Progression of successful reading from EFYS to Year 6

Band colour	Phonic Phase	Corresponding Level	Year Group	Age related comparison	
Lilac	Phase 1	Pre	Nursery		
Black with stars (Monster Phonics)	Stage 1	Book 1-10	Reception		
Red (Monster Phonics)	Stage 2	Book 1-10			
Green (Monster Phonics)	Stage 3	Book 1-10			
Orange (Monster Phonics)	Stage 3.1	Book 1-15			

Light blue (Monster Phonics)	Stage 3.2	Book 1-15			
Yellow (Monster Phonics)	Stage 4	Book 1-10	YR 1	WT:Y1	
Pink (Monster Phonics)	Stage 5	Book 1-10		WT:Y1	
Navy (Monster Phonics)	Stage 6	Book 1-10		WT:Y1	
Light blue (Monster Phonics)	Stage 7	Book 1-10		EXP: Y1 (1/3)	
Brown (Monster Phonics)	Stage 8	Book 1-10		EXP: Y1 (2/3 & 3/3)	
White (Monster Phonics)	Stage 9	Book 1-10	YR 2	WT:Y2	
Light Brown (Monster Phonics)	Stage 10	Book 1-10		WT: Y2	

Purple (Band 8)	Phase 6	19-20		EXP: Y2 (1/3)	
Gold (Band 9)	Phase 6	21-22		EXP: Y2 (2/3)	
White (Band 10)	Completed Phase 6	23-24		EXP: Y2 (3/3)	
Lime (Band 11)	Completed Phase 6	25-26	YR 3	EXP: Y3 (1/3)	GD: Y2
Brown (Band 12)	Completed Phase 6	27-28		EXP: Y3 (2/3 & 3/3)	
Grey (Band 13)	Completed Phase 6	29	YR 4	EXP: Y4 (1/3)	GD: Y3
				EXP: Y4 (2/3 & 3/3)	

Lower Dark Blue (Band 14)	Completed Phase 6	30	YR 5	EXP: Y5 (1/3)	GD: Y4
				EXP: Y5 (2/3 & 3/3)	
Lower Dark Red (Band 15/15+)	Completed Phase 6	30	YR 6	EXP: Y6 (1/3)	GD: Y5
				EXP: Y6 (2/3 & 3/3)	

Reading Progression Book Band Guidance

Band colour	Phonic Phase	Year Group Expected	Wording Reading	Comprehension
Lilac	Phase 1	Nursery		
Stage 1-3.2 (Monster Phonics)		Reception	• I can read phonically regular words of more than 1 syllable • I can read many irregular but high frequency words. • I can use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.	• I can describe the main events in the simple stories they have read.

Stage 4-8 (Monster Phonics)	Year 1	• I can match all 40+ graphemes to their phonemes. • I can blend sounds in unfamiliar words. • I can read common exception words. • I can divide words into syllables I can read compound words. • I can read words with contractions and understand that the apostrophe represents the missing letters. • I can read phonetically decodable words. • I can read words that end with 's, -ing, -ed, -est. • I can read words which start with unI can add –ing, -ed and –er to verbs. (Where no change is needed to the root word). • I can read words of more than one syllable that contain taught GPCs.	• I can say what I like and do not like about a text. • I can link what I have heard or read to my own experiences. • I can retell key stories orally using narrative language. • I can talk about the main characters within a well-known story. • I can learn some poems and rhymes by heart. • I can use what I already know to understand texts. • I can check that my reading makes sense and go back to correct when it doesn't. • I can draw inferences from the text and/or the illustrations (beginning). • I can make predictions about the events in the text. • I can explain what I think a text is about. • I can recognise full stops, question marks and exclamation marks and use them when reading. • I can make comment on why some words have been used in a text e.g. use of adjectives.

Stage 9-10 (Monster Phonics)		Year 2	- I can decode automatically and fluently without overt sounding or blending e.g. 90 words per minute. - I can blend sounds in words that contain the graphemes for all 40+ phonemes. - I can recognise and read alternative sounds for graphemes. - I can read accurately words of two or more syllables that contain the same GPCs. - I can read words with common suffixes. - I can read most common exception words. - I can read and comment on unusual correspondence between grapheme and phoneme. I can sound out most unfamiliar words quickly and accurately. - I can read most suitable books accurately, showing fluency and confidence. - I can comment on the plot, setting and character in familiar and unfamiliar stories. - I can comment on features of nonfiction texts working at greater depth within the expected standard. - I can make inferences on the basis of what is said and done.	- I can talk about and give an opinion on a range of texts. - I can discuss the sequence of events in books and how they relate to each other I use prior knowledge, including context and vocabulary, to understand texts. - I can retell stories, including fairy stories and traditional tales. - I can read for meaning and check that the text makes sense. - I go back and re-read when it does not make sense. - I can find recurring language in stories and poems. - I can comment on word choice e.g. choice of adjective. - I can discuss the meaning of unknown words and link them to words. - I know I can talk about my favourite words and phrases in stories and poems. - I can recite some poems by heart, with appropriate intonation. - I can answer questions and make simple inferences. - I can make predictions using evidence from the text to support my ideas. - I can draw simple inferences from illustrations, events, characters' actions and speech
Purple (Band 8)	**Phase 6**			
Gold (Band 9)	**Phase 6**			

White (Band 10)	**Phase 6**		• I can predict what might happen on the basis of what has been read so far. • I can make links between the books I am reading.	
Lime (Band 11)		Year 3	• I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • I can read further exception words, noting the unusual correspondences between spelling and sound. • I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words	• I read a range of fiction, poetry, plays, and nonfiction texts. • I can discuss the texts that I read. • I can read aloud and independently, taking turns and listening to others. • I can identify language features e.g. types of word and how they capture the readers' attention. • I can explain the difference that adjectives and verbs make. • I can explain how non-fiction books are structured in different ways and can use them effectively Brown (Band 12). • I can explain some of the different types of fiction books (genres). • I can ask relevant questions to get a better understanding of a text.

Brown (Band 12)				• I can predict what might happen based on details I have. • I can draw inferences such as inferring a characters' feelings, thoughts and motives from their actions. • I can use a dictionary to check the meaning of unfamiliar words. • I can identify the main point of a text. • I can explain how structure and presentation contribute to the meaning of texts. • I can use non -fiction texts to retrieve information. • I can make connections with other texts I have read. • I can identify ideas from more than one paragraph and summarise. • I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Grey (Band 13)		Year 4	• I can apply knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar words. • I can read further exception words, noting the unusual correspondences between spelling and sound. • I can attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.	• I know which books to select for specific purposes, especially in relation to science, geography and history. • I can use a dictionary to check the meaning of unfamiliar words. • I can discuss and record words and phrases that writers use to engage and impact on the reader. • I can identify some of the literary conventions in different texts. • I can identify (simple) themes in texts. • I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • I can explain the meaning of words in context. • I can identify where a writer has used a precise word choices for effect to impact on the reader. • I can identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation. • I can infer meanings and begin to justify them with evidence from the text. • I can ask relevant questions to improve my understanding of a text. • I can predict what might happen from details stated and from the information I have deduced. • I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. • I can identify some text type organisational features for example, narrative, explanation and persuasion. • I can retrieve information from non-fiction texts.

				- I can build on others ideas and opinions about a text in discussion. - I can justify inferences with evidence from the text and take meaning from the whole text.

Dark Blue (Band 14)		Year 5	• I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • I can read further exception words, noting the unusual correspondences between spelling and sound. • I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. • I can re-read and read ahead to check for meaning.	• I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories from other cultures and traditions. • I can discuss the features of a wide range of books and text types, , including myths, legends and traditional stories from other cultures and traditions. • I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are. • I can use more than one source when carrying out research. • I can identify important ideas, events and characters and discuss their significance. • I can use character, feelings, motives, actions, and thoughts to infer meaning. • I can pick out relevant points in a text. • I can back up key points using quotes from the text. • I can ask questions to improve my understanding. • I can predict what might happen from what is stated or implied. • I can suggest alternative words with similar meanings. • I can identify how language contributes to meaning. • I can recite poems by heart e.g. narrative verse • I can prepare poems and plays to read aloud and to perform showing understanding through intonation, tone, volume and action.

				• I can formulate an opinion and give reasoned justification for my views.

Dark Red (Band 15/15+)	Year 6	• I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • I use my combined knowledge of phonemes and word derivations to pronounce words correctly e.g. arachnophobia • I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. • I can read fluently, using pronunciation to inform meaning and with intonation that shows understating.	• I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories from other cultures and traditions. • I can discuss the features of a wide range of books and text types, including myths, legends and traditional stories from other cultures and traditions. • I can read books that are structured in different ways (including whole novels) and evaluate how effectively texts are structured and presented. • I can work out the meaning of words by context. • I can recognise texts that contain features from more than one text type. • I know conventions of different styles of writing and suggest how these affect the nature of the story. • I can distinguish between statements of fact and opinions. • I can read non-fiction texts and retrieve/ record relevant information from a variety of non-fiction genres. • I read accurately and use strategies to check that I understand. • I can identify key points and themes in text using quotation for illustrations. • I can identify and discuss the conventions in different text types. • I can justify inferences with evidence from a text including direct quotes. • I can make detailed predictions what might happen from what is stated or implied.

				• I can compare characters considering different accounts of the same events and discuss. viewpoints (both fictional and author viewpoint. • I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • I can use technical terms when discussing text such as simile, metaphor, imagery, style, effect.