Albert Pritchard Infant and Wood Green Junior Federated Schools

1:1 Reading Record Sheet – KS2

Name: | Year Group:

Book Band Progression

Black - Nursery	Pink - Rec End A1	Red - Rec End A2	Yellow - Rec End Sp2	Blue - Rec End Su2	Green - Y1 End A2	Orange - Y1 End Sp2	Turquoise - Y1 End Su2	Purple - Y2 End A2	Gold - Y2 End Sp2	White - Y2 End Su2
Lime - Y3 End A2	Garnet - Y3 End Sp2	Silver - Y4 End Sp2	Sapphire - Y5 End Sp2	Ruby - Y6 End Sp2	FREE - Y6 End Su2					

Content Domains – Key Questions

2a - give / explain the meaning of words in context	2b - retrieve and record information / identify key details from fiction and non-fiction	2c - summarise main ideas from more than one paragraph	2d - make inferences from the text / explain and justify inferences with evidence from the text
What does this… word/phrase/sentence… tell you about… character/setting/mood etc? Highlight a key phrase or line. By writing a line in this way what effect has the author created? In the story, 'x' is mentioned a lot. Why? The writer uses words like … to describe …. What does this tell you about a character or setting? What other words/phrases could the author have used? The writer uses …words/phrases…to describe … How does this make you feel? How has the writer made you and/or character feel …happy /sad/angry/ frustrated/lonely/bitter etc?	Where does the story take place? When did the story take place? What did s/he/it look like? Who was s/he/it? Where did s/he/it live? Who are the characters in the book? Where in the book would you find…? What do you think is happening here? What happened in the story? What might this mean? Through whose eyes is the story told? Which part of the story best describes the setting? What words and /or phrases do this? What part of the story do you like best? What evidence do you have to justify your opinion?	What's the main point in this paragraph? Can you sum up what happens in these three/four/five… paragraphs? You've got 'x' words; sum up these paragraphs. Sort the information in these paragraphs. Do any of them deal with the same information? Make a table/chart to show the information in these paragraphs. Which is the most important point in these paragraphs? How many times is it mentioned?	What makes you think that? Which words give you that impression? How do you feel about…? Can you explain why…? I wonder what the writer intended? I wonder why the writer decided to…? What do these words mean and why do you think the author chose them?

2e - predict what might happen from details stated and implied	2f - identify / explain how information / narrative content is related and contributes to meaning as a whole	2g - identify / explain how meaning is enhanced through choice of words and phrases	2h - make comparisons within the text
Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way? Do you know of another story which deals with the same issues; e.g. social; moral; cultural? Could this happen in this story? Which other author handles time in this way; e.g. flashbacks; dreams? Which stories have openings like this? Do you think this story will develop in the same way? Why did the author choose this setting? Will that influence how the story develops? How is character X like someone you know? Do you think they will react in the same way?	Explain why a character did something. Explain a character's different/changing feelings throughout a story. How do you know? What are the clues that a character is liked/disliked/envied/feared/loved/hated etc…? What is similar/different about two characters? Why is 'x' (character/setting/event) important in the story? What is the story (theme) underneath the story? Does this story have a moral or a message? Why do you think the author chose to use a… question/bullet/subheading/table etc to present the information? How does the title/layout encourage you to read on/find information? Where does it tell you that…? Why has the writer written/organised the text in this way? In what ways do the illustrations support the instructions? How could these instructions/information/illustrations be improved? Who do you think this information is for?	What does the word 'x' tell you about 'y'? Find two or three ways that the writer tells you 'x'. What does this… word/phrase/sentence… tell you about… character/setting/mood etc? Highlight a key phrase or line. By writing a line in this way what effect has the author created? In the story, 'x' is mentioned a lot. Why? The writer uses words like … to describe …. What does this tell you about a character or setting? What other words/phrases could the author have used? The writer uses …words/phrases…to describe … How does this make you feel? How has the writer made you and/or character feel …happy /sad/angry/ frustrated/lonely/bitter etc? Has the writer been successful in their purpose or use of language? What do you think the writer meant by… 'x'? Which words do you think are most important? Why? Which words do you like the best? Why? The author makes an action/description 'like' something else. Why? The author states that 'x' is something it isn't. What is the effect of this? Why have they done this?	Describe different characters' reactions to the same event in a story. How is it similar to …? How is it different to …? Is it as good as …? Which is better and why? Compare and contrast different character/settings/themes in the text What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done?

Depth of Learning - Comprehension

#1 Shallow	#2 Expected Depth	#3 Deeper learner	#4 Deepest learner	
Literal Comprehension	**Reorganisation**	**Inferential Comprehension**	**Evaluation**	**Appreciation**
Locate facts, ideas, particular information, a sequence of events, similarities or differences, characteristics of a person, etc., that are explicitly stated in the passage. For example: What is the boy's name? Who was the taller, Susan or John? What are mammals? Which is the tallest animal? What is the capital city of Wales?	Analyse, synthesise and/or organise the ideas or information that is explicitly stated in the passage (i.e. to do something with it). For example: • classifying – placing people, things, places and/or events into categories • summarising – condensing the content of the passage, using direct quotation or paraphrased statements • synthesising – bringing together ideas or information from more than one source/section of the passage	Use the ideas and information in the passage, intuition and personal experience as the basis for making conjectures or hypotheses; to read between and beyond the lines. For example: • What else might the writer have included to make the passage more interesting to boys? • What kind of a place is St Lucia? • What do you think will happen next? • What is the writer's point of view? • What is the writer's purpose? • How would the boy behave if he were in a different place/time/situation? • Why does the writer use the word…? • What does the writer mean by the phrase 'foxy eyes' or any other figurative expression?	Requires a learner to make a judgement based either on the passage alone and/or on the learner's prior knowledge and experience. For example: • Does this make sense? • Is the information accurate? Does it agree with what you have found out from other sources? • Could this really happen? • Does the boy behave in an appropriate way? • Is the character right or wrong to act as she/he does in view of the situation described? • Is the behaviour described right or wrong according to your beliefs?	Requires an emotional and/or analytical and/or aesthetic response from the learner to the content and style of the passage. For example: -How did the passage make you feel? • Is the argument clearly stated? • Is the sequence of ideas logical and coherent? • Which words were most effective? • Why did the writer choose those words? • Which description did you find most life like/ frightening/ effective?

Date	Title	Book Band	F/NF/P	Comments focused on progress towards above areas (Direct quotes from the child)	C.D	Initial

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