



Name:

BAND: GOLD – YEAR 2
Expected End of Summer

Congratulations! You are on Gold Band Books

While you are reading Gold Band Books you will learn to:

Range of Reading - Can read fluently, decoding is automatic and accurate.

Range of Reading - Can accurately, automatically and without undue hesitation blend alternative sounds for graphemes.

Range of Reading - Can accurately and rapidly read multi-syllabic words containing alternative sounds for graphemes.

Range of Reading – Can quickly and accurately read words with all common suffixes.

Range of Reading – Can quickly and accurately read all common exception words, noting unusual correspondences.

Range of Reading - Can read almost all familiar words without undue hesitation and without overt sounding and blending.

Range of Reading - Can listen to, discuss and express views, justifying opinions about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.

Familiarity with Texts - Can independently and accurately recount the main events across a wide range of age-appropriate stories, fairy stories and traditional tales in order and with detail.

Familiarity with Texts - Can almost always recognise simple recurring literary language in stories and poetry: e.g. *identifying rhyming words and alliteration in poetry.*

Poetry & Performance - Can recall a repertoire of poems (at least 10, including some which are self-chosen) and can recite some of these with intonation to make the meaning clear.

Word Meanings - Can discuss and clarify meanings of words, almost always linking meanings to known vocabulary: e.g. *marketplace, unfortunately.*

Understanding - Can almost always discuss the order of events in books and explain how items of information are related.

Understanding – Can demonstrate their understanding by confidently and accurately drawing on what they already know or on background information and vocabulary provided by the teacher.

Understanding - Can almost always recognise when their reading does not make sense and self-correct without undue hesitation.

Inference – Can almost always draw inferences based on what is being said and done: e.g. *The riding lessons are expensive but Aunt Al promised so I think she will pay. Sophie will learn quickly because she is determined and we know she isn't frightened because she got straight back on after she fell off in Cornwall.*

Inference - Can almost always modify inferences by answering and asking questions.

Prediction - Can readily predict what might happen. All responses are linked closely to the story characters, plot and language read so far: e.g. *Duncan is definitely going to be sick because he's been eating sweets and chocolate biscuits on the coach. The author says he goes a pale green colour and that means he's feeling bad. Poor Dawn is sitting next to him, so I think she's going to be sicked up on!*

Authorial Intent – Can discuss their favourite words and phrases justifying their choice.

Non Fiction – Can explain the purpose of non-fiction books and how they are different from fiction books. They can quickly and independently identify key features and use these to help them find and understand information: e.g. *facts, photographs, diagrams, labels, index, heading and sub-heading, glossary.*

Discussing Reading - Can confidently contribute a number of ideas to discussion, drawing on all the significant events and most of the key information. They almost always follow the agreed class rules for effective discussion, working confidently in a group of up to 6.

Discussing Reading - Can confidently and accurately explain and discuss their understanding of what they have read, acted out or listened to, justifying their ideas and arguments.