do you think Mr Bear should have stayed in his own bed. Why?"
	6		Use information in texts to find answers to simple questions and relate to prior knowledge. **AF2 L2 BP1** **AF6 L2 BP1**	Get children to use simple non-fiction texts and identify the main purpose of the text. For example, *by understanding that it will tell us some things about the three biggest animals in Africa.* Get children to find out information and relate their findings to their own experiences or prior knowledge. For example, *by discussing what they already know about cheetahs, such as' cheetahs live in Africa', and finding out about how fast cheetahs run and when they hunt.*	• "What are Africa's three biggest animals?" • "How much can an elephant eat in a day?" • "What does the book tell you about how rhinos live?"
Critical Response	1		Express views about texts and state preferences. **AF6 L2 BP2**	Get children to have an opinion about texts read. For example, *by discussing what they thought of the book and whether they liked it or not.* Get them to compare books and state preferences. For example, *by explaining whether they preferred 'Peace at Last' or 'Whatever Next' and why.* NB this can be explained in simple terms, such as, 'I liked it because it was funny.'	• "Which text did you like better?" • "Why did you like 'Peace at Last' better?"

Band 8 [Purple]

		Target	Exemplification	Prompts/key questions
Tex/language features	1	Understand and discuss key features of fictional texts from more than one genre. **AF4 L2 BP1** **AF5L2BP2**	Get children to explore fictional texts, for example, *traditional tales* and discuss what is common to them. For example, *by focusing on how stories start, like traditional tales which usually begin 'Once upon a time' or 'Long ago'.*	• "This is a fairly story, how do you know? Think about the characters." • "Look at the beginning of this story. What sort of story do you think it is? How do you know?"
	2	Be aware of the use of some features of organisation in non-fiction texts. **AF4 L2 BP1**	Get children to use non-fiction texts, including alphabetically ordered, to retrieve and discuss information. For example, *through use of contents page, index [alphabetically ordered] and other key features such as title pages, blurb and illustrations/diagrams/photos.*	• "Read the blurb. What key information are we going to find out?" • "Use the diagram on pages 22 and 23 to find one fantastic fact about hippos."
	3	Identify and discuss language features including vocabulary choices of fictional texts. **AF5 L2 BP1**	Get children to recognise and discuss vocabulary choices and the impact they have on the reader. Get children to recognise and discuss language features, such as figurative language. For example, *simile, onomatopoeia, metaphor.*	• "Look at the page where Mr Bear is trying to sleep in the garden. Can you find some words that copy the sounds the animals make?" • "When Baby Bear was pretending to be an aeroplane he made the noise 'nyaaow!'. Why did the author use this word?"
	4	-		
Strategies	1	Self monitor and begin to solve most unfamiliar words on the run.	Get children to listen to their own reading and make sure that what they have read makes sense, is grammatically correct and is visually plausible. Demonstrate this by: • Reading sentences from the texts, making deliberate errors and getting children to listen and say where the error occurred. • Explaining that when they realise something is wrong they have to go back and try again and once they have found the mistake they can correct it by themselves.	• "Try that again." • "Can you find where you went wrong?" • "How can YOU fix it?"
	2	Use strategies to pick up and process information flexibly and automatically. **AF1 L2 BP2**	Get children to understand that they must select an appropriate strategy for tackling unfamiliar words independently. Demonstrate this by: using vocabulary from text and articulating how you processed that word or phrase. For example. *"I have used syllables to work out the word and now I am going to re-read to see if it makes sense."*	• "What else would help you?" • "What could you do first?" • "How are you going to work it out?"

Band 8 [Purple]

			Target	Exemplification	Prompts/key questions
Sources of information	1		Use context to decode and understand new words.	Get children to use the context of the story to solve new words. For example, *It was cold in the car and **uncomfortable.***	• "Does that make sense?" • "Would that fit with the story?"
	2		Use language structure to solve new words and phrases controlling sentences with some embedded phrases and clauses.	Get children to read sentences with embedded phrases and clauses. Get them to solve unfamiliar words using grammatical structure including consistency of tense. For example, '*he was **lying** in bed **pretending** to be an aeroplane.*'	• "Does that sound right?" • "Is that how we say it in stories?"
	3		Use knowledge of a full range of punctuation and understand how it affects meaning.	Get children to understand how longer sentences are punctuated and get them to know the importance of punctuation when reading. Get children to know how speech is punctuated and how it should be read taking note of other punctuation such as *exclamation marks*. Demonstrate this by:- • reading the dialogue with and without the punctuation.	• "How should our voice sound when there is a question mark at the end of the sentence?" • "What do you do when there is a comma?" • "There is an exclamation mark almost every time Father Bear says 'oh no!' How would you read those words?'
	4		Use knowledge of an increasing number of medium frequency words that can be read on the run. **AF1 L2 BP1**	Get children to learn a range of frequently used words that they can read on the run. [Medium frequency]. For example, *can't, didn't, started.* Use flashcards to show the words and magnetic letters to say, make and repeat the words. Then **locate** the words in texts. Read sentence from text containing the word. Select two or three words only for a session.	• "Is that a word you know?"
	5		-		
	6		Make plausible attempts at more complex words using recognisable chunks.	Get children to make plausible attempts at words using a wider range of visual information. Take familiar words from the text and demonstrate- • Inflectional endings. For example, *pretend/pretend**ing**, yawn/yawn**ed**.* • Words within words. For example, *k **it** chen.* • Prefixes and suffixes. For example, ***pre**tending.* • Compound words. For example, *hedge hog , in to.* • Analogy. For example, *stand, and.*	• "Where else do you need to look?" • "Look at the end of the word. What do you notice?" • "Do you know another word like that?" • "This word is made up of two little words. Can you see them?"
Behaviours	1		-		
	2		Read longer sentences, structures and paragraphs fluently with expression when reading aloud. **AF1 L2 BP3**	Get children to read longer phrases fluently noting some punctuation and text layout. For example, *full stops, speech marks, question marks, exclamation marks, speech bubbles and bold print.* Use familiar texts and get children to practise one or two pages. NB dialogue is useful for developing fluency.	• "Make your reading sound like a story." • "How do you think Father Bear would say "Oh No!"? How do you know? • "How should you read the word in bold print?"
	3		-		

Texts

"Peace at Last"
Jill Murphy

Mrs. Bear began to snore.
"SNORE," went Mrs. Bear,
"SNORE, SNORE, SNORE."
"Oh NO!" said Mr. Bear,
"I can't stand THIS."
So he got up and went to
sleep in Baby Bear's room.

It was cold in the car
and uncomfortable, but
Mr. Bear was so tired
that he didn't notice.
He was just falling asleep
when all the birds started to
sing and the sun peeped in at
the window.
"TWEET TWEET!" went the birds.
SHINE, SHINE . . . went the sun.
"Oh NO!" said Mr. Bear,
"I can't stand THIS."
So he got up and went back
into the house.

"Africa's Big Three"
Jonathan and Angela Scott

Cheetahs

Cheetahs hunt in the daytime.
They are the fastest animals in the world.
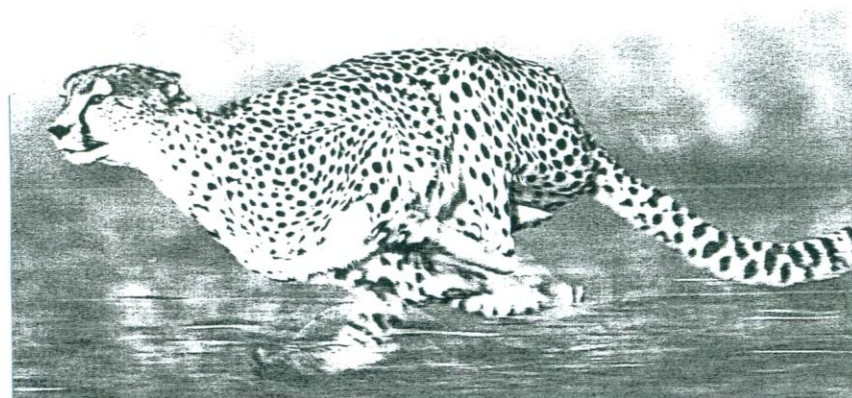
Lions

Lions live in a group called a pride.
Their babies are called cubs.

Band 9 [Gold]

Benchmark Levels	21 – 22
National Curriculum	2A
Assessment Focus	1, 2, 3, 4, 5 ,6
APP	AF1 L2 BP2 AF1 L2 BP3 AF2 L2 BP1 AF2 L2 BP2 AF3L2BP1 AF4 L2 BP1 AF5 L2 BP1 AF6 L2 BP1
	AF6 L2 BP2
Letters and Sounds	Phase 6

		Target	Exemplification	Prompts/key questions
Comprehension	1	-		
	2	Make a range of predictions based on prior knowledge and knowledge of similar texts.	Get children to predict what might happen in the story drawing on the context and on their understanding of characters for evidence. For example, *by discussing what tasks Princess Smartypants might set for different princes and why.*	• "If you have vertigo you are scared of heights. What task do you think she will set Prince Vertigo? Why?" • "What will Prince Grovel do when he takes the queen shopping?" • "Do you think Princess Smartypants will get her own way and not get married?"
	3	Relate events in texts to own experiences, prior knowledge and other texts read and discuss in more detail. **AF3 L2 BP1**	Get children to have a broader understanding of what is read by: • Relating events in the story to those in their own lives – text/self inference. For example, *by discussing how they get their own way.* • Building a knowledge of other similar texts by comparing stories and identifying common themes and characters– i.e. text/text inference. For example, *by focusing on typical prince/princess stories.*	• "Princess Smartypants got her own way in the end. How do you get your own way at home?" • "How would feel if you were one of the princes?" • "Do princesses always behave like Princess Smartypants. What is different?" • "Do you think Princess Smartypants will be happy on her own?"
	4	Discuss characters in stories and begin to say how events influence their behaviour [cause and effect]. **AF2 L2 BP1**	Get children to discuss characters in detail, for example, *'very clever and good at making cunning plans'*. Get children to say how characters might be feeling in the story. For example, *by discussing how Princess Smartypants felt when Prince Swashbuckle turned into a toad.* Get children to use the dialogue and/or actions as evidence to support their viewpoint. For example, *by discussing the final page of the book.*	• "How do you think Princess Smartypants felt Prince Swashbuckle turned into a toad?" • "Why do you think the princess was called Smartypants?" • "Why does she look so happy at the end of the story?"
	5	Use evidence from the text to discuss key messages. **AF2 L2 BP2** **AF6 L2 BP1**	Get children to discuss key messages. For example, *by discussing how clever Princess Smartypants was to come up with the cunning plan.* Get children to use the text to support their viewpoint. This could be by text marking relevant sections.	• "How do we know Princess Smartypants was clever?" • "What do you think would have happened if she had just said 'no' to the King and Queen?"
	6	Use information in texts to find answers to a broader range of questions and relate to prior knowledge. **AF2 L2 BP1** **AF6 L2 BP1**	Get children to use simple non-fiction texts and comment on the main purpose of the text. For example*, by understanding that it will tell us all about Mars.* Get children to find out information and relate their findings to their own experiences or prior knowledge. For example, *by discussing what they already know about planets, such as 'we live on earth', and finding out about the similarities between earth and Mars.*	• "What is the same about Earth and Mars?" • "What can you find out about the temperature on Mars?"
Critical Response	1	Express opinions about texts read, state preferences and begin to provide evidence to support viewpoint. **AF6 L2 BP2**	Get children to have an opinion about texts read. For example, *by discussing what they thought of the book and whether they liked it or not.* Get them to compare books and state preferences. For example, *by explaining whether they preferred 'Princess Smartypants'* or 'Cinderella' and why. NB this can be explained in simple terms, such as 'I liked 'Cinderella' better because she married the prince.	• "Which story did you prefer?" • "Why did you like the story of 'Princess Smartypants?" • "Did it remind you of another story?"

Band 9 [Gold]

Text/language features	1	Understand and discuss key features of fictional texts from a small range of genre. **AF4 L2 BP1**	Get children to explore fictional texts, for example, *traditional tales* and discuss what is common to them. For example*, by focusing on how stories start, like traditional tales which usually begin 'Once upon a time' or 'Long ago'.*	• "This is a fairly story. Does it begin like other fairy stories you know?." • "Look at the beginning of this story. What sort of story do you think it is? How do you know?"
	2	Be aware of a range of key features of non-fiction texts. **AF2 L2 BP2** **AF4 L2 BP1**	Get children to use non-fiction texts, including alphabetically ordered, to retrieve and discuss information. For example, *through use of contents page, index [alphabetically ordered] and other key features such as tile pages, blurb and illustrations/diagrams/photos, glossary.*	• "Turn to the glossary on pages 22 and 23.Use this to find out what the polar ice caps are." • "Look at the table of contents under the heading 'journey to Mars'. What do you notice?"
	3	Identify and discuss language features including vocabulary choices of fictional texts. **AF5 L2 BP1**	Get children to recognise and discuss vocabulary choices and the impact they have on the reader. Get children to recognise and interpret language features, such as figurative language For example, *simile, onomatopoeia, metaphor, alliteration.*	• "Why do you think the author has used the phrase '*gigantic warty'* to describe the toad? What picture does that paint in your mind?"
	4	-		
Strategies	1	Self monitor and begin to solve most unfamiliar words on the run.	Get children to listen to their own reading and make sure that what they have read makes sense, is grammatically correct and is visually plausible. Demonstrate this by: • Reading sentences from the texts, making deliberate errors and getting children to listen and say where the error occurred. • Explaining that when they realise something is wrong they have to go back and try again and once they have found the mistake they can correct it by themselves.	• "Try that again." • "Can you find where you went wrong?" • "How can YOU fix it?"
	2	Use strategies to process information flexibly and automatically. **AF1 L2 BP2**	Get children to understand that they must select an appropriate strategy for tackling unfamiliar words independently. Demonstrate this by: using vocabulary from text and articulating how you processed that word or phrase. For example. *"I have used syllables to work out the word and now I am going to re-read to see if it makes sense."*	• "What else would help you?" • "What could you do first?" • "How are you going to work it out?"

Band 9 [Gold]

|			Target	Exemplification	Prompts/key questions
Sources of information	1		Use context to decode and understand new words.	Get children to use the context of the story to solve new words. For example, *"whoever can **accomplish** the tasks…."*	• "Does that make sense?" • "Would that fit with the story?" • "What do you think that word means?"
	2		Use language structure to solve new words and phrases controlling complex sentences.	Get children to read complex sentences with subordinate clauses and adverbial phrases. Get them to solve unfamiliar words using grammatical structure including consistency of tense and noun/verb agreements. For example, *'When the other princes hea**rd** what had happen**ed** to Prince Swashbuckle, none of them want**ed** to marry Smartypants… '*	• "Does that sound right?" • "Is that how we say it in stories?"
	3		Use a knowledge of a range of punctuation and understand how it affects meaning.	Get children to understand how longer sentences are punctuated and get them to know the importance of punctuation when reading. Get children to know how speech is punctuated and how it should be read taking note of other punctuation such as *exclamation marks*. Demonstrate this by:- • reading the dialogue with and without the punctuation.	• "How should our voice sound when there is a question mark at the end of the sentence?" • "What do you do when there is a comma?"
	4	-			
	5	-			
	6		Make accurate attempts at more complex words using recognisable chunks.	Get children to make accurate attempts at words using a wider range of visual information. For example, *syllables, words within words and inflectional endings, 'ing' and 'ed'*	• "Where else do you need to look?" • "Break that word into syllables. Will that help?"
Behaviours	1	-			
	2		Read longer sentences, structures and paragraphs fluently with expression when reading aloud. **AF1 L2 BP3**	Get children to read longer phrases fluently noting some punctuation and text layout. For example, *full stops, speech marks, question marks, exclamation marks, speech bubbles and bold print.* Use familiar texts and get children to practise one or two pages. NB dialogue is useful for developing fluency.	• "Make your reading sound like a story." • "Keep the story going." • "Make sure you note the punctuation when you read."
	3		Begin to read silently and understand the difference between silent and oral reading.	Get children to read a passage from the text silently and discuss differences between reading silently and reading aloud. Explain to the children that when they read out loud they must read every word but when they read silently they can skim over some words and read parts of the text in 'chunks'.	• "What is different about reading in your head and reading out loud?"

Texts

"Princess Smartypants"
Babette Cole
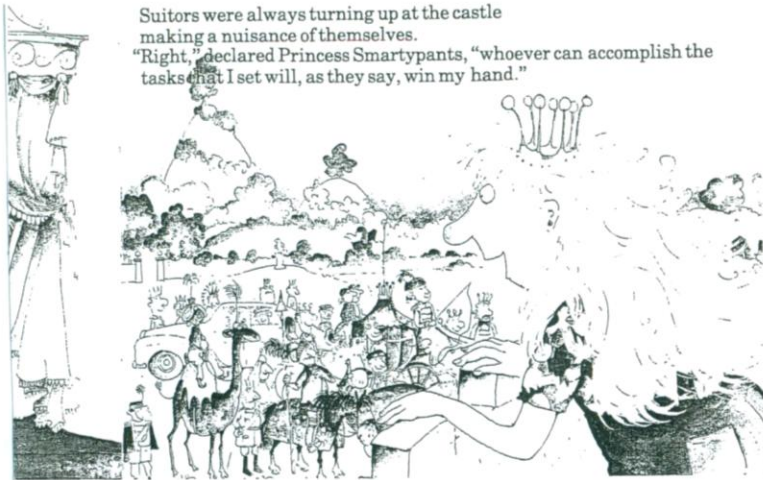
Suitors were always turning up at the castle making a nuisance of themselves.
"Right," declared Princess Smartypants, "whoever can accomplish the tasks that I set will, as they say, win my hand."

When the other princes heard what had happened to Prince Swashbuckle, none of them wanted to marry Smartypants . . .
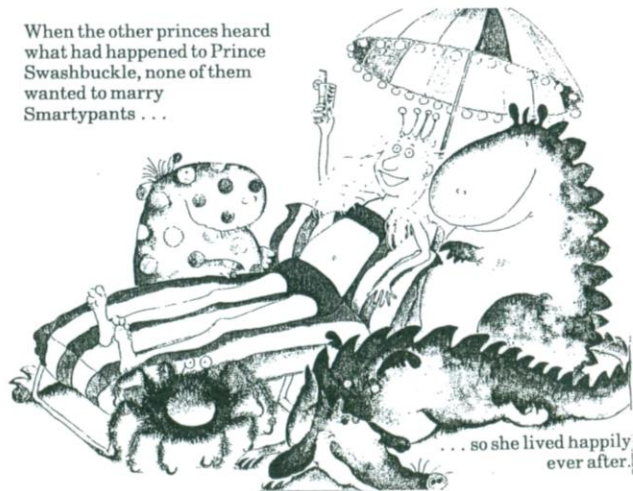
. . . so she lived happily ever after.

"Lets Go to Mars!"
Janice Marriott

What's the difference?

Mars is different from Earth, but not too different. It's not a ball of fire, like the Sun.

Mars is cool so take lots of warm clothes!

6700°Celsius The Sun's temperature

Mars

The Sun

The Sun is too hot for holidays!

Like Earth, Mars has air, water, ice and rock.

Unlike Mars, most of the Earth's surface is water.

Mars' surface is hard and dry.
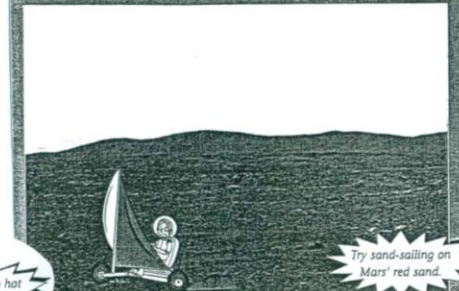
Try sand-sailing on Mars' red sand.

Picture Glossary

bags
1 2 3

headphones
helmet
microphone

parachute
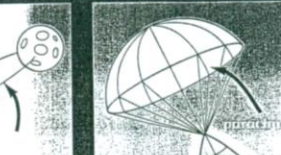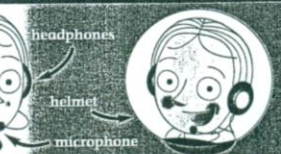
Band 10 [White]

Benchmark Levels	**23 – 24**
National Curriculum	**3C**
Assessment Focus	**1, 2, 3, 4, 5 ,6**
APP	**AF1 L3 BP1 AF1 L3 BP1 AF2 L3 BP1 AF2 L2 BP2 AF3 L3 BP1 AF3 L3 BP2 AF4 L3 BP1 AF5 L3 BP1**
	AF6 L3 BP1 AF6 L3 BP1 AF6 L2 BP2

		Target	Exemplification	Prompts/key questions
Comprehension AF3	1	-		
	2	Make a range of predictions based on prior knowledge and knowledge of similar texts.	Get children to predict what might happen in the story drawing on the context and on their understanding of characters for evidence. For example, *by discussing what might have happened to Dogger.*	• "Where do you think Dogger is?" • "Do you think Dave will ever find Dogger again?" • "Do you think the little girl will give Dogger back?"
	3	Relate events in texts to own experiences, prior knowledge and other texts read and discuss in more detail. **AF3L3BP1** **AF3L3BP2**	Get children to have a broader understanding of what is read by: • Relating events in the story to those in their own lives – text/self inference. For example, *by discussing special toys or special things they have lost.* • Building a knowledge of other similar texts by comparing stories and identifying common themes and characters– i.e. text/text inference. For example, *by discussing other stories where special things are lost ["Where's My Teddy?",].* • Beginning to go beyond own experiences and referring to the text to explain meaning and own viewpoint – text/world inference. For example, *by discussing why children need cuddly toys at bedtime, or how people act when they are sad.*	• "Do you have a special toy that you take to bed every night?" Tell me about your toy.". • "What happens in 'Where's My Teddy' that makes you think it is like 'Dogger'?" • "Why do you think children like to have cuddly toys at bedtime?"
	4	Discuss characters in stories and say how events influence their behaviour [cause and effect]. **AF3 L3 BP1**	Get children to discuss characters in detail, for example, *'very kind and thoughtful'.* Get children to focus on characters' actions/feelings and how they might change in a story. For example, *by discussing how Dave's behaviour changed when he realised Dogger was missing.* Get children to use the dialogue and/or actions as evidence to support their viewpoint. For example, *by discussing how Dave felt and acted when he went to bed for the first time without Dogger.*	• "What sort of little girl is Bella?" • "How did Dave react when he got Dogger back? How was this different from his behaviour when Dogger was lost?" • "How do you know that Dave was happy in the end? What tells you in the story?"
	5	Use evidence from the text to discuss themes or key messages. **AF2 L3 BP1** **AF2 L2 BP2** **AF6 L3 BP1**	Get children to discuss key messages. For example, *by discussing how people feel when they lose something precious.* Get children to use the text to support their viewpoint. This could be by text marking relevant sections.	• "Where in the story does it tell you that Dave was sad?" • "Do you think Bella would have been sad if one of her toys had been lost? Why/why not?"
	6	Use information in texts to find answers to a broader range of questions and relate to prior knowledge. **AF2 L3 BP1** **AF6 L3 BP1**	Get children to use non-fiction texts and comment on the main purpose of the text. For example*, by understanding that it will tell us all about sporting heros.* Get children to find out information and relate their findings to their prior knowledge. For example, *by discussing what they already know about sporting superstars, such as 'Jermaine Defoe is a famous football player', and finding out about heros in other sports.*	• "Find out about Olga Korbet. What was hard about being a gymnast?" • "Do you know any sporting super stars?" What sports do they play?

Band 10 [White]

		Target	Exemplification	Prompts/key questions
Critical Response	1	Express opinions about texts read, state preferences and begin to provide evidence to support viewpoint. **AF6 L2 BP2**	Get children to express opinions about texts read stating preferences. For example *by discussing whether the text is informative, funny, exciting.* Get them to compare books and state preferences. For example, *by explaining whether they preferred 'Dogger'* or 'Where's my Teddy' and why. NB this can be explained in simple terms, such as 'I liked 'Dogger' better because Bella was kind.'	• "Which story did you prefer and why?" • "Which one made you feel sadder?"
Text/language features	1	Understand and discuss key features of fictional texts from a small range of genre. **AF4 L3 BP1**	Get children to explore fictional texts, for example, *traditional tales* and discuss what is common to them. For example*, by focusing on how stories start, like traditional tales which usually begin 'Once upon a time' or 'Long ago'.*	• "This is a fairly story, how do you know? Think about the characters." • "Look at the beginning of this story. What sort of story do you think it is? How do you know?"
	2	Understand in detail how non-fiction texts are organised and begin to discuss key features. **AF4 L3 BP1**	Get children to use a wide range of non-fiction texts to retrieve more detailed information by using key features. For example, *headings, sub-headings, glossaries and diagrams.*	• "Use the contents page to find the information about Linford Christie. Note three key points. Use the captions to help you." • "Look at the diagrams on pages 6 and 22. How do these help you understand more?"
	3	Identify and discuss language features including vocabulary choices of fictional texts. **AF5 L3 BP1**	Get children to recognise and discuss vocabulary choices and the impact they have on the reader. Get children to recognise and interpret language features, such as figurative language. For example, *simile, metaphor, alliteration, onomatopoeia* and say how these features enhance the meaning.	• "Why do you think the author has used the word *'anxiously'* to describe how Dave was watching mum search for Dogger?"
	4	-		

Band 10 [White]

			Target	Exemplification	Prompts/key questions
Strategies	1		Self monitor and solve most unfamiliar words on the run.	Get children to listen to their own reading and make sure that what they have read makes sense, is grammatically correct and is visually plausible. Demonstrate this by: • Reading sentences from the texts, making deliberate errors and getting children to listen and say where the error occurred • Explaining that when they realise something is wrong they have to go back and try again and once they have found the mistake they can correct it by themselves.	• "Try that again." • "Can you find where you went wrong?" • "How can YOU fix it?"
	2		Use strategies to process information flexibly and automatically. **AF1 L3 BP1**	Get children to understand that they must select an appropriate strategy for tackling unfamiliar words independently. Demonstrate this by: using vocabulary from text and articulating how you process that word or phrase. For example. *"I have used sound of the sentence [grammar] to work out the phrase and now I am going to re-read to see if it makes sense."*	• "What else would help you?" • "What could you do first?" • "How are you going to work it out?"
Sources of information AF1	1		Use context to decode and understand new words.	Get children to use the context of the story to solve new words. For example, *''Dave watched **anxiously** through the **banisters**.*	• "Does that make sense?" • "Would that fit with the story?" • "How might Dave be watching?"
	2		Use language structure to solve new words and phrases controlling complex sentences.	Get children to read complex sentences with subordinate and embedded clauses, adverbial and adjectival phrases. Get them to solve unfamiliar words using grammatical structure including consistency of tense and noun/verb agreements. For example, *'Mum look**ed**, she search**ed**, Dave watch**ed**.*	• "Does that sound right?" • "This story is in the past tense so we use the *'ed'* words."
	3		Use a range of punctuation and understand how it affects meaning.	Get children to understand how longer sentences are punctuated and get them to know the importance of punctuation when reading. Get children to know how speech is punctuated and how it should be read taking note of other punctuation such as *exclamation marks*. Demonstrate this by:- • reading the dialogue with and without the punctuation	• "How should our voice sound when there is a question mark at the end of the sentence?" • "What do you do when there is a comma?" • "Why is it important to read that part loudly?"
	4		-		
	5		-		
	6		Make accurate attempts at more complex words using recognisable chunks.	Get children to attend to a range of visual information. For example, *syllables, words within words and inflectional endings, 'ing' and 'ed'*	• "Where else do you need to look?" • "Break that word into syllables. Will that help?"
Behaviours	1		-		
	2		Read longer sentences, structures and paragraphs fluently with expression when reading aloud. **AF1 L3 BP1**	Get children to read longer phrases fluently noting some punctuation and text layout. For example, *full stops, speech marks, question marks, exclamation marks, speech bubbles and bold print.* Use familiar texts and get children to practise one or two pages. NB dialogue is useful for developing fluency.	• "Make your reading sound like a story." • "How do you think Dave might say those words?" • "How should you read the word in capital letters?"
	3		Read silently and understand the difference between silent and oral reading.	Get children to read a passage from the text silently and discuss differences between reading silently and reading aloud. Explain to the children that when they read out loud they must read every word but when they read silently they can skim over some words and read parts of the text in 'chunks'.	• "What is different about reading in your head and reading out loud?"

Texts

"Dogger"
Shirley Hughes

But Dogger was quite lost.

Dave was very sad when he went to bed. Bella kindly lent him one of her teddies to go to sleep with but it was not the same thing as Dogger. Dave kept waking up in the night and missing him.

But something terrible had happened. Dogger had just been bought by a little girl!

She was already walking off with him. Dave began to cry.

Bella ran after her and tried to explain that Dogger really belonged to Dave, and could they please buy him back?

But the little girl said: "No."

She said that she had bought Dogger with her own money and she wanted him. She held on to him very tightly.

"Sporting Superstars"
Keith Gaines

Olga Korbut – *the world's favourite*

Olga Korbut was never the greatest gymnast. She did not win the most medals. But she was one of the most popular sportswomen in the world and she inspired millions of girls and boys to take up gymnastics.

Training

Korbut was born in 1955 in Belarus, which used to be part of the USSR. She was the youngest of four sisters. At junior school she was the smallest girl in the class, but she was better at running and jumping than anyone else. When she was eight, she joined a special sports school run by the great gymnastics coach, Renald Knysh.
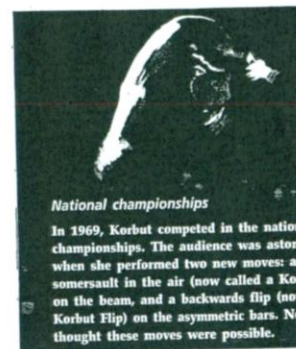
National championships

In 1969, Korbut competed in the national championships. The audience was astonished when she performed two new moves: a back somersault in the air (now called a Korbut on the beam, and a backwards flip (now Korbut Flip) on the asymmetric bars. Nobody thought these moves were possible.

Olympic fame

In 1972, Korbut was chosen for the Olympic team. She trained hard but just five days before the team went to Munich she stopped practising her floor exercise. She did not like the moves and refused to do them.

Her coaches sat up all night working out a new set of moves. Korbut liked the new exercise and she practised hard.

Linford Christie – *Europe's best sprinter*

Linford Christie was born in Jamaica in 1960. When he was still a baby, his family moved to Britain. He grew up in South London. Even at primary school he was a fast runner.

When he was a teenager, sports writers were predicting that he would be a future champion. He entered his first international competition at the age of 20.

From 1980 to 1997, Christie ran for Britain in over 60 international competitions. During that time, he won more championship medals than any other British male athlete.

Christie was the first European to run 100 m in less than ten seconds.

In 1992, at the Olympic Games in Ba... Christie won the **gold** medal in the 1... the age of 32. He was the oldest man... win the Olympic 100 m.

"I was running scared," said Linford Cl... race. *"I run with a controlled fear of lo... frightened in that way it's amazing wha...*

In 1995, Christie broke the world ind... 200 m with a time of 20.25 seconds. T... Christie retired from running.

His best event was the 100 m and he won many 100 m races in European and World championships.

			Band 11	[Pink/White]
Benchmark Levels	**25 - 26**			
National Curriculum	**3B**			
Assessment Focus	**1, 2, 3, 4, 5, 6**			
APP	**AF1 L3 BP1 AF1 L3 BP1 AF2 L3 BP1**		**AF2 L2 BP2 AF3 L3 BP1 AF3 L3 BP2 AF4 L3 BP1 AF5 L3 BP1**	
	AF6 L3 BP1 AF6 L3 BP2			

		Target	Exemplification	Prompts/key questions
Comprehension	1	-		•
	2	Make a range of predictions based on personal experiences, prior knowledge and other texts read and provide evidence to justify viewpoint.	Get children to predict what might happen in the story. Get them to make predictions about events and characters' responses to what is happening. Get them to use the text to justify their views. For example, *by discussing what they think Jason might do when he is accused of taking the birthday cards.*	• "Read page 9. Why do you think Jason is behaving in that way?" • "How do you think Jason will react to being accused of taking Donna's birthday cards?" • "What do you think will happen to Jason when Mrs Moors takes him out of the rubbish truck?"
	3	Relate events in texts to own experiences, prior knowledge and other texts read and discuss in more detail. **AF3 L3 BP1** **AF3 L3 BP2**	Get children to have a broader understanding of what is read by: • Relating events in the story to those in their own lives – text/self inference. For example, *"What usually happens to children in your school who are in trouble?"* • Building a knowledge of other similar texts by comparing stories and identifying common themes and characters– i.e. text/text inference. For example, *"is Jason treated the same way as…..?"* • Beginning to go beyond own experiences and refer to the text to explain meaning and own viewpoint – text/world inference. For example, *by discussing why some children misbehave in school.*	• "What would happen to you if you behaved like Jason at school?" • "How would you react if your mum broke a promise to you?" • "What do you know about children who behave badly at school? What can cause them to misbehave?
	4	Discuss characters in stories and say how events influence their motives and behaviours. **AF3 L3 BP1**	Get children to discuss characters in detail, for example, *'angry, frustrated, confused.* Get children to focus on characters' actions/feelings and how they might change in a story. For example, *by discussing how Jason changed because of the kindness of Mrs Moors.*	• "In what ways would Jason have behaved differently if his mum had not broken her promise?" • "If Jason had told the children about the dog, do you think they would have been nicer to him?" • "Why do you think Jason liked Mrs Moors?"
	5	Use evidence from the text to identify and discuss themes or key messages. **AF2 L3 BP1** **AF6 L3 BP1**	Get children to identify and discuss themes and key messages. For example, by identifying and discussing *the key message in this story as being 'the impact of broken promises'.* Get them to use the text as evidence. They could text mark relevant passages.	• "Mark the words and phrases that tell us Jason is upset." • "Mrs Moors is kind to Jason. How do we know?"
	6	Use information in non-fiction texts to find answers to a broader range of questions and summarise key points. **AF2 L3 BP1**	Get children to use non-fiction texts and comment on the main purpose of the text. For example, *by understanding that it will tell us all about racks.* Get children to locate key information and consider a range of questions some of which require detailed answers.. For example, *by formulating questions about the history of bicycles, such as 'when was the first bicycle made?', and finding the information in the text.*	• "Read the information about pedal pushing. List three key point about the history of bicycles." • "How do bicycles from the 1800s compare to those of today. List key differences."

Band 11 [Pink/White]

			Target	Exemplification	Prompts/key questions
Critical Response	1		Express opinions about texts read, state preferences and provide evidence to support viewpoint. **AF6 L3 BP2**	Get children to express opinions about texts read stating preferences. For example *by discussing whether the text is informative, funny, exciting.* Get them to discuss events in the text to provide evidence for their viewpoint. For example, *by discussing Jason's behaviour when he came to school, to support the view that the book is engaging from the start.*	• "What did you think of the story?" • "What happened at the beginning to ensure the reader was engaged?" Is this why you liked this book?"
Text/language features	1		Understand and discuss key features of fictional texts from a range of genre. **AF4 L3 BP1**	Get children to explore fictional texts, for example, *science fiction, contemporary stories* and discuss what is common to them. For example*, by discussing whether contemporary stories always have a moral theme and whether children are always the central characters.*	• "How is this text similar to other contemporary stories you have read?." • "Look at the beginning of this story. What sort of story do you think it is? How do you know?"
	2		Understand and use key organisation features of non-fiction texts. **AF4 L3 BP1**	Get children to use a wide range of non-fiction texts to retrieve more detailed information by using key features. For example, *headings, sub-headings and diagrams, table of contents, glossary, chapter, titles, author's notes.*	• "Locate the information about…" • "What does the diagram explain?"
Text/language features	3		Identify and discuss language features of fictional texts. **AF5 L3 BP1**	Get children to recognise descriptive language and begin to discuss the impact on the reader. For example, *get children to highlight descriptive language such as powerful verbs and discuss why the author might have made those vocabulary choices.* For example, *get children to contrast "Jason was upset about Digger." with "Jason's stomach rolled with an empty feeling of loss."* Get children to recognise and interpret language features, such as figurative language. For example, *simile, metaphor, alliteration, onomatopoeia* and say how these features enhance the meaning.	• "Why do you think the writer has used those powerful verbs to describe how Jason was feeling?" • "What do you think *'Jason's stomach rolled with an empty feeling of loss'* means? Why do you think the author used this phrase? • "Has it made the meaning clearer?"
	4				
Strategies	1	-			
	2		Solve most words and phrases using appropriate strategies while ensuring meaning is secure. **AF1 L3 BP1**	Get children to understand that they must monitor their own reading and select an appropriate strategy for tackling unfamiliar words independently. Demonstrate this by using vocabulary from text and articulating how you processed that word or phrase. For example. *"I have used the meaning to work out that word, then I re-read the sentence to check."* NB Children need to adjust reading strategies to suit the demands of the text.	• "What else would help you?" • "Go back and re-read and see what would make sense." • "How are you going to work it out?"

Band 11 [Pink/White]

		Target	Exemplification	Prompts/key questions
Sources of information AF1	1	Use context of a sentence, paragraph or whole text to decode and understand unfamiliar words.	Get children to use the context of the story to work out unfamiliar words. NB this can be difficult if children have poor levels of vocabulary so it may be necessary to work on some key vocabulary when introducing the text.	• "What would make sense?" • What could that word mean in that context?"
	2	Use language structure to solve words and phrases controlling complex sentences.	Get children to read complex sentences with subordinate and embedded clauses, adverbial and adjectival phrases. Get them to solve unfamiliar words using grammatical structure including consistency of tense and noun/verb agreements. For example, ' *Donna's tears **had dried,** her eyes **had narrowed**.'*	• "Some sentences in this story are complex sentences. Can you find the subordinate clause?" • "Does that sound right? Do the nouns and verbs agree?"
	3	Take account of a full range of punctuation and understand how it affects meaning.	Get children to understand how longer sentences are punctuated and get them to know the importance of punctuation when reading. Get children to know how speech is punctuated and how it should be read taking note of other punctuation such as exclamation marks. Demonstrate this by:- • reading the dialogue with and without the punctuation.	• "How would Miss Smith have spoken on page 18? What do you notice about the punctuation?" • "When we read longer sentences we need to pause at the commas."
	4	-		
	5	-		
	6	Make accurate attempts at more complex words using a broad range of visual information.	Get children to attend to a range of visual information. For example, *syllables, common prefixes and suffixes, word derivations and roots.*	• "Where else do you need to look?" • "Break that word into syllables. Will that help?" • "Look at the suffix of that word."
Behaviours	1			
	2	Read longer passages fluently with expression putting appropriate stress on words and phrases. **AF1 L3 BP1**	Get children to read longer passages, including dialogue, fluently and with expression noting a full range of punctuation. Use familiar texts and get children to practise one or two pages. Get children to begin to understand how fluent and phrased reading enhances meaning.	• "Read that phrase as if you were Jason." • "How would Jason say that?" • "Read that sentence again so that it runs smoothly."
	3	Read silently and understand the difference between silent and oral reading.	Get children to read silently – opportunities are important. Explain to them that reading silently is a different skill from reading out loud. Explain to the children that when they read silently they can read short phrases as chunks.	• "When you read silently, read several words as one chunk."

Texts

"Dinner Ladies Don't Count"
Bernard Ashley

ONE

Jason Paris stormed along Sutton Street. He pulled a fierce face at three girls strung across the pavement and turned left into the school playground. Inside, he kicked every plank in the fence and threw a stone at the huge rubbish bin. It clanged a warning to everyone. Jason had come to school with a smack instead of breakfast and they were all likely to feel the sting.

He barged backwards into the classroom. Miss Smith stopped

that barked at people he wanted to frighten, and bit people he wanted bitten. That was his dog, Digger.

Poor Digger. Jason's stomach rolled with an empty feeling of loss. He felt sad – and to think that on top of that he'd had a hard smack, just for making a fuss about it!

Miss Smith didn't bother Jason with Maths but it was a lot of cutting out paper shapes: squares, triangles and circles. The gummed colours were stuck into Maths books, and the

bits left over went into the bin. Everyone else was doing it.

With one half-closed eye Jason watched the activity, all the moving about for fresh colours, all the trips to the bin with the scraps. He watched and he waited until Donna Paget was up at the desk, part of a soft wall of good girls, hiding him from view.

"Making Tracks"
Steve Parker

CONTENTS

MAKING TRACKS

Steve Parker

PEDAL PUSHING

1 Believe it or not, the air slows us down! It pushes against us — and the faster we move, the harder it pushes.

2 That's why the wheels and frame of these track bikes are streamlined — with a sleek shape to help them slip smoothly through the air.
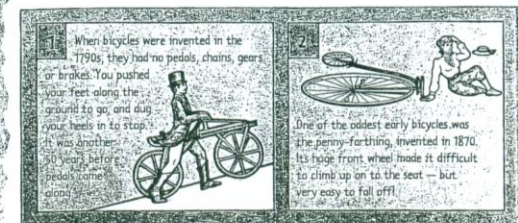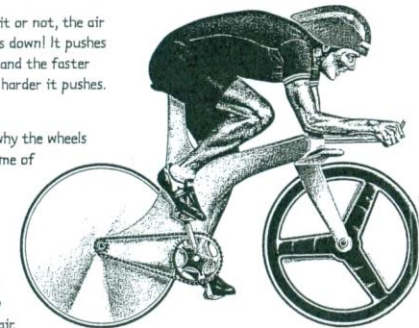
ALL BICYCLES HAVE TWO WHEELS — TRUE OR FALSE

1 When bicycles were invented in the 1790s, they had no pedals, chains, gears or brakes. You pushed your feet along the ground to go, and dug your heels in to stop. It was another 50 years before pedals came along.

2 One of the oddest early bicycles was the penny-farthing, invented in 1870. Its huge front wheel made it difficult to climb up on to the seat — but very easy to fall off!

			Band 12	[Red/Yellow]
Benchmark Levels		27 - 28		
National Curriculum		3A		
Assessment Focus		1, 2, 3, 4, 5, 6		
APP		AF1 L3 BP1 AF1 L3 BP1 AF2 L3		BP1 AF2 L2 BP2 AF3 L3 BP1 AF3 L3 BP2 AF4 L3 BP1
		AF5 L3 BP1 AF6 L3 BP1 AF6 L3 BP2		

			Target	Exemplification	Prompts/key questions
Comprehension AF3	1		-		
	2		Make a range of predictions based on personal experiences, knowledge and knowledge of similar texts.	Get children to predict what might happen in the story. Get them to make predictions about events and characters' responses to what is happening. Get them to use the text to justify their views. For example, *by discussing how Leah might be feeling when she is at the benefit disco.*	• "Read the first letter from Tess to Leah. Where do you think Leah has gone?" • "Do you think Leah will write back to Tess?" • "How do you think Leah will feel at the benefit disco?"
	3		Relate events in texts to own experiences, prior knowledge and other texts read and discuss in more detail. **AF3 L3 BP1 AF3 L3 BP2 AF7 L3 BP1**	Get children to have a broader understanding of what is read by: • Relating events in the story to those in their own lives – text/self inference. For example, *by discussing things they have lost.* • Building a knowledge of other similar texts by comparing stories and identifying common themes and characters– i.e. text/text inference. For example, *by discussing other stories written in letter form ["Dear Greenpeace"]. Or by discussing other stories that deal with the issue of loss. ["Grandpa Loved" Josephine Nobisso. "The Bed and Breakfast Star" Jacqueline Wilson].* • Beginning to go beyond own experiences and referring to the text to explain meaning and own viewpoint – text/world inference. For example, *by discussing grief and how people feel.*	• "What is something that you have lost? Were you upset that you lost it?" • "What do you think is the same in this story and "The Bed and Breakfast Star? What is different?" • "Tess really missed Leah so she wrote letters to her. What else can people do when they are feeling sad?"
	4		Discuss characters in stories and say how events influence their motives and behaviours. AF3 L3 BP1 AF6 L3 BP1	Get children to discuss characters in detail, for example, *'fun-loving, loyal, sensitive'* Get children to focus on characters' actions/feelings and how they might change in a story. For example, *by discussing how Tess's reaction to her grief changes as the story progresses.*	• "What kind of girl was Tess? How do you know?" • "How does Tess's behaviour change towards Perquita? Why do you think this is?"
	5		Use evidence from the text to identify and discuss themes or key messages.	Get children to identify and discuss themes and key messages. For example, *by identifying and discussing the key message in this story as being 'grief and how people deal with loss'.* Get them to use the text as evidence. They could text mark relevant passages.	• "What do you think the theme of this story is?" • "Why do you think Tess wrote letters to Leah?" • "Mark the section in the letter on page that tells you
	6		Use information in non-fiction texts to find answers to a broader range of questions. **AF2 L3 BP1 AF6 L3 BP1**	Get children to use non-fiction texts and comment on the main purpose of the text. For example, *by understanding that it will tell us all about dinosaurs.* Get children to locate key information and consider a range of questions some of which require detailed answers. For example, *by formulating questions about dinosaurs, such as 'why did they become extinct?' and finding the information in the text.*	• "Why is there a section on volcanoes in the book about dinosaurs?" • "List five key pieces of information about extinction. How do you think dinosaurs became extinct?"
Critical Response	1		Express opinions about texts read, state preferences and provide evidence to support viewpoint. **AF6 L3 BP2**	Get children to express opinions about texts read stating preferences. For example *by discussing whether the text is informative, funny, exciting.* Get them to discuss events in the text to provide evidence for their viewpoint. For example, *by discussing the benefit disco to show that the story had some happy events.*	• "What did you think to the story contained within the letters to Leah?" • "Why did you have a mixed response to this text?"

Band 12 [Red/Yellow]

Text/language features	1	Understand and discuss features of fictional texts from a wider range of genre. **AF4 L3 BP1**	Get children to use non-fiction texts to consider a range of questions some of which require detailed answers. Get them to locate key information. For example, *by formulating questions about dinosaurs, such as 'why did they become extinct?', and finding the information in the text.*	• "This is a story told through a series of letters. How else could it have been written?" • "How are contemporary stories often written?"
	2	Understand in detail how non-fiction texts are organised and discuss key features. **AF4 L3 BP1**	Get children to use a wide range of non-fiction texts to retrieve more detailed information by using key features. For example, *headings, sub-headings and diagrams, table of contents, headings, glossary, chapter, titles, author's notes.*	• "Use the captions on page 30 to find out about what happened to the dinosaurs." • "Turn to the glossary and find out the definition of the word 'extinct'." • "Use the contents page and find the chapter on 'dinosaur birds."
	3	Identify and discuss language features of fictional texts. **AF5 L3 BP1**	Get children to recognise and highlight descriptive language and begin to discuss the impact on the reader. Discuss why the author might have made those vocabulary choices. For example*, get children to contrast "Sometimes I was sad, sometimes I was happy." with "I seem to have the sadness of the rain and the warmth of the rainbow's light mixed together with my heart."* Get children to recognise and interpret language features, such as figurative language. For example, *simile, metaphor, alliteration, onomatopoeia* and say how these features enhance the meaning.	• "What do you think *'I seem to have the sadness of the rain and the warmth of the rainbow's light mixed together in my heart'* [page 54] means?" • "Why do you think the author has used that descriptive language? What impact does it have on the reader?"
	4	-		•
Strategies	1	-		•
	2	Use a range of reading strategies to process information flexibly and automatically. **AF1 L3 BP1**	Get children that they must select an appropriate strategy for tackling unfamiliar words independently. Demonstrate this by using vocabulary from text and articulate how you process that word. For example. *"I have used sound of the sentence [grammar] to work out the phrase and now I am going to re-read to see if it makes sense."* NB Children need to adjust reading strategies to suit the demands of the text.	• "What else would help you?" • "What could you do first?" • "How are you going to work it out?"

Band 12 [Red/Yellow]

		Target	Exemplification	Prompts/key questions
Sources of Information AF1	1	Use context of a sentence, paragraph or whole text to decode and understand unfamiliar words.	Get children to use the context of the story to work out unfamiliar words. NB this can be difficult if children have poor levels of vocabulary so it may be necessary to work on some key vocabulary when introducing the text.	• "What would make sense?" • "What could that word mean in that context?"
	2	Attend to grammatical structures ensuring consistency of tense and noun/verb agreements when reading.	Get children to read complex sentences with subordinate and embedded clauses, adverbial and adjectival phrases. Some of these sentences should be carried over several lines or on to the next page. Get them to note grammatical structure including consistency of tense and noun/verb agreements. For example, *'After school I **called** at the library and **borrowed** that book you **were reading** last term.'*	• "Does that sound right? Do the nouns and verbs agree?" • "This story is in the past tense. Knowing this should help you read."
	3	Take account of a full range of punctuation and understand how it affects meaning.	Get children to understand how longer sentences are punctuated and get them to know the importance of punctuation when reading. Get children to know how speech is punctuated and how it should be read taking note of other punctuation such as *exclamation marks*. Demonstrate this by reading the dialogue with and without the punctuation	• "When we read longer sentences we need to pause at the commas."
	4	-		
	5	-		
	6	Make accurate attempts at more complex words using a broad range of visual information.	Get children to attend to a range of visual information. For example, *syllables, inflectional endings, 'ing' and 'ed' and common prefixes and suffixes*.	• "Break that word into syllables. Will that help?" • "Look at the suffix of that word."
Behaviours	1	-		
	2	Read longer passages fluently with expression when reading aloud. **AF1 L3 BP1**	Get children to read longer passages, including dialogue, fluently and with expression noting a full range of punctuation. Use familiar texts and get children to practise one or two pages. Get children to begin to understand how fluent and phrased reading enhances meaning.	• "How should you read the word in bold print?" • "How could you read that to build suspense?"
	3	Read silently and understand the difference between silent and oral reading.	Get children to read a passage from the text and discuss differences between reading silently and reading aloud. For example, *"when reading silently you can skim words but when reading aloud, you must read every word."*	• "What is different about reading in your head and reading out loud?"

Texts

"Letters to Leah"
Josephine Croser

you're already stirring things up in your own special way where you are now. I wouldn't be surprised!

Have to go now.
I miss you heaps and it's just the first day . . .

Lots and lots of love,

Tessa

~ *Wednesday 29th* ~

Dear Leah,

Today was the craziest day! It started when Mr Shaw asked for homework and half the class had some excuse for not doing it. Some forgot, some left it home — you know the usual stories — but when he asked Tim Derwent about his, Tim just shouted that he didn't feel like doing it and ran outside.

The weird thing was, Mr Shaw didn't get angry and when Holly and Tanya and Chris came in from lunch about ten minutes late he didn't blow his stack like usual.

'What have you been up to?' he asks.

'Just talking, sir,' says Tanya. 'Up at the oval.'

Dear Leah,

It's nearly midnight but I can't go to sleep so I'm writing to you again tonight.

You'd never guess what happened. I went to the disco after all and you'd be so proud to know how many people went. It must have raised quite a lot of money.

I enjoyed it in a funny sort of way, but I felt guilty for enjoying it, too, because it was your idea and you couldn't be there. I nearly died, the way it all happened for me to change my mind about going.

The phone rings, see, and just my luck — my brother answers it.

'Tessa,' he calls at the top of his voice. 'There's a boy on the phone for you.'

It was Tim and I had to say 'Hello' with my whole family staring bug-eyed at me.

"What Happened to the Dinosaurs?"
Jon Hughes

Dinosaurs lived on Earth for over 180 million years.

Dinosaur Timeline

248 million years ago   206 million years ago   144 million years ago   65 million years ago   Now

Triassic period
Dinosaurs appeared.

Jurassic period
They spread and grew larger.

Cretaceous period
All the largest dinosaurs appeared to die out and smaller animals and ferns spread far and wide across the Earth. Many sea creatures died out.

Tertiary period
The earliest humans appeared about 4–6 million years ago.

4

When a kind of animal or plant disappears forever, it becomes **extinct**. Since life began on Earth, scientists believe that 99 per cent of creatures have become extinct. If this sounds incredible, remember that the Earth has been around for about four billion years. In that time, many different kinds of animal have lived and died. If there was plenty of food and shelter, they spread far and wide – but if life became harsh and difficult, they died out.

			Band 13	[Blue/Green]
Benchmark Levels		29 - 30		
National Curriculum		4C		
Assessment Focus		2, 3, 4, 5, 6		
APP		AF2 L4 BP1 AF2 L4 BP2 AF3 L4 AF6 L4 BP3		BP2 AF4 L4 BP2 AF5 L4 BP1 AF5 L4 BP2 AF6 L4 BP1 AF6 L4 BP3

		Target	Exemplification	Prompts/key questions
Comprehension	1	-		
	2	Make a range of predictions based on personal experiences, prior knowledge and other texts read and provide evidence to justify viewpoint.	Get children to predict what might happen in the story. Get them to make predictions about events and characters' responses to what is happening. Get them to predict how characters might interact with each other. Get them to use the text to justify their views. For example, *by discussing how Mandy might react to Kim's bulling..*	• "Read pages 2 and 3. How do you think Mandy might re-act to Kim calling her a baby?" • "Do you think Mandy will ask Arthur King for help? Why/why not"? • "What do you think Mandy will say to her mum when she gets home? Read page 5 and see if there are any clues in the text."
	3	Relate events in texts to own experiences, prior knowledge and other texts read and discuss in detail. **AF2 L4 BP2** **AF3 L4 BP2** **AP7L4 BP1**	Get children to have a broader understanding of what is read by: • Relating events in the story to those in their own lives – text/self inference. For example, *by discussing whether they have ever been bullied at school, and if so, what happened to them.* • Building a knowledge of other similar texts by comparing stories and identifying common themes and characters– i.e. text/text inference. For example*, by comparing what happened to Mandy with what happened to Linda in 'Blubber' [Judy Blume].* • Going beyond own experiences and referring to the text to explain meaning and own viewpoint – text/world inference. For example, *by discussing why some children are bullies.*	• "Have you ever seen children being teased like Mandy in school? "What happened?" • "Why did Mandy find it hard to defend herself against Kim and the other girls?" • "Was this the same for Linda in 'Blubber'?" • "Why do you think some children bully others?"
	4	Analyse changes in characters and discuss how events might have influenced this. **AF6 L4 BP3**	Get children to discuss how characters behave in stories. Get children to think about whether characters' behaviour would have changed if events had been different. For example, *by discussing whether Kim would have bullied Mandy if Tanya had been on the scene from the beginning.*	• "When Mandy becomes friends with Tanya, how does her reaction to Kim change?" • "How would things be different if Mandy had known Tanya all along?"
	5	Use evidence from the text to identify and discuss themes or key messages. **AF2 L4 BP1** **AF2 L4 BP2** **AF6 L4 BP1**	Get children to identify and discuss themes and key messages. For example, *by identifying and discussing the theme in this story as being 'bullying'.* Get them to use the text as evidence. They could text mark relevant passages.	• "Read pages 2 to 5. What is happening to Mandy in the story? How do you know?" • "Mark the words and phrases that tell you Mandy is being bullied by Kim and the other girls."
	6	Use information in non-fiction texts to find answers to a broad range of questions and summarise key points. **AF2 L4 BP1** **AF6 L4 BP1**	Get children to use non-fiction texts and summarise the main purpose of the text. For example, *by understanding that it is all about the history of Barking and Dagenham.* Get children to locate key information and consider a range of questions some of which require detailed answers. For example, *by formulating questions about the history of Barking and Dagenham, such as 'when was Valence House built? Who owned it? What sort of family were they?', and by finding the information in the text.*	• "How important was the railway to Barking? Why?" • "Summarise key points about fishing and farming." • "Find out about Valence House."

Band 13 [Blue/Green]

			Target	Exemplification	Prompts/key questions
Critical Response	1		Express opinions about texts read and make observations about the overall effect on the reader. **AF6 L4 BP3**	Get children to discuss texts read. Get them to state preferences and support their viewpoints with evidence. For example, *by discussing whether the text is humorous, gripping, informative etc.* Get children to begin to discuss effect on the reader. For example, *by discussing the character of Kim and how she makes the reader angry.*	• "Why did you like this story?" • "What characters could you identify with? How did Kim make you feel?" • "Some people find this story quite moving. How did you feel about it?"
Text/language features AF 7 L3 BP2 AF4 L3 BP2	1		Understand and discuss key features of fictional texts from a range of genre and begin to understand that books are set in different times and places **AF4 L4 BP2**	Get children to explore fictional texts, for example, *science fiction, contemporary and historical novels* and discuss what is common to them and what is different. For example*, by discussing whether contemporary stories always have a moral theme and whether children are always the central characters. Or by focusing on how characters behave differently in historical texts from those in contemporary novels.*	• "How is this text similar to other contemporary stories you have read?." • "Look at the beginning of this story. What sort of story do you think it is? How do you know?" • "This story is set in Victorian times. How has the author changed the vocabulary used?"
	2		Understand and use key organisational features of non-fiction texts. **AF4 L4 BP2**	Get children to use a wide range of non-fiction texts to retrieve more detailed information by using key features. For example, *headings, sub-headings and diagrams, table of contents, glossary, chapter, titles, author's notes.*	• "Look at the photograph on page 11 and use the labels to find out what happened in different parts of the Abbey."
Text/language features	3		Identify and discuss language features of fictional texts. **AF5 L4 BP1** **AF5 L4 BP2**	Get children to recognise descriptive language and discuss the impact on the reader. For example, *get children to highlight descriptive words and phrases and discuss why the author might have made those vocabulary choices*. For example, *get children to contrast "Kim was embarrassed" with "Kim's cheeks were strawberry pink."* Get children to recognise and interpret language features, such as figurative language. For example, *simile, metaphor, alliteration, onomatopoeia* and say how these features enhance the meaning.	• "Why do you think Kim referred to Mandy's mum as 'Mumsie-Wumsie?" [page 5] • "Kim's cheeks were strawberry pink. How was she feeling? Why did the writer not just say she was embarrassed?"
	4		-		
Strategies	1		-		
	2		Solve unfamiliar words and phrases using appropriate strategies while ensuring meaning is secure.	Get children to understand that they must monitor their own reading and select an appropriate strategy for tackling unfamiliar words independently .Demonstrate this by using vocabulary from text and articulating how you process that word or phrase. For example. *"I have used the meaning to work out that word, then I re-read the sentence to check."* NB Children need to adjust reading strategies to suit the demands of the text.	• "What else would help you?" • "Go back and re-read and see what would make sense." • "How are you going to work it out?"

Band 13 [Blue/Green]

		Target	Exemplification	Prompts/key questions
Sources of Information	1	Use context of a sentence, paragraph or whole text to decode and understand unfamiliar words.	Get children to understand that they must monitor their own reading and select an appropriate strategy for tackling unfamiliar words independently .Demonstrate this by using vocabulary from text and articulating how you process that word or phrase. For example. *"I have used the meaning to work out that word, then I re-read the sentence to check."* NB Children need to adjust reading strategies to suit the demands of the text.	• "What would make sense?" • "What could that word mean in that context?"
	2	Attend to grammatical structures ensuring consistency of tense and noun/verb agreements when reading.	Get children to read complex sentences with subordinate and embedded clauses, adverbial and adjectival phrases. Some of these sentences should be carried over several lines or on to the next page. Get them to note grammatical structure including consistency of tense and noun/verb agreements. For example, *'They **nudged** and **whispered** and **giggled** even more when **Mum and I were** together.'*	• "Notice that that sentence goes over the page." • Some sentences in this story are complex sentences. Can you find the subordinate clause?" • Does that sound right? Do the nouns and verbs agree?"
	3	Take account of a full range of punctuation and understand how it affects meaning.	Get children to understand how longer sentences are punctuated and get them to know the importance of punctuation when reading. Get children to know how speech is punctuated and how it should be read taking note of other punctuation such as *exclamation marks*. Demonstrate this by: reading the dialogue with and without the punctuation.	• "How would Kim have spoken to Mandy on page 5? What do you notice about the punctuation?" • "Sometimes the sentences go over onto the next page." • "How do you think Mrs Edwards and Mandy would have spoken to each other on page 67?"
	4	-		
	5	-		
	6	-		
Behaviours	1	-		
	2	Read longer passages fluently with expression putting appropriate stress on words and phrases.	Get children to read longer passages, including dialogue, fluently and with expression noting a full range of punctuation. Use familiar texts and get children to practise one or two pages. Children should understand how fluent and phrased reading enhances meaning.	• "Read the dialogue on pages 6 and 7 as if you were Kim. Think about the words and phrases in italics and in capitals."
	3	Read silently and understand the difference between silent and oral reading	Get children to read silently – opportunities are important. Explain to them that reading silently is a different skill from reading out loud. Explain to the children that when they read silently they can read short phrases as chunks and skim over some words. Explain to them that the important thing is not to lose the meaning of what is being read.	• "When you read silently, read several words as one chunk."

Texts

"Bad Girls"
Jacqueline Wilson

Red

They were going to get me.

I saw them the moment I turned the corner. They were halfway down, waiting near the bus stop. Melanie, Sarah and Kim. Kim, the worst one of all.

I didn't know what to do. I took a step forward, my sandal sticking to the pavement.

They were nudging each other. They'd spotted me.

I couldn't see that far, even with my glasses, but I knew Kim would have that great big smile on her face.

I stood still. I looked over my shoulder. Perhaps I could run back to school? I'd hung around for ages already. Maybe they'd locked the playground gates? But perhaps one of the teachers would still be there? I could pretend I had a stomachache or something and then maybe I'd get a lift in their car?

'Look at Mandy! She's going to go rushing back to school. *Baby!*' Kim yelled.

I didn't have any proper friends now. I used to have Melanie, but then she got friendly with Sarah. Then Kim decided she'd have them in her gang.

Melanie always said she hated Kim. But now she was her best friend. If Kim wants you as a friend then that's it. You don't argue with her. She can be so scary.

She was right in front of me now. I couldn't stare past her any more. I had to look at her. Her bright black eyes and her glossy hair and her big mouth smiling, showing all her white teeth.

I could even see her when I shut my eyes. It was as if she'd stepped through my glasses, straight into my head. Smiling and smiling.

'She's got her eyes shut. Hey, let's bump into her,' said Kim.

I opened my eyes up quick.

'She's mad,' said Sarah.

'She's playing one of her pretend games,' said Melanie.

They all cracked up laughing.

I couldn't stand it that Melanie had told them all our private games. My eyes started
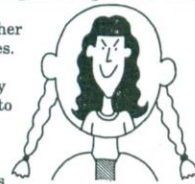
She seemed to have her own magic glasses that let her see right inside my head. She didn't wear ordinary glasses, of course. Girls like Kim never wear glasses or braces on their teeth. They never get fat. They never have a silly haircut. They never wear stupid baby clothes.

If I ran back they'd only run after me. So I went on walking, even though my legs were wobbly. I was getting near enough to see them properly. Kim was smiling all right. They all were.

I tried to think what to do.

Daddy told me to try teasing her back. But you can't tease girls like Kim. There's nothing to tease her about.

Mum said just ignore them and then they'll get tired of teasing.

They hadn't got tired yet.

I was getting nearer and nearer. My sandals were still sticking. I was sticking, too. My dress stuck to my back. My forehead was wet under my fringe.

But I tried very hard to look cool. I tried to stare straight past them. Arthur King was waiting at the bus stop. I stared at him instead. He was reading a book. He was always reading books.

I like reading too. It was a shame Arthur King was a boy. And a bit weird. Otherwise we might have been friends.

stinging. I blinked hard. I knew I mustn't cry no matter what.

Ignore them, ignore them, ignore them . . .

'She's trying to ignore us!' said Kim triumphantly. 'Did Mumsie-Wumsie tell you to ignore us rude nasty girlies, then?'

There was no point trying to ignore her any more. I couldn't, anyway. She'd stepped straight in front of me. She had Melanie on one side, Sarah on the other. I was surrounded.

I swallowed. Kim went on smiling.

'Where *is* Mumsie, anyway?' she said. 'Not like Mumsie to let little Mandy mince home all by herself. We were looking out for her, weren't we, Mel, weren't we, Sarah?'

They always nudged each other and whispered and giggled when my mum went past. They nudged and whispered and giggled even more when Mum and I were together. One terrible time Mum took hold of my hand and they all saw before I could snatch it away. They went on about it for weeks. Kim made up tales of toddler reins and pushchairs and baby bottles. And a dummy for the dummy.

"Footprints in Time"
Gillian Gillespie

ONE DAY AT VALENCE HOUSE...

Benchmark Levels	29 - 30	**Band 14**	**[Orange/Turquoise]**

Benchmark Levels	29 - 30
National Curriculum	4B
Assessment Focus	2, 3, 4, 5, 6
APP	**AF2 L4 BP1 AF2 L4 BP2** **AF6 L4 BP2 AF6 L4 BP3**

AF3 L4 BP2   AF4 L4 BP2   AF5 L4 BP1   AF5 L4 BP2

		Target	Exemplification	Prompts/key questions
Comprehension AF3	1	-		
	2	Make a range of predictions based on personal experiences, prior knowledge and other texts read and provide evidence to justify viewpoint.	Get children to predict what might happen in the story. Get them to make predictions about events and characters' responses to what is happening. Get them to predict how characters might interact with each other. Get them to use the text to justify their views. For example, *by discussing the dialogue between Bradley and Carla and predicting what might happen after the session.*	• "What do you think will happen when Bradley first meets Carla?" • "How do you think Bradley's mum will react after she is told the truth by Mrs Ebbel?"
	3	Relate events in texts to own experiences, prior knowledge and other texts read and discuss in detail. **AF2 L4 BP2** **AF3 L4 BP2**	Get children to have a broader understanding of what is read by: • Relating events in the story to those in their own lives – text/self inference. For example, *by discussing whether they have ever been in trouble at school and why.* • Building a knowledge of other similar texts by comparing stories and identifying common themes and characters– i.e. text/text inference. For example*, by comparing how Bradley behaved with Jason's behaviour in 'Dinner Ladies Don't Count'.* • Going beyond own experiences and referring to the text to explain meaning and own viewpoint – text/world inference. For example, *by discussing whether children's bad behaviour is a result of 'hating' school or whether they are badly behaved because of other factors or influences.*	• "Have you ever been in trouble at school? What happened? • "Why did Bradley find it hard to make friends?" • "Was this the same for Jason in '*Dinner Ladies Don't Count?'* • "What do you think might have happened to Bradley if he hadn't met Carla?" • "Why do you think children are badly behaved at school?"
	4	Analyse changes in characters and discuss how events might have influenced this. **AF6 L4 BP3**	Get children to discuss how characters behave in stories. Get children to think about whether characters' behaviour would have changed if events had been different. For example, *by discussing the increasing influence of Carla on Bradley.* NB characters in texts at this level can be dealing with complex issues and/or traumatic experiences. For example, *violence, bullying, racism, extreme fear.* It will be important to ensure that these issues are dealt with sensitively.	• "How important was the invitation to Colleen's birthday in helping Bradley change? Did this event make a big difference to him?" • "Would things have been different if Bradley and Mrs Ebbel had liked one another?"
	5	Use evidence from the text to identify and discuss themes or key messages. **AF2 L4 BP1** **AF2 L4 BP2** **AF6 L4 BP1**	Get children to identify and discuss themes and key messages. For example, by identifying and discussing *the key message in this story as being' that with help, people can change for the better'.* Get them to use the text as evidence. They could text mark relevant passages. NB themes or key messages in texts at this level can be complex. For example, *the holocaust, bullying, racism.* It will be important to ensure that these messages are dealt with sensitively.	• "Bradley did change for the better. How did this come about?" • "Read the dialogue on pages 146 and 147. What clues can you find that tell you Bradley might change his behaviour?"
	6	Formulate questions and search for information in a range of non-fiction texts and summarise results. **AF2 L4 BP1** **AF6 L4 BP1**	Get children to use non-fiction texts to identify the main purpose of the text. For example, *by understanding that it will tell us all about energy chains.* Get children to summarise key points and devise questions to further their understanding. For example, *by finding out about energy chains, summarising key points and then formulating questions, such as 'how might energy chains affect our lives?' to ensure a deeper understanding.*	• "Find out about energy chains. What is an energy chain?" • "Summarise what you have found out." • "What else would you like to know?"

Band 14 [Orange/Turquoise]

		Target	Exemplification	Prompts/key questions
Critical Response	1	Express opinions about texts read and make observations about the overall effect on the reader. **AF6 L4 BP2** **AF6 L4 BP3**	Get children to discuss opinions of texts read. Get them to state preferences and support their viewpoints with evidence. For example, *by discussing whether they thought the text was moving, informative, funny etc.* Get children to discuss the overall impact on the reader. For example, *by discussing how the change in Bradley over time meant the book ended on a positive, uplifting note.*	• "Summarise your thoughts about how the story ends." • "Discuss the impact of Mrs Ebbel's attitude to Bradley. How did this make you feel?"
Text/language features AF 7 L3 BP2	1	Understand and discuss key features of fictional texts from a range of genre and understand that books are set in different times and places. **AF4 L4 BP2**	Get children to explore fictional texts, for example, *science fiction, contemporary and historical novels and discuss* what is common to them and what is different. For example, *by discussing whether contemporary stories always have a moral theme and whether children are always the central characters. Or by focusing on how characters behave differently in historical texts from those in contemporary novels and by noticing consistency or not [anachronism] of historical perspective.*	• "How is this text similar to other contemporary stories you have read?." • "Look at the beginning of this story. What sort of story do you think it is? How do you know?" • "This story is set in Victorian times. How has the author changed the vocabulary used?"
	2	Understand in detail how non-fiction texts are organised and explain how they help readers to search and gather information. **AF4 L4 BP2**	Get children to search for information in more complex non-fiction texts and understand how key features can support the gathering of information efficiently. NB children need to understand how to gather information using features such as *diagrams, table of contents, glossary, chapter titles, author's notes, sub-headings* and know the most effective way of navigating the text.	• "Use the diagram on pages 12 and 13 to get a clearer understanding of the energy chain." • "How best can you find information on fossil fuels. Remember information can be found in different chapters."
	3	Identify and discuss language features of fictional texts. **AF5 L4 BP1** **AF5 L4 BP2**	Get children to recognise descriptive language and discuss the impact on the reader. For example, *get children to highlight descriptive words and phrases and discuss why the author might have made those vocabulary choices.* For example, *by discussing why Louis Sachar has referred to Bradley's sister as 'the laughing hyena' [page 96].* Get children to recognise and interpret language features, such as figurative language. For example, *simile, metaphor, alliteration, onomatopoeia* and say how these features enhance the meaning. For example, by discussing the impact of Dan's reference to Bradley as *'chicken chalkers ' [page 98].*	• "Why do you think the author has referred to Bradley's sister as 'the laughing hyena'? What image does this evoke?" • "Dan refers to Bradley as *'chicken chalkers'*. Why do you think the author has chosen to use alliteration there?"
	4	Begin to understand and discuss literary styles.	Get children to read some books by the same author and discuss what they notice about the way they are written. For example *by focusing on common themes, word choices, grammatical features, such as, first/third person and use of active/passive voice.* Get children to compare two books and think about similarities between them. For example, *by discussing whether there is a common theme in 'There's a boy in the Girl's bathroom' and 'Holes' by Louis Sachar.*	• "What is the common theme in 'There's a boy in the girl's bathroom' and 'Holes'?" • "Was there the same outcome for both boys?"

Band 14 [Orange/Turquoise]

		Target	Exemplification	Prompts/key questions
Strategies	1	-		
	2	Solve unfamiliar words and phrases using appropriate strategies to suit the demands of the text while ensuring meaning is secure.	Get children to understand that they must monitor their own reading and select an appropriate strategy for tackling unfamiliar words independently, i.e. by making a decision as to which strategy will help the most. Demonstrate this by: • using vocabulary from the text and articulating how you processed a particular word or phrase. For example. *"I have used the meaning to work out that word, then I re-read the sentence to check."* NB Children need to adjust reading strategies to suit the demands of the text.	• "What else would help you?" • "Go back and re-read and see what would make sense." • "How are you going to work it out?"
Sources of Information AF1	1	Use context of a sentence, paragraph or whole text to decode and understand unfamiliar words.	Get children to understand that they must monitor their own reading and select an appropriate strategy for tackling unfamiliar words independently .Demonstrate this by using vocabulary from text and articulating how you process that word or phrase. For example. *"I have used the meaning to work out that word, then I re-read the sentence to check."* NB Children need to adjust reading strategies to suit the demands of the text.	• "What would make sense?" • "What could that word mean in that context?"
	2	Attend to grammatical structures ensuring consistency of tense and noun/verb agreements when reading.	Get children to read complex sentences with subordinate and embedded clauses, adverbial and adjectival phrases. Some of these sentences should be carried over several lines or on to the next page. Get them to note grammatical structure including consistency of tense and noun/verb agreements. For example, *'He l**ooked** up as Jeff **entered** the room and **watched** him hang the hall pass on the hook behind Mrs Ebbel's door.'*	• "Notice that that sentence goes over the page." • Does that sound right. Do the nouns and verbs agree?"
	3	Take account of a full range of punctuation and understand how it affects meaning.	Get children to read texts with a range of punctuation. Get them to understand the importance of punctuation and how if affects meaning. For example, "You okay?" "You, okay!!"	• "Why do you think the writer has used the hyphen on page 97? How would you read that paragraph? What impact does it have on the meaning?"
	4	-		
	5	-	.	
	6	-		
Behaviours	1	-		
	2	Read longer passages fluently with expression putting appropriate stress on words and phrases.	Get children to read longer passages fluently demonstrating an awareness of the function of the full range of punctuation. Children should use appropriate stress on words, phrasing, pausing and intonation to reflect understanding of what is being read and to enhance meaning.	• "How would Bradley have spoken to Carla on page 38?" • "How has the punctuation enhanced the meaning on page 94. Think about the use of the elipse."
	3	Read silently and understand the difference between silent and oral reading.	Get children to read a short passage silently. Get them to scan the text and summarise what has been read, identifying key points. NB This could be fiction or non-fiction	• "When you read silently, read several words as one chunk." • "Scan down the page to find the relevant information."

Texts

"There's a Boy in the Girls' Bathroom"
Louis Sachar

Bradley Chalkers sat at his desk in the back of the room—last seat, last row. No one sat at the desk next to him or at the one in front of him. He was an island.

If he could have, he would have sat in the closet. Then he could shut the door so he wouldn't have to listen to Mrs. Ebbel. He didn't think she'd mind. She'd probably like it better that way too. So would the rest of the class. All in all, he thought everyone would be much happier if he sat in the closet, but, unfortunately, his desk didn't fit.

"Class," said Mrs. Ebbel. "I would like you all to meet Jeff Fishkin. Jeff has just moved here from Washington, D.C., which, as you know, is our nation's capital."

Bradley looked up at the new kid who was standing at the front of the room next to Mrs. Ebbel.

"Why don't you tell the class a little bit about yourself, Jeff," urged Mrs. Ebbel.

The new kid shrugged.

"There's no reason to be shy," said Mrs. Ebbel.

The new kid mumbled something, but Bradley couldn't hear what it was.

"Have you ever been to the White House, Jeff?" Mrs. Ebbel asked. "I'm sure the class would be very interested to hear about that."

11.

A week later they still hadn't gone into the girls' bathroom. Jeff always had a good reason why it wasn't the right time. Recess was the wrong time, because it would be better to wait until after lunch, after the girls had eaten. Lunch was no good, because they hadn't had time to digest their food. Listening to Jeff, it would seem that girls *never* had to go to the bathroom.

But Bradley had never been happier. He was thrilled to have a friend. He even was beginning to like school.

Jeff had two gold stars next to his name. Bradley felt proud when he looked at them, almost like he had earned them himself.

"What do you want to do?" Jeff asked.

"Nothing," said Bradley.

It was lunchtime. They had finished eating and were sitting out on the grass.

"Did the counselor say anything stupid today?" Bradley asked.

Jeff hesitated. He looked down at the ground, then boldly stated, "I like her."

Bradley was shocked.

"She said that I can like her even if you hate her," Jeff asserted. "It doesn't mean that you and I can't

still be friends. We don't have to agree on everything. She said friendships are stronger when everyone has different opinions to share."

"You told her I hated her?" Bradley asked.

Jeff nodded.

"Good."

"Except she didn't believe me," said Jeff.

"She's weird," said Bradley. "She never believes anything anyone says. I'm not going to see her anymore."

"She said you don't have to. I told her you wouldn't show up today and she said that was okay. She said you don't have to do anything you don't want to do."

Bradley turned and looked back toward the school, in the direction of the counselor's office. "That's one of her tricks," he said.

"So what do you want to do?" Jeff asked.

"Nothing."

A basketball bounced away from the basketball court and rolled toward them. Jeff jumped up and grabbed it.

"Hey, Fishnose, over here!" called Robbie, a boy from their class.

"Kick it the other way," urged Bradley.

Jeff threw the ball all the way on a fly to Robbie.

"You should have kicked it onto the roof," said Bradley.

"Maybe they'll let us play," said Jeff. "Let's ask them."

Bradley shook his head. "No, I don't want to."

"Energy Chain"
Susan Griffiths

Coal is not usually refined. Scientists test the coal to find out how much energy it contains. Coal that does not have as much energy in it sells for less money than coal with a lot of energy in it.

All three fossil fuels may be used to provide energy to some power stations. In these power stations, the energy stored in fossil fuel is changed into electricity.

An Energy Chain

Sun → Plant → Coal → Power Station → Electricity
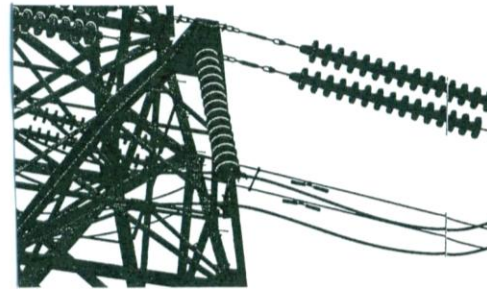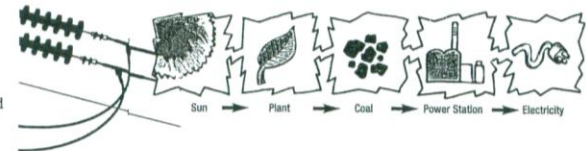
The energy chain that started with the Sun, millions of years ago, ends up as electricity that we use almost everywhere in our daily lives.

When we use electricity, oil, natural gas or coal, we change the energy into different types of energy to suit our needs. A lot of this energy is wasted and released into the atmosphere as heat.

(29)

Energy Chain

Written by Susan Griffiths

		Band 15	[Purple/Gold]
Benchmark Levels 29 - 30 **National Curriculum** 4A/5 **Assessment Focus** 2, 3, 4, 5, 6 **APP** AF2 L5 BP1 AF2 L5 BP2 AF3 L5 BP! AF6 L4 BP3 AF6 L5 BP1 AF6 L5 BP2			AF3 L5 BP2 AF4 L5 BP2 AF5 L5 BP1 AF5 L5 BP2 AF6 L5 BP3 AF7 L5 BP2

		Target	Exemplification	Prompts/key questions
Comprehension	1			
	2	Make a range of predictions based on personal experiences, prior knowledge and other texts read and provide evidence to justify viewpoint.	Get children to predict what might happen in the story. Get them to make predictions about events and characters' responses to what is happening. Get them to predict how characters might interact with each other. Get them to use the text to justify their views. For example, *by discussing what might happen to Felix and Zelda's relationship when they leave Barney.*	• "Do you think Felix will be reunited with his parents? Why/why not?" • "How do you think Felix and Zelda will escape from the train?" • "How will Felix and Zelda act towards one another when they are left to fend for themselves?"
	3	Relate events in texts to own experiences, prior knowledge and other texts read and discuss in detail. **AF3 L5 BP1**	Get children to have a broader understanding of what is read by: • Relating events in the story to those in their own lives – text/self inference. For example, *by discussing how they would feel if their parents weren't with them.* • Building a knowledge of other similar texts by comparing stories and identifying common themes and characters– i.e. text/text inference. For example*, by comparing what happened to Felix with what happened to William in 'Goodnight Mr Tom'.* • Going beyond own experiences and referring to the text to explain meaning and own viewpoint – text/world inference. For example, *by discussing what happened to the Jewish people in World War Two.*	• "What would be hard about living without your parents?" • "How did Felix survive without his parents?" • "How were the lives of Felix and William similar? How were they different?" • "Why do you think both William and Felix survived?" • "What happened to Jewish people during Hitler's reign?"
	4	Analyse characters and events inferring cause and effect and react to alternative viewpoints. **AF2 L5 BP2** **AF3 L5 BP2**	Get children to discuss how characters behave in stories. Get children to think about whether characters' behaviour would have changed if events had been different. For example, *by discussing what might have happened to Felix if he had stayed in the orphanage.* NB characters in texts at this level can be dealing with complex issues and/or traumatic experiences. For example, *violence, bullying, racism, extreme fear.* It will be important to ensure that these issues are dealt with sensitively.	• "What things stay the same about Felix throughout the story?" • "As Felix sees and experiences more atrocities what effect do you think the events have on him?" • "Compare your views with others in the class."
	5	Use evidence from the text to identify and discuss themes or key messages. **AF2 L5 BP1** **AF2 L5 BP2**	Get children to identify and discuss themes and key messages. For example, *by identifying and discussing the key theme in this story as being triumph over* adversity. Get them to use the text as evidence. They could text mark relevant passages. NB themes or key messages in texts at this level can be complex. For example, *the holocaust, bullying, racism*. It will be important to ensure that these messages are dealt with sensitively.	• "What is meant by triumph over adversity?" • "Felix was loyal to Zelda. Why do you think that he didn't just look out for himself?"

Band 15 [Purple/Gold]

			Target	Exemplification	Prompts/key questions
Comprehension	6		Formulate questions and search for information in a range of non-fiction texts and summarise results. **AF2 L5 BP1** **AF6 L5 BP1**	Get children to use non-fiction texts and identify the main purpose of the text. For example, *by understanding that it will tell us about different aspects of life in Ancient Greece.* Get children to locate information, summarise key points and devise questions to further their understanding. For example, *"by finding out about games played by the Ancient Greeks, summarising key points and then formulating questions, such as 'are the modern day olympics similar to the ones in Ancient Greece?' then use a range of texts to gather and summarise information.*	• "Look at the section on Greek games. Summarise the key points." • "What else would you like to know?" • "Devise key questions about how ancient Greeks spent their leisure time."
Critical Response	1		Express opinions about texts read, make observations about the overall effect on the reader and provide evidence from text to support viewpoint. **AF6 L5 BP2** **AF6 L5 BP3**	Get children to discuss opinion of texts read and get them to state preferences. For example, *by discussing whether the text is humorous, gripping, informative etc.* Get children to justify their views by discussing overall impact on the reader. For example, by *discussing the depth of horror and fear that Morris Gleitzman creates in 'Once'.* Get children to begin to have preferences for the works of particular authors and give reasons for these preferences. For example, *by empathising with Morris Gleiztman's view of the holocaust.*	• What do you think Morris Gleitzman thinks about the holocaust? What makes you think that? • "Why do you think 'Once' is gripping?" • "Why do you prefer non-fiction texts?"
Text/language features	1		Understand and discuss key features of fictional texts from a range of genre noting similarities and differences. **AF4 L5 BP2** AF7L5BP2	Get children to explore fictional texts, for example, *science fiction, contemporary and historical novels and d*iscuss what is common to them and what is different. For example*, by discussing whether contemporary stories always have a moral theme and whether children are always the central characters. Or by focusing on how characters behave differently in historical texts from those in contemporary novels and by noticing consistency or not [anachronism] of historical perspective.*	• "How is this text similar to other contemporary stories you have read?." • "Look at the beginning of this story. What sort of story do you think it is? How do you know?" • "This story is set in Victorian times. How has the author changed the vocabulary used?"
	2		Understand in detail how non-fiction texts are organised and explain how they help readers to search and gather information. **AF4 L5 BP2**	Get children to search for information in more complex non-fiction texts and understand how key features can support the gathering of information efficiently. NB children need to understand how to gather information using features such as *diagrams, table of contents, glossary, chapter titles, author's notes, sub-headings* and know the most effective way of navigating the text.	• "Use the contents page to find sections on leisure. What chapter headings do you need to look under?" • "Use the index to find the sections on 'the Trojan War'. Is this information all under the same chapter heading? What does this tell about the importance of using the index?" • "How best can you find information on games?"

Band 15 [Purple/Gold]

Text/language features	3	Identify and discuss language features of fictional texts. **AF5 L5 BP1** **AF5 L5 BP2**	Get children to recognise descriptive language and discuss the impact on the reader. For example, *get children to highlight descriptive words and phrases and discuss why the author might have made those vocabulary choices.* For example, *by contrasting "Wheat blowing in the wind" with "Fields of wheat rustling in the breeze."* Get children to recognise and interpret language features, such as figurative language. For example, *simile, metaphor, alliteration, onomatopoeia, personification* and say how these features enhance the meaning.		• "On page 42, Felix describes the woman's hair as '*like straw*'. What image does this create in your mind?" • "What does '*straggling crowd of people*' mean? Do you think it creates a more descriptive picture of the Jewish crowd? Why?"
	4	Begin to understand and discuss literary styles. **AF4 L5 BP1**	Get children to read some books by the same author and discuss what they notice about the way they are written. For example, *by focusing on common themes, word choices, grammatical features, such as, first/third person and use of active/passive voice.* Get children to compare two or three books and consider similarities between them. For example, *by discussing whether Morris Gleitzman always writes in the first person. For example, by comparing the 'Felix' trilogy ['Once', 'Then' and 'Now'] with 'Two weeks with the Queen'.*		• "Does Morris Gleitzman always write in the first person?" • "Look at page 46. Morris Gleitzman uses a lot of very short sentences. What impact does this have on the reader?"
Strategies	1	-			
	2	Solve unfamiliar words and phrases using appropriate strategies to suit the demands of the text while ensuring meaning is secure.	Get children to understand that they must monitor their own reading and select an appropriate strategy for tackling unfamiliar words independently, i.e. by making a decision as to which strategy will help the most. Demonstrate this by using vocabulary from the text and articulating how you processed a particular word or phrase. For example. *"I have used the meaning to work out that word, then I re-read the sentence to check."* NB Children need to adjust reading strategies to suit the demands of the text.		• "What else would help you?" • "Go back and re-read and see what would make sense." • "How are you going to work it out?"
Sources of Information	1	-			
Behaviours	1	-			
	2	Read longer passages fluently with expression putting appropriate stress on words and phrases.	Get children to read longer passages fluently demonstrating an awareness of the function of the full range of punctuation. Get children to develop reading styles for different text types by phrasing, pausing, intonation and by putting appropriate stress on words to reflect understanding of what is being read and to enhance meaning. For example, *expression of characters when reading fiction and stress on imperative verbs when reading instructions.*		• "Read aloud from page 126 and ensure that you capture the meaning of what is happening." • "Look at page 132 and think about how to read the part in the story when the Nazis find the cellar. Think about creating the right atmosphere. What tone would you use, what pace would you read at?"
	3	Read silently and understand the difference between silent and oral reading.	Get children to read a longer passage silently. Get them to scan the text and summarise what has been read and identifying key points. NB This could be fiction or non-fiction.		• "When you read silently, read several words as one chunk." • "Scan down the page to find the relevant information."

'Once'
Morris Gleitzman

Once I was living in an orphanage in the mountains and I shouldn't have been and I almost caused a riot.

It was because of the carrot.

You know how when a nun serves you very hot soup from a big metal pot and she makes you lean in close so she doesn't drip and the steam from the pot makes your glasses go all misty and you can't wipe them because you're holding your dinner bowl and the fog doesn't clear even when you pray to God, Jesus, the Virgin Mary, the Pope and Adolf Hitler?

That's happening to me.

Somehow I find my way towards my table. I use my ears for navigation.

Dodie who always sits next to me is a loud slurper because of his crooked teeth. I hold my bowl above my head so other kids can't pinch my soup while I'm fogged up and I use Dodie's slurping noises to guide me in.

1

You know how when you're looking for your mum and dad in a straggling crowd of people trudging along a dusty road and you speed up and get to the front and then slow down and drop to the back and you still can't see them even when you pray to God, Jesus, the Virgin Mary, the Pope and Adolf Hitler?

That's happening to me.

My head is throbbing and I feel squashed with disappointment.

I try to cheer myself up by thinking how Mum and Dad have probably already arrived at the city and are having a sit down and taking the weight off their feet.

It doesn't cheer me up much. The Nazi soldiers on the motorbikes are still yelling at everyone. I

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"Ancient Greece"
Anne Pearson

Fun and games

RICH GREEKS, ESPECIALLY THOSE who lived in towns, had plenty of leisure time to spend talking, giving dinner parties, visiting the gymnasium, and playing all kinds of games. Music was particularly important. Greeks sang songs at births, weddings, and funerals. They had love songs, battle songs, drinking songs, and songs of thanksgiving to the gods to celebrate the harvest. There were also many musical instruments: stringed instruments like the harp, the lyre, and the kithara (a kind of lyre), and wind instruments like the syrinx, or pan pipes, made of reeds of different lengths. Unfortunately, almost no written music has survived from ancient Greece. Perhaps we can guess what it may have sounded like by seeing the way women dance on Greek vases. They seem to be moving rhythmically to slow and haunting tunes. Greek men did not dance, but they liked to watch dancers perform at celebrations and at drinking parties (pp. 36–37). Poor Greeks, such as farmers and slaves, had very little spare time.

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BANDS AND NATIONAL CURRICULUM LEVELS

Reading Continuum Bands	National Curriculum Levels	Colours	
1	W	Pink	
2	W	Red	
3	1C	Yellow	
4	1C	Blue	
5	1B	Green	
6	1A	Orange	
7	2C	Turquoise	
8	2B	Purple	
9	2A	Gold	
10	3C	White	
11	3B	Pink	White
12	3A	Red	Yellow
13	4C	Blue	Green
14	4B	Orange	Turquoise
15	4A/5	Purple	Gold