

Key:

Ideas for Guided Reading Bullet:

GS = Getting Started;
RR = Reading and Responding;
RTB = Returning to the book;
CMO = Checking and moving on

APP Assessment Focus:

R = Reading;
SL= Speaking and Listening;
W = Writing

Assessment Examples

Yellow/Band 3					
Title and author	Bullet GS RR RTB CMO	Assessment can children:	Example response into NC level 1	Example response working towards NC level 1	Assessment focuses
Fiction					
<i>Rolling</i> Gareth Owen	GS2	predict information about characters and events from the front cover and blurb	Children describe what the poem will be about, e.g. <i>it will be a rolling competition; they will roll down the hill</i>	Children answer questions about the picture on the front cover	R2
	RR1	show awareness of simple punctuation	Children read pp.2-3. They use the commas and full stops to inform their fluent reading	Children do not attend to punctuation to assist their reading aloud	R1
	RR2	use phonic strategies to decode unfamiliar words	Children use word knowledge and phonic strategies to read <i>climb</i> (p.3); <i>barrels</i> (p.5); <i>bounce</i> (p.7)	Children rely on blending phonemes as the prime approach, but need support to blend unfamiliar words	R1
	RR4	read with expression and fluency	Children read aloud, attending to punctuation, rhythm and rhyme	Children read along as a more experienced reader models expression and fluency	R1/SL3

Yellow/Band 3

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Fiction					
	RTB2	answer questions about the story content, making simple inferences	Children discuss why the children in the poem are described as <i>round fat barrels</i> and can suggest other similes to describe them	Children need support to provide simple inferences	R3
<i>Doing Nothing</i> Petr Horáček	GS2	use appropriate strategies to read more complex words	Children notice that <i>Nothing</i> is a two-syllable word, made up of <i>no-thing</i>	Children rely on sounding out and blending as a main strategy	R1
	GS4	predict information about characters and events from the front cover and blurb	Children predict what is going to happen to the frog in the story	Children need support to predict what may happen to frog	R2
	RTB1	read with expression and fluency	Children read pp.2-3 with expression, noting the exclamation mark and the very short sentence	Children join in as expressive reading is modelled	R1/SL1
	RR1	recount the key events in the story	Using the story map on pp.14-15, children recount the story in order, e.g. <i>first the frog climbed onto a rock; then a snake came to attack it</i>	Children recall some key events, but not in story order	R2
	CMO1	make simple inferences based on reading	Children compose a new thought bubble for the frog each time it spots a new predator	Children need support to imagine what the frog might be thinking each time a new predator appears	R3/SL3

Yellow/Band 3

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Fiction					
<i>Milo's Moustache</i> Katie McDougall	GS3	predict information about characters and events from the covers	Children describe dogs and kennels; they know what a kennel is	Children answer questions about dogs and kennels with help	R2
	RR1	read independently using a variety of cues to make meaning	Children use phonic cues, picture cues, repeating sentence patterns, knowledge of high frequency words and contextual information to reread the story	Children over-rely on one key strategy and need help to use the full range of strategies to reread the story	R1
	RR2	use phonic strategies and knowledge to read regular decodable words	Children read <i>b-ir-d</i> (p3), <i>b-a-ck</i> (p5) independently	Children need help to read regular decodable words	R1
	RTB2	recount the story, describing key moments	Children recount the story using the story map on pp14–15	Children need help to recount the story in order	R2/SL1
	RTB3	adopt a role based on their reading	Children can answer simple questions in role as Milo	Children need help to answer questions in role as Milo	SL3
<i>The Dancing Dog</i> Jasmin Glynne	GS2	read the title and back cover blurb	Children can follow the text with their finger and match spoken with written text	Children need support to match spoken with written text	R1
	GS3	use phonic knowledge and strategies to read unfamiliar words	Children recognise initial sounds, and blend sounds through new words, e.g. <i>t-a-n-g-o</i> , <i>t-a-p</i>	Children need support to use phonic knowledge as a key strategy	R1

Yellow/Band 3

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Fiction					
	RR1	recognise and join in with patterned language	Children recognise repeating patterns at sentence level and use this to help them read, e.g. <i>Step, slide, tappity tap</i>	Children need help to recognise repeating patterns at sentence level	R1/R5
	RR3	retrieve information from the text	Children can suggest how the dog felt when he fell over, e.g. <i>he felt silly; he was embarrassed</i>	Children can answer questions about how the dog felt with support	R2/SL1
	RTB1	recount the story, describing key moments	Children use pp14–15 to retell the story. At each picture they describe what the dog had to do	Children need support to trace the journey on pp14–15 and relate it to the poem	R2/SL1
<i>Sam the Big, Bad Cat</i> Sheila Bird	GS1	predict information about characters and events from the front cover	Children describe Sam: <i>He is angry, he is scary, he fights</i>	Children answer questions about Sam	R2
	GS2	understand the key events of the story by walking through the text	Children understand that Sam is hiding to avoid going to the vet	Children need support to understand the main events	R2
	GS4	use phonic strategies and knowledge to read CVC words	Children read p.2, <i>h-a-d, b-i-g, b-a-d</i> . They can sound out individual phonemes and blend to read	Children need help to identify each phoneme in the CVC words	R1

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Fiction					
	RR1	read independently using a variety of cues to make meaning	Children use phonic cues, picture cues, repeating sentence patterns, knowledge of high frequency words and contextual information to read for meaning	Children over-rely on one key strategy and need help to use the full range of strategies to make meaning	R1
	RR3	answer questions about the story content	Children respond to questions using the storyboard on pp14–15, e.g. <i>Where does Sam hide? How do we know Sam is better at the end of the story?</i>	Children need support to locate the answers to questions in the text	R2/SL1
<i>The New Kite</i> Julie Sykes	GS2	retrieve information from the text	pp2–3, children describe the picture and identify that Lenny has a birthday and he is getting a present	Children answer questions about the picture on pp2–3	R2
	GS3	understand the key events of the story by walking through the text	Children understand that Mum gets dragged into the pond by Lenny's kite	Children need support to understand the main events	R2
	RR1	read with expression and fluency	Children read aloud, attending to punctuation, using different voices for each character, and responding to different moods	Children read along as a more experienced reader models expression and fluency	R1/SL1
	RR3	read independently using a variety of cues to make meaning	Children use phonic cues, picture cues, repeating sentence patterns, knowledge of high frequency words and contextual information to read for meaning	Children over-rely on one key strategy and need help to use the full range of strategies to make meaning	R1

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Fiction					
	RTB1	recount the story in role	Children recount the story from the dog's point of view, using the storyboard on pp14–15 for support	Children describe what happens using the storyboard on pp14–15	R2/SL3
<i>Around the World</i> James Carter	GS1	read the title and back cover blurb	Children can follow the text with their finger and match spoken with written text	Children need support to match spoken with written text	R1
	RR2	retrieve information from the text	Children can talk about the pictures on pp4–5 and describe what it is like in each picture, e.g. <i>it is a desert, it is hot and sandy</i>	Children can answer questions about the journey/children need help to discuss content	R2/SL1
	RR3	recognise and join in with patterned language	Children recognise repeating patterns at sentence level and use this to help them read, e.g. <i>Then where did we go?</i>	Children need help to recognise repeating patterns at sentence level	R1/R5
	RR4	use phonic knowledge and strategies to read unfamiliar words	Children recognise initial sounds, and blend sounds through the word, e.g. <i>A-f-r-i-c-a, l-n-d-ia</i> to decode new words	Children need support to use phonic knowledge as a key strategy	R1
	RTB1	recount the story, describing key moments	Children use pp14–15 to trace the story. At each stop, they describe what it is like there	Children need support to trace the journey on pp14–15 and relate it to the poem	R2/SL1

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Fiction					
<i>Percy and the Rabbit</i> Nick Butterworth	GS1	describe information contained on the front and back covers	Children describe that it is snowy and that Percy has a shovel; children may suggest that Percy will clear the snow with his shovel	Children need support to interpret the information on the front cover	R2
	GS3	use phonic knowledge and strategies to read familiar words	Children can find the words <i>dug</i> , <i>cap</i> , <i>scarf</i> , on pp9–11 by identifying initial sounds and blending	Children need support to use phonic knowledge as a key strategy	R1
	GS4	retrieve information from the text	pp10–11, children can interpret that the mice are taking Percy's gloves	Children need support to understand that the mice are taking Percy's gloves	R2
	RR1	read independently using a variety of cues to make meaning	Children use phonic cues, picture cues, and contextual information to read <i>scarf</i> , <i>rabbit</i> , <i>glove</i>	Children over-rely on one key strategy and need help to use the full range of strategies to make meaning	R1
	RR3	recount the story, describing key moments	Children retell the story using the storyboard on pp14–15	Children recall key moments from the story, not in order	R2/SL1
<i>Rat-a-tat-tat</i> Michaela Morgan	GS1	read the title and back cover blurb; make predictions about the story	Children predict why the cat is knocking at the door, e.g. <i>to go to play with a friend</i>	Children need support to make predictions	R2
	RR1	read with expression, emphasising rhythm and rhyme	Children read aloud, attending to punctuation, responding to different moods	Children need support to use emphasis properly in their reading	R1/SL1

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Fiction					
	RR1	predict what will happen next based on reading	Children can imagine and predict the next character who will visit based on the pattern of the story so far, e.g. <i>a dog on a log</i>	Children make suggestions that do not follow the story pattern, e.g. <i>a dog with a hat</i>	R2
	RR3	recall information and locate the source in the story	Children use pp14–15 to recount the animals who appear at the door	Children recall key moments from the story, not in order	R2/SL1
	RTB2	perform the story with expression	Children reread using expression	Children need support to adapt their voices	R2/SL3
<i>Rebecca at the Funfair</i> Frances Ridley	GS3	understand the key events of the story by walking through the text	Children understand that Rebecca goes to the funfair, and visits a hall of mirrors, a ride and a stall	Children need support to understand the main events	R2
	RR1	read independently using a variety of cues to make meaning	Children use phonic cues, picture cues, repeating sentence patterns, knowledge of high frequency words and contextual information to read for meaning	Children over-rely on one key strategy and need help to use the full range of strategies to make meaning	R1
	RR2	infer meaning from the story	Children can describe how Rebecca is feeling through the story, e.g. <i>she is scared in the Hall of Mirrors</i>	Children are supported to understand how Rebecca is feeling	R3
	RR3	recount the story, describing key moments	Children use the map of the funfair on pp14–15 to retell what happened to Rebecca at each place. They may skim back through the book	Children need support to interpret the map and recall key moments	R2/SL1

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Fiction					
	RTB2	find rhyming words in the text	pp2–3, <i>that, fat</i> ; pp4–5, <i>tall, small, at all</i>	Children need support to find rhyming words	R1
<i>The Little Egg</i> Tanya Landman	GS1	read the title and back cover blurb; make predictions about the story	Children predict that the egg drops out of the nest; that the egg hatches	Children need support to make suggestions	R2
	RR1	predict what will happen next based on reading	Children use picture cues to predict where the egg will roll next, e.g. pp4–5 <i>the egg will roll into a tree</i>	Children answer questions about the picture	R2
	RR2	use phonic knowledge and strategies to read unfamiliar words	Children recognise initial sounds, and blend sounds through the word, e.g. <i>p-i-ck, p-e-ck, p-o-ck</i> to decode new words	Children recognise some initial sounds and need help to blend to read	R1
	RTB1	recount the story using their own words	Children retell the story in their own words using pp14–15. They can follow the numbers in order	Children identify some key moments from the story using the story map	R2/SL1
	RTB2	locate a 'tricky' word in the text and explain how they read it	p.11 <i>c-r-a-ck</i> , p.13 <i>ch-ee-p</i>	Children need help to identify a tricky word	R1

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Fiction					
<i>It Was a Cold, Dark Night</i> Tim Hopgood	GS4	read the title and back cover blurb; make predictions about the content	Children suggest that Ned is looking for somewhere to sleep for the winter	Children need support to understand that Ned will get cold and needs to go to sleep	R1
	RR1	read independently using a variety of cues to make meaning	Children use phonic cues, picture cues, repeating sentence patterns, knowledge of high frequency words and contextual information to read for meaning	Children over-rely on one key strategy and need help to use the full range of strategies to make meaning	R1
	RR2	read with expression attending to speech punctuation	Children read aloud, attending to punctuation, using different voices for each character, and responding to different moods	Children begin to use different voices and expression as they read aloud	R1/R3/SL3
	RTB1	recount the story in their own words	Children use the story map on pp14–15 to recount Ned’s story in their own words, e.g. <i>It was cold and windy and Ned was sad...</i>	Children need support to recreate Ned’s story	R2/R3/SL3
	RTB2	describe how a character feels at different points in the story	<i>Ned was worried when he didn’t have a home; Ned was sad when the rabbits wouldn’t let him share their hole...</i>	Children answer questions about Ned at different stages of the story	R2/R3/SL1

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Non-fiction					
<i>The Helper Bird</i> Anita Ganeri	GS2	describe information contained on the front and back covers	Children describe the helper bird and how it might help the animals listed	Children need support to describe the helper bird	R2
	RR1	identify information books and story books	Children know it is an information book because it has photographs and information about the creatures	Children do not know the difference between features in information and story books	R7
	RR3	retrieve information from the text	pp.2-9, read in pairs and discuss what they find out, e.g. <i>the helper bird removes ticks from large animals to stop them itching</i>	Children need help to interpret what they are reading	R2
	RTB3	read independently using a variety of cues to make meaning	Children choose a tricky word and model how they use phonic cues, picture cues, word knowledge and contextual information to read for meaning	Children over-rely on one key strategy and need help to use the full range of strategies to make meaning	R1
<i>Night Animals</i> Louise Spilsbury	GS4	read independently using a variety of cues to make meaning	Children read the title and the blurb, using a range of strategies to decode unfamiliar words, e.g. <i>Night Animals</i>	Children over-rely on one key strategy and need help to use the full range of strategies to make meaning	R1
	RR1	identify features of information books	Children know that this book is giving information and uses photographs and labels to do this	Children do not distinguish information books from narrative	R7

Yellow/Band 3

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Non-fiction					
	RR2	understand what they are reading	Children look closely at the picture on p.3 to identify what the owl is doing, e.g. <i>the owl is bringing food to its babies</i>	Children answer simple questions about the content	R2
	RTB2	interpret information from the text	Children discuss the bushbaby on pp.6-7. They suggest why it runs up trees at night, e.g. <i>to keep safe; to find food</i>	Children need help to understand why the bushbaby runs up trees	R3
<i>Water Bears</i> Sue Gates	GS1	describe information contained on the front and back covers	Children describe what they can see: <i>a squishy monster; a soft sea creature; it has claws</i>	Children need support to describe the water bear	R2
	GS4	identify information books and storybooks	Children know it is an information book because it has photographs, labels and arrows	Children do not know the difference between features in information and storybooks	R7
	RR1	retrieve information from the text	pp2–3, children look closely to describe <i>pink creatures with a see- through body and a shell; with antennae and claws sticking out</i>	Children need help to use relevant vocabulary to describe the water bears	R2
	RR3	read independently using a variety of cues to make meaning	Children use phonic cues, picture cues, repeating sentence patterns, knowledge of high frequency words and contextual information to read for meaning	Children over-rely on one key strategy and need help to use the full range of strategies to make meaning	R1

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Non-fiction					
	RTB4	recount information from the text	Children recount what water bears look like, where they are found and how we see them. They refer to the text to help them	Children need support to locate information in the text and recount it	R2/SL1
<i>The Wind</i> Monica Hughes	GS2	identify information and storybook features	Children know it is an information book because it has photographs, and is written in a report style, e.g. <i>It can...</i>	Children do not know the difference between features in information and storybooks	R7
	GS3	find high frequency words quickly, and read them	Children do not attempt to read these words sound-by-sound. Words are recognised quickly, e.g. <i>the, can, it</i>	Children attempt to sound out high frequency words and struggle to decode them	R1
	RR1	read independently using a variety of cues to make meaning	Children use phonic cues, picture cues, repeating sentence patterns, knowledge of high frequency words and contextual information to read for meaning	Children over-rely on one key strategy and need help to use the full range of strategies to make meaning	R1
	RR2	retrieve information from the text	Children can describe how waves are made, p.12, and what windmills do, p.7	Children need support to interpret the information from the pictures and text	R2
	RR3	understand what they have read and recount key information	Children can recall information using pp14–15, e.g. <i>the wind blows the kite</i> . Children understand that the arrow gets larger with the force of the wind	Children describe the pictures on pp14–15	R2

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Non-fiction					
<i>The Baby Turtle</i> Andy and Angie Belcher	GS2	read the blurb and predict what will happen in the book	Children make predictions about the baby turtle's journey in the sea, e.g. <i>it finds food; it gets eaten</i>	Children describe what they see, or need support to make predictions	R1
	RR2	use phonic knowledge and other strategies to read unfamiliar words	Children use phonic cues, word endings, picture cues, knowledge of high frequency words and contextual information to read for meaning, e.g. <i>c-r-aw-l-ed</i> , p.3, <i>s-c-u-rr-ied</i> , p.8	Children rely on picture cues or phonic cues and struggle to decode new words with accuracy	R1
	RR3	reread a sentence if it doesn't make sense	Children know when a sentence doesn't make sense and reread to self-correct, pausing on the tricky word	Children do not recognise when their reading does not make sense	R1
	RR4	discuss the information that they have read about	Children share facts that they have found out about turtles, e.g. <i>crabs and birds try to eat baby turtles</i>	Children can recount key information with prompting	R2
	CMO1	retell the events in order	Children retell the story of the turtles in their own words, and drawing on new vocabulary from the book using the grid on pp14–15	Children select pictures to talk about	R2/SL1

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Non-fiction					
<i>Where is my School?</i> Alison Sage	GS1	retrieve information from the cover and predict what will happen in the book	Children recognise the planet Earth and the United Kingdom, and know that they live there	Children do not recognise the planet Earth	R2
	GS2	understand the key information contained by walking through the text	Children understand that the book explains where Kim lives and goes to school, e.g. <i>in England, in the UK, on Earth</i>	Children need support to understand the main facts	R2
	GS4	use a variety of cues to read unfamiliar words	Children use phonic cues, picture cues, repeating sentence patterns, knowledge of high frequency words and contextual information to read for meaning	Children over-rely on one key strategy and need help to use the full range of strategies to make meaning	R1
	RR1	read different textual elements to make meaning	Children read labels and text; they know that labels provide further information	Children need help to read labels	R4
	RR2	interpret information from the text	Children discuss the bird's eye photograph on p.8. They locate the school and discuss what else they can identify, e.g. roads, fields	Children need help to understand the bird's eye photograph	R2

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Non-fiction					
<i>Hands</i> Thelma Page	GS2	read the title and back cover blurb; make predictions about the content	Children predict what the hands in the book can do, e.g. <i>painting, washing, cooking</i>	Children suggest what their own hands can do	R2
	GS3	read different textual elements to make meaning	Children read labels and text; they know that labels provide further information, e.g. <i>squeezing</i> p.2	Children need help to read labels	R4
	GS3	read different textual elements to make meaning	Children read labels and text; they know that labels provide further information, e.g. <i>squeezing</i> p.2	Children need help to read labels	R4
	GS4	recognise common suffixes to support rapid reading	Children find words with <i>ing</i> endings, pp4–5 and read them quickly, using their knowledge of <i>ing</i>	Children sound out <i>i-n-g</i> each time they attempt to read a word with an <i>ing</i> ending	R1
	RR4	recount information and locate information within the text	Children describe what the hands are doing using pp14–15. They find this information by skimming through the book	Children need help to recall what the hands are doing	R2/SL1
	RTB1	reread the book with fluency and expression	Children read the book from start to finish, drawing on a range of strategies to read with fluency, e.g. memory, instant word recognition	Children need support to reread the book	R1/SL1

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Non-fiction					
<i>How to Have a Party</i> Susan Gates	GS2	read the title and back cover blurb; make predictions about the content	<i>The book will show you how to invite people; what games to play; what to eat</i>	Children can answer general questions about parties	R1
	GS3	retrieve information from the text	Children read the lists and add their own ideas, e.g. <i>Make a birthday cake</i>	Children need help to read the list and match it to the photograph	R2
	GS4	tackle tricky words using a range of strategies	<i>Everything</i> p. 3. Children recognise words within the word, use phonics and contextual knowledge to read this tricky word	Children need help to see <i>every thing</i> inside the word	R1
	RR2	read independently using a variety of cues to make meaning	Children use phonic cues, picture cues, knowledge of high frequency words and contextual information to read for meaning	Children over-rely on one key strategy and need help to use the full range of strategies to make meaning	R1
	RTB3/4	recall the stages of the book and key information	Children recall the stages involved in planning a party and check their ideas against the checklist on pp14–15	Children recall some key stages from the checklist	R2
<i>Dance to the Beat</i> Uz Afzal	GS2	interpret the title	Children interpret the word <i>beat</i> and describe what it means	Children need help to understand the word <i>beat</i> , e.g. <i>let's clap the beat in our names</i>	R1

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Non-fiction					
	RR1	read the text with rhythm and expression	Children play around with reading aloud, and establish a rhythm with the repeated words: <i>to the beat of the music</i>	Children join in as you read with rhythm	R5/SL1
	RR2	read independently using a variety of cues to make meaning	Children use phonic cues, picture cues, repeating sentence patterns, knowledge of high frequency words and contextual information to read for meaning	Children over-rely on one key strategy and need help to use the full range of strategies to make meaning	R1
	RR4	retrieve information from the text	Children read the labels on pp14–15 and demonstrate the actions	Children rely on the photographs to interpret the information	R2
	RTB1	locate instructional language in the text	e.g. <i>Stamp your feet to the beat of the music</i> p.6 Children can make up other instructions	Children need help to recognise instruction words, e.g. <i>stamp, clap, skip</i>	R2
<i>Lights</i> Monica Hughes	GS3	recognise familiar letter patterns in words	Children know the <i>ight</i> pattern and can suggest other <i>ight</i> words, e.g. <i>fright, sight</i> , based on reading the title <i>Lights</i>	Children can hear but not recognise the <i>ight</i> pattern	R1
	RR1	describe what is happening in the text	pp2–3 <i>The sun is going down, the light is fading, it is getting darker, there are stars</i>	Children need support to understand the information	R2

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Non-fiction					
	RR2	read aloud attending to sentence punctuation	pp2–3 Children can use comma punctuation to pause and the full stop to end a sentence	Children do not attend to punctuation at the end or within sentences	R1/SL1
	RR4	read independently using a variety of cues to make meaning	Children use phonic cues, picture cues, repeating sentence patterns, knowledge of high frequency words and contextual information to read for meaning	Children over-rely on one key strategy and need help to use the full range of strategies to make meaning	R1
	RTB2	locate words with familiar letter strings in the text	Children find the different <i>ight</i> words in the text, and check using pp14–15	Children need support to find the <i>ight</i> pattern within words	R1