of June Supplant School



Key Stage 2 Reading-Guide to Book Banding

Parish Church of England Primary School

Who do I assess in my class?

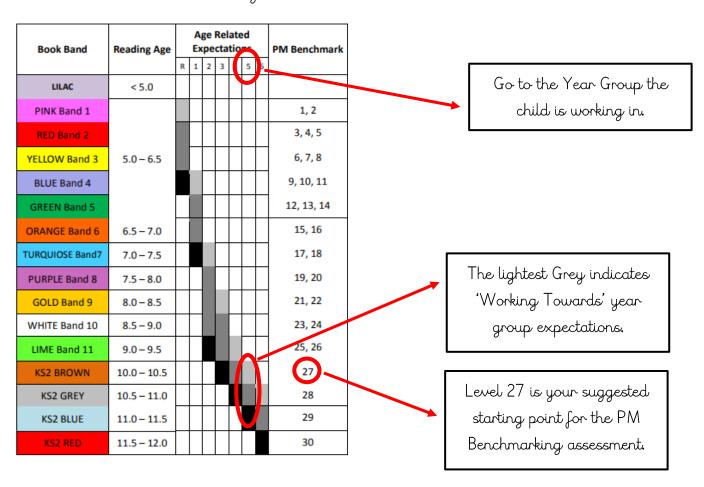
The children who are in your Lowest 20% group will be identified during your Pupil Progress meeting with a member of SLT. These children are listed on your Pupil Progress spreadsheet with the data from their previous year group.

Reading Provision for Lowest 20%	Do I need to assess on PM Benchmarking?
Child is still accessing Read Write Inc and has a levelled	No
book through this scheme.	
Child is accessing Fresh Start as an intervention.	Yes
Child is accessing Whole Class Reading sessions in year	Yes
group.	

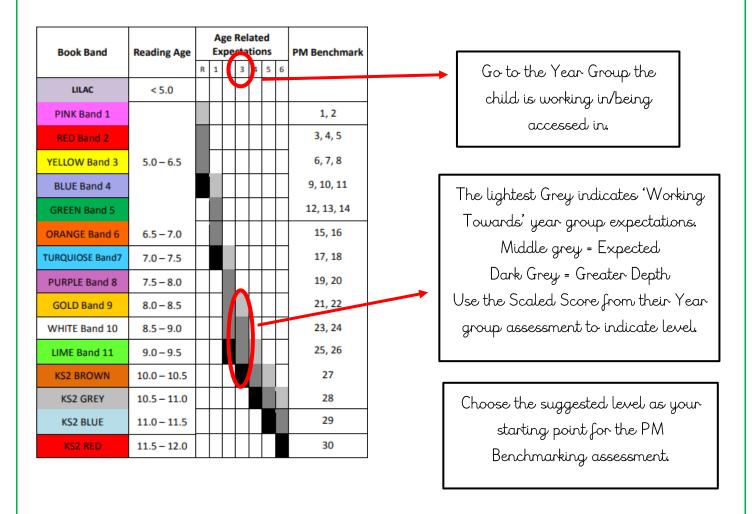
How do I know which PM Benchmarking Level to start on?

Use the following table and the child's data to determine where you start.

For example, if the child is accessing Whole Class Reading sessions in Year 5 and is achieving 'Working Towards' on the Year 5 NFER reading assessments, use the table as below:

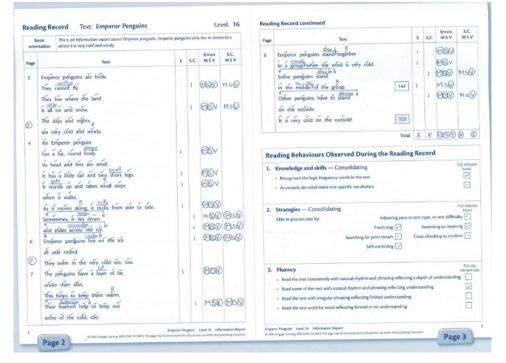


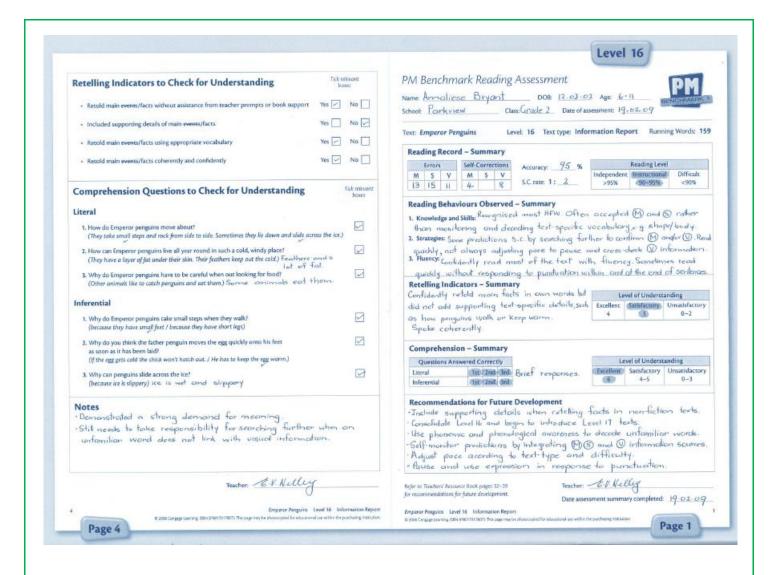
For example, if the child is NOT accessing Whole Class Reading sessions in Year 5, is completing a Fresh Start Intervention or accessing another year group, use the table as below:



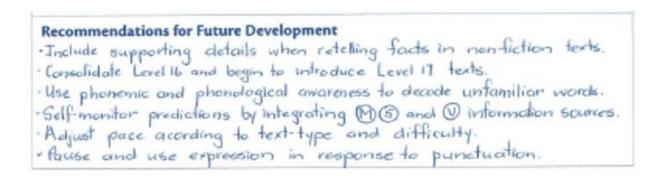
Example of Completed PM Benchmarking Assessment

Further details are in the PM Benchmarking Assessment book, which has been photocopied and given out:





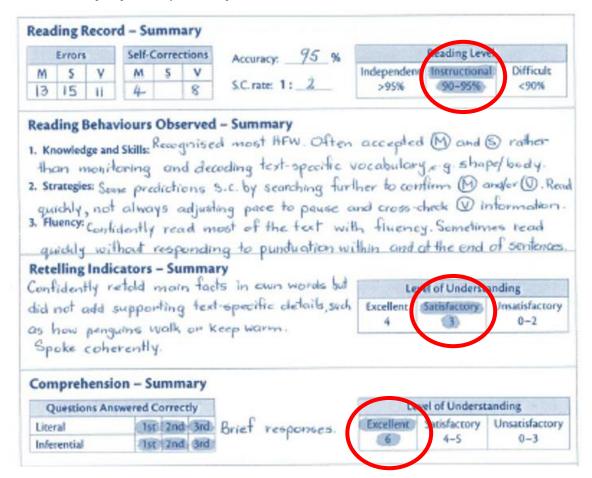
The *Recommendations for Future Development'* is the most important information which is gathered from the assessment. This should inform yourself and anyone who reads with this child (TA or Reading Support Volunteer).



Inform the parents/carers on how they can use the recommended strategies to help their child when reading at home. A template has been provided for you.

After completing the assessment and using the analysis to establish the child's reading levels:

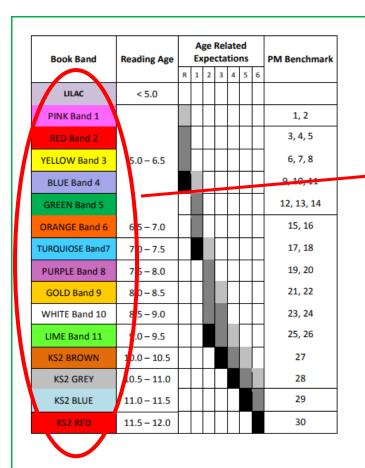
You will be able to highlight the following boxes:



If a child is reading at 'Independent Level' and scores 'Excellent' on their Comprehension and Retelling sections, then they can be assessed on the next level. If they scored 'Satisfactory' then use your teacher judgement and knowledge of the child to decide whether they stay on this level for a while longer or move up to the next level if you feel they will cope with the challenge.

If the child can read the text at an 'Independent or Instructional level', however on the Comprehension and Retelling section the score 'Unsatisfactory', then the child has no issue phonetically with reading that level but does not understand what they have read. You can keep them on this level or move them down a level if you feel that it is beneficial.

Once you have established the child's PM Benchmarking level and completed the assessment with the 'Recommendations for Future Development', then use the following tables to establish the child's Book Band/Oxford Reading Tree Level. The Oxford Reading Tree levels are split in each Book Band so you can pick a lower level in the book band if you feel the child is 'Just' at that Book Band level.



Equivalent Book Bands for the PM Benchmarking levels

The Key Stage 2
Book Band
colours (Brown,
Grey, Dark Blue
and Red) have
more Oxford
Reading Levels to
best support your
Teacher
Judgement

Year group	Age	Oxford Level	Book Band	
Nursery	Up to 4 years old	1	Lilac	
runsery	op to Tyenis on	1+	Pink	
D		1	Lilac	
	4-5 years old	1+	Pink	
Reception / Primary 1		2	Red	
		3	Yellow	
		4	Light blue	
Vanua / Daimana 2	E C	5	Green	
Year 1 / Primary 2	5-6 years old	6	Orange	
		7	Turquoise	
rear 2 / Primary 3	6-7 years old	8	Purple	
		9	Gold	
		10	White	
		11	Lime	
		12	Lime +	
		8		
		9	Brown	
	/	10	biown	
Year 3 / Primary 4	7–8 years old	11		
		12		
		13	Grey	
		14	,	
Year 4 / Primary 5	8-9 years old	15		
, ,,		16	Dark blue	
Year 5 / Primary 6	9-10 years old	17		
		18	Dark red	
Year 6 / Primary 7	10-11 years old	19 20		

Key Stage 2 Struggling Readers:

Children who are in Key Stage 2, particularly Upper KS2 Year 5 and Year 6, might come out with an BB/ORT level equivalent to Key Stage I. To support their growing confidence and help to create a love of reading, use the equivalent Key Stage 2 ORT. These are the same level but more mature and inline with their age and interests.

	Age	Oxford Level	Book Band
Nursery	Up to 4 years old	1	Lilac
runsery	op to 4 years out	1+	Pink
Reception / Primary 1 Year 1 / Primary 2	4-5 years old	1	Lilac
		1+	Pink
		2	Red
		3	Yellow
		- 4	Light blue
	5-6 years old	5	Green
		6	Orange
		7	Turquoise
v		8	Purple
	6-7 years old	9	Gold
(ear 2 / Primary 3		10	White
		11	Lime
		12	Lime +
		8	
Year 3 / Primary 4 Year 4 / Primary 5	7–8 years old 8–9 years old	9	Brown
		10	
		- 11	
		12	
		13	Grey
		14	
		15	
		16	Dark blue
Year 5 / Primary 6	9-10 years old	17	
,	,	18	
			Dark red
rear 6 / Primary 7	10-11 years old	19 20	

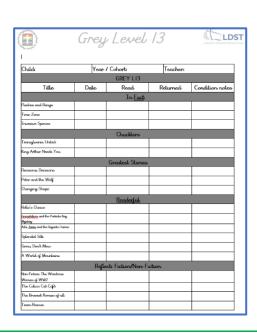
Why do Levels 8-12 overlap?

One unique feature of the Oxford
Reading Levels is the overlay between text
difficulty and children's emotional maturity
in the crucial transition from 'learning to read'
to 'reading to learn'. It means that we are able
to provide suitable books for very capable
6–7 year olds and books that are less
challenging but still age-appropriate
for older children who are reluctant
and/or slower to progress.

Supporting the child with their reading:

Once the child has been given the correct BB/ORT levelled book, use the 'Individual Reading Record' to guide the child's reading choices through this level. They should be encouraged to read from several genres. Teaching Assistants should discuss book choices with the child and encourage children to read about topics or issues they don't know about. Do not let the child pick on their own book when changing - these need to be deliberate choices.

Childs	Year	/ Cohortz	Teacher:			
GOLD L9						
Title	Date	Read	Returned	Condition notes		
		In Fact				
Spread the word						
lying Kicks						
Flight or Fright						
Rig Ears and Sticky Fingers						
Your Body, Invide Out						
Rabbita, Hate and Socrete						
		Traditional Tale	6			
ast of the Sun, West of the Moon						
		Story Sparks				
Super-Hero Burny League in Space						
The Two Finlay Hopborte						
Grandma and the Leopard						
The Football Card Coach						
Sugar Plum Scary						
Ella's Umbrella						
		Word Sparks	•	1		



When do I reassess a child?

Reassessment points officially take place three times a year inline with the LDST Assessment points. However, if you feel the child has read enough books in the book band and has made good progress, then use your Teacher Judgement and reassess said child.

Reading Fluency

We place high importance on improving children's reading fluency as an essential ingredient for comprehension; fluent readers can understand content more fully as they can devote cognitive resources to comprehension rather than decoding. Fluency acts as a bridge between word recognition and comprehension, making it a vital skill in reading development. We value the opportunity for shared reading as the teacher models the reading process to the whole class as an expert, providing the support needed. The children are expected to join in and demonstrate fluency in their reading.

When reading with a child, please make sure everyone understands the following strategies:

- · Modelled Reading: Teachers read aloud to demonstrate fluent reading using good modelled prosody, which helps children understand how fluent reading sounds and looks.
- · Partner Reading: Children are paired to read together, taking turns reading aloud and offering each other feedback on pronunciation and expression.
- · Echo Reading: The teacher reads a sentence or passage aloud, and the children repeat it, mimicking the teacher's fluency, tone, and intonation.
- · Think Alouds: By verbalising their thinking while reading a text, teachers demonstrate how good readers actively engage with and make sense of what they read. This helps students develop their own reading strategies and comprehension skills.

Tell the adult (TA or Volunteer) which strategy you would like them to use with the child they are listening to.

Parental Support

Use the 'Parental Support Slips' to inform parents of how they can help their child make progress at home. Send these home in their reading record and discuss with parents at Parents Evening.