Albert Pritchard Infant and Wood Green Junior Federated Schools

1:1 Reading Record Sheet – Year One & Year Two

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					

KS1 – Content Domains

1a - draw on knowledge of vocabulary to understand texts	**1b -** identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	**1c -** identify and explain the sequence of events in texts	**1d -** make inferences from the text	**1e -** predict what might happen on the basis of what has been read so far
• What does this… word/phrase/sentence… tell you about… character/setting/mood etc? • Highlight a key phrase or line. By using this word, 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? Can you find those words? • Which words and /or phrases make you think/feel…?	• Where/when does 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 part of the story do you like best? • What evidence do you have to justify your opinion? • How do the title/contents page/chapter headings/glossary/index… help me find information in this book? • Which part of the text should I use to find…? • Why has the author organised the information like this?	• What happens first in the story? • Use three sentences to describe the beginning, middle and end of this text? • You've got 'x' words; sum up this story. • Sort these sentences/paragraphs/chapter headings from the story • Make a table/chart to show what happens in different parts of the story • Why does the main character do 'x' in the middle of the story? • How does the hero save the day in the story?	• 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?	• Look at the cover/title/first line/chapter headings…what do you think will happen next? How have the cover/title/first line/chapter headings…helped you come up with this idea? • What do you think will happen to the goodie/baddie/main character? Why do you think this? • What will happen next? Why do you think this? Are there any clues in 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? • Which stories have openings like this? Do you think this story will develop in the same way? Why did the author choose this setting? How will that effect what happens next? • How is character X like someone you know? Do you think they will react in the same way?

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?	Make a judgement based either on the passage alone and/or on 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 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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