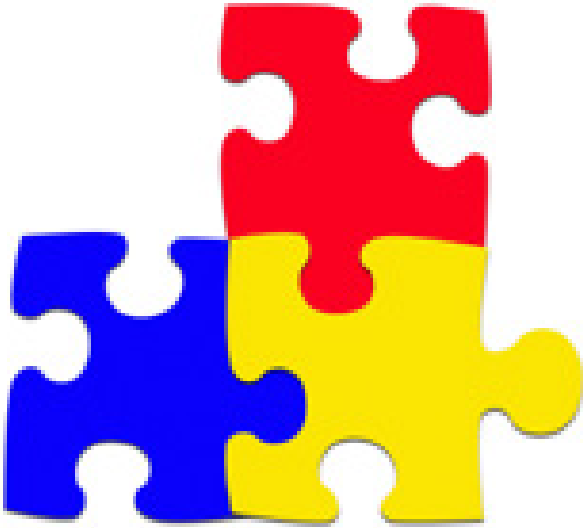




LEARNING LADDERS

READING

ST WINEFRIDE'S CATHOLIC  
PRIMARY SCHOOL



NAME

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CLASS

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EYFS READING

Children can demonstrate an understanding of what they have read when discussing with others.

Rung 5    COMPLETE    COMPLETE    COMPLETE

Children can read some common exception words.

Rung 4    COMPLETE    COMPLETE    COMPLETE

They use phonic knowledge to decode regular words and read them aloud.

Rung 3    COMPLETE    COMPLETE    COMPLETE

Children can understand simple sentences.

Rung 2    COMPLETE    COMPLETE    COMPLETE

Children can read simple sentences.

Rung 1    COMPLETE    COMPLETE    COMPLETE

READING LADDER

DECODING

I can use knowledge of root words, suffixes and prefixes to read and understand new words.

Rung 10

COMPLETE

COMPLETE

COMPLETE

I can read out loud confidently, understanding how to use a range of punctuation.

Rung 9

COMPLETE

COMPLETE

COMPLETE

I can self-correct when I have read a sentence incorrectly.

Rung 8

COMPLETE

COMPLETE

COMPLETE

I can use a range of decoding strategies.

Rung 7

COMPLETE

COMPLETE

COMPLETE

I can read words containing common suffixes.

Rung 6

COMPLETE

COMPLETE

COMPLETE

I can read familiar words quickly, without needing to sound them out.

Rung 5

COMPLETE

COMPLETE

COMPLETE

I can read the common exception words.

Rung 4

COMPLETE

COMPLETE

COMPLETE

I can read familiar endings to words (-s, -es, -ing, -ed, -er, -est).

Rung 3

COMPLETE

COMPLETE

COMPLETE

I can use phonic knowledge to blend sounds together to read words, including long phonemes.

Rung 2

COMPLETE

COMPLETE

COMPLETE

I can use picture clues to help in reading simple texts.

Rung 1

COMPLETE

COMPLETE

COMPLETE

READING LADDER

DECODING

I can use connectives as signposts to indicate a change of tone.

Rung 20    COMPLETE    COMPLETE    COMPLETE

I can cope with different features of language such as abbreviations, colloquialisms and specialist vocabulary.

Rung 19    COMPLETE    COMPLETE    COMPLETE

I can cope with different features of language used in poems and prose, e.g. dialect.

Rung 18    COMPLETE    COMPLETE    COMPLETE

I can work out the pronunciation of homophones, using the context of the sentence.

Rung 17    COMPLETE    COMPLETE    COMPLETE

I can maintain fluency and accuracy when reading complex sentences, with subordinate clauses.

Rung 16    COMPLETE    COMPLETE    COMPLETE

I can respond to more sophisticated punctuation.

Rung 15    COMPLETE    COMPLETE    COMPLETE

I can recognise where words are an exception to the rule.

Rung 14    COMPLETE    COMPLETE    COMPLETE

I can read, on sight, all the words from Year 3 / 4 spelling list.

Rung 13    COMPLETE    COMPLETE    COMPLETE

I can recognise and understand an even greater variety of suffixes and prefixes.

Rung 12    COMPLETE    COMPLETE    COMPLETE

I can use the context of the sentence to help me to read unfamiliar words.

Rung 11    COMPLETE    COMPLETE    COMPLETE

READING LADDER

COMPREHENDER

I can locate information using skimming, scanning and text marking.

Rung 10

COMPLETE

COMPLETE

COMPLETE

I can use a range of organisational features to locate information, such as labels, diagrams and charts.

Rung 9

COMPLETE

COMPLETE

COMPLETE

I can identify the features of different text types.

Rung 8

COMPLETE

COMPLETE

COMPLETE

I can use alphabetically ordered texts to find information.

Rung 7

COMPLETE

COMPLETE

COMPLETE

I can decide how useful a non-fiction text is for the purpose.

Rung 6

COMPLETE

COMPLETE

COMPLETE

I can find the answers to questions in non-fiction, stories and poems.

Rung 5

COMPLETE

COMPLETE

COMPLETE

I can re-tell a story, referring to most of the key events and characters.

Rung 4

COMPLETE

COMPLETE

COMPLETE

I can recognise the difference between fiction and non-fiction.

Rung 3

COMPLETE

COMPLETE

COMPLETE

I can answer straight forward questions about a story.

Rung 2

COMPLETE

COMPLETE

COMPLETE

I can identify the main events or key points in a text.

Rung 1

COMPLETE

COMPLETE

COMPLETE

READING LADDER

COMPREHENDER

I can extract and evaluate relevant information from more complex texts.

Rung 20    COMPLETE    COMPLETE    COMPLETE

I can discuss how the language choices support the writer's theme and purpose in non-fiction texts.

Rung 19    COMPLETE    COMPLETE    COMPLETE

I can discuss how the structural choices support the writer's theme and purpose.

Rung 18    COMPLETE    COMPLETE    COMPLETE

I can prepare for factual research, considering what is known already.

Rung 17    COMPLETE    COMPLETE    COMPLETE

I can recognise texts that contain features of more than one text type (e.g. persuasive letter).

Rung 16    COMPLETE    COMPLETE    COMPLETE

I can distinguish between statements of fact and opinion.

Rung 15    COMPLETE    COMPLETE    COMPLETE

I can discuss complex narrative plots.

Rung 14    COMPLETE    COMPLETE    COMPLETE

I can summarise the main ideas drawn from more than one paragraph.

Rung 13    COMPLETE    COMPLETE    COMPLETE

I can compare, contrast and evaluate different non-fiction texts.

Rung 12    COMPLETE    COMPLETE    COMPLETE

I can identify features of different fiction genres.

Rung 11    COMPLETE    COMPLETE    COMPLETE



READING DETECTIVE TARGETS

I can pull together clues from action, dialogue AND description to infer meaning.

Rung 10	COMPLETE	COMPLETE	COMPLETE	
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I can empathise with a character.

Rung 9	COMPLETE	COMPLETE	COMPLETE	
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I can justify predictions with evidence from the text.

Rung 8	COMPLETE	COMPLETE	COMPLETE	
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I can justify inferences with evidence from the text.

Rung 7	COMPLETE	COMPLETE	COMPLETE	
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I can recognise key themes and ideas within a text.

Rung 6	COMPLETE	COMPLETE	COMPLETE	
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I can make simple inferences about thoughts and feelings of characters and reasons for their actions.

Rung 5	COMPLETE	COMPLETE	COMPLETE	
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I can make predictions based on reading of other books by the author and my own experiences.

Rung 4	COMPLETE	COMPLETE	COMPLETE	
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I can recognise why a character is feeling a certain way.

Rung 3	COMPLETE	COMPLETE	COMPLETE	
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I can make simple predictions about the characters.

Rung 2	COMPLETE	COMPLETE	COMPLETE	
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I can express opinions about main events and characters in a story.

Rung 1	COMPLETE	COMPLETE	COMPLETE	
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READING DETECTIVE TARGETS

I can identify and evaluate techniques the author has used to create mood, feelings, messages and attitudes.

Rung 20	COMPLETE	COMPLETE	COMPLETE	
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I can uncover different layers of meaning.

Rung 19	COMPLETE	COMPLETE	COMPLETE	
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I can identify the writer's viewpoint and explain the effect on the reader.

Rung 18	COMPLETE	COMPLETE	COMPLETE	
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I can use detailed knowledge of text types to make reasoned predictions.

Rung 17	COMPLETE	COMPLETE	COMPLETE	
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I can use PEE (Point, Evidence, Explain) to support predictions and inferences.

Rung 16	COMPLETE	COMPLETE	COMPLETE	
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I can identify and comment on explicit and implicit points of view.

Rung 15	COMPLETE	COMPLETE	COMPLETE	
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I can recognise different points of view.

Rung 14	COMPLETE	COMPLETE	COMPLETE	
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I can discuss moods, feelings and attitudes using inference.

Rung 13	COMPLETE	COMPLETE	COMPLETE	
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I can draw information from different parts of the text to infer meaning.

Rung 12	COMPLETE	COMPLETE	COMPLETE	
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I can make predictions with evidence from the text and with knowledge of wider reading.

Rung 11	COMPLETE	COMPLETE	COMPLETE	
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LANGUAGE LOVER TARGETS

I know how suspense is built up in a story, including the development of the plot.

Rung 10	COMPLETE	COMPLETE	COMPLETE	
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I can comment on the choice of language to create moods and build tension - 'Crept makes you know he was quiet, but also that he was going slowly because he did not want to be caught'.

Rung 9	COMPLETE	COMPLETE	COMPLETE	
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I can discuss words and phrases that capture the reader's interest and imagination.

Rung 8	COMPLETE	COMPLETE	COMPLETE	
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I can identify and comment on vocabulary and literary features - 'All fairy tales start with Once Upon a Time...'

Rung 7	COMPLETE	COMPLETE	COMPLETE	
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I can identify how vocabulary choice affects meaning - 'Crept lets you know that he is trying to be quiet'.

Rung 6	COMPLETE	COMPLETE	COMPLETE	
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I can discuss my favourite words and phrases.

Rung 5	COMPLETE	COMPLETE	COMPLETE	
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I can discuss and clarify the meaning of words, linking new meanings to known vocabulary.

Rung 4	COMPLETE	COMPLETE	COMPLETE	
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I can discuss what new words mean, linking new meanings to those already known.

Rung 3	COMPLETE	COMPLETE	COMPLETE	
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I can recognise repetition of language in my reading.

Rung 2	COMPLETE	COMPLETE	COMPLETE	
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I can recognise obvious story language - Once Upon a Time, big bad wolf.

Rung 1	COMPLETE	COMPLETE	COMPLETE	
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LANGUAGE LOVER TARGETS

I can analyse and evaluate the styles of individual writers and poets, providing evidence and justifying interpretations.

Rung 19    COMPLETE    COMPLETE    COMPLETE

I can comment on and explain the writer's use of language features - 'The rhythm and rhyme pattern together make it mimetic, like the rhythm of the train'.

Rung 18    COMPLETE    COMPLETE    COMPLETE

I can compare and contrast the styles of individual writers and poets, providing examples.

Rung 17    COMPLETE    COMPLETE    COMPLETE

I know how style and vocabulary are linked to the purpose of the text - 'Obviously, common sense tells us...' in a persuasive text.

Rung 16    COMPLETE    COMPLETE    COMPLETE

I can use language features of a range of non-fiction text-types to support understanding.

Rung 15    COMPLETE    COMPLETE    COMPLETE

I can identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose.

Rung 14    COMPLETE    COMPLETE    COMPLETE

I can identify and describe the styles of individual writers and poets.

Rung 13    COMPLETE    COMPLETE    COMPLETE

I can find and comment on examples of how authors express different moods, feelings and attitudes.

Rung 12    COMPLETE    COMPLETE    COMPLETE

I can recognise the use and effect of patterned language in text.

Rung 11    COMPLETE    COMPLETE    COMPLETE

READING LADDER

RESPONDER TARGETS

I can identify main ideas drawn from more than one paragraph and can summarise these.

Rung 10

COMPLETE

COMPLETE

COMPLETE

I can identify themes and conventions in a wide range of books.

Rung 9

COMPLETE

COMPLETE

COMPLETE

I can evaluate specific texts with reference to text types.

Rung 8

COMPLETE

COMPLETE

COMPLETE

I can begin to identify and comment on different points of view in the text.

Rung 7

COMPLETE

COMPLETE

COMPLETE

I understand what the writer might be thinking - 'He thinks they are being mean'.

Rung 6

COMPLETE

COMPLETE

COMPLETE

I can participate in discussion about books, poems and other works that are read to me and those that I can read for myself.

Rung 5

COMPLETE

COMPLETE

COMPLETE

I understand why a writer has written a text - 'She wants you to know how to make a kite'.

Rung 4

COMPLETE

COMPLETE

COMPLETE

I can make choices about which texts to read, based on prior reading experience.

Rung 3

COMPLETE

COMPLETE

COMPLETE

I can participate in discussions about what is read to me, taking turns and listening to what others say.

Rung 2

COMPLETE

COMPLETE

COMPLETE

I can link what I read or hear read to my own experiences, with encouragement.

Rung 1

COMPLETE

COMPLETE

COMPLETE

READING LADDER

RESPONDER TARGETS

I can articulate personal responses to literature, identifying how and why the texts affect the reader due to author intent.

Rung 20

COMPLETE

COMPLETE

COMPLETE

I can show a confident awareness of the effect of the text, with explanation.

Rung 19

COMPLETE

COMPLETE

COMPLETE

I can identify and discuss themes and conventions in and across a wide range of writing.

Rung 18

COMPLETE

COMPLETE

COMPLETE

I can identify and describe the key characteristics about a writer's or a poet's style.

Rung 17

COMPLETE

COMPLETE

COMPLETE

I can comment critically on the overall impact of poetry or prose, with reference to the text.

Rung 16

COMPLETE

COMPLETE

COMPLETE

I can respond critically to issues raised in stories, locating evidence in the text, and explore alternative courses of action and evaluate the author's solution.

Rung 15

COMPLETE

COMPLETE

COMPLETE

I can recognise ways in which writer's present issues and points of view in fiction and non-fiction texts - 'He has only mentioned the bad points about air travel'.

Rung 14

COMPLETE

COMPLETE

COMPLETE

I can talk about the author's techniques for describing characters, settings and actions.

Rung 13

COMPLETE

COMPLETE

COMPLETE

I am able to talk about themes in a story and recognise thematic links with other texts.

Rung 12

COMPLETE

COMPLETE

COMPLETE

I understand how the author wants the reader to respond.

Rung 11

COMPLETE

COMPLETE

COMPLETE

BIG READER TARGETS

I can make simple comments on how the reader's or writer's context makes a difference to the social, cultural or historical setting - 'The island sounds really dangerous to us because we have not heard of these creatures'.

Rung 10	COMPLETE	COMPLETE	COMPLETE	
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I can make connections between books by the same author - 'Michael Morpurgo often starts his stories in the present but then goes back in time'.

Rung 9	COMPLETE	COMPLETE	COMPLETE	
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I can retell some of the stories that I am familiar with orally.

Rung 8	COMPLETE	COMPLETE	COMPLETE	
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I can start to recognise some features of the text that relate it to its historical setting or its social or cultural background - 'The girls had on red flannel petticoats because that is what they wore then'.

Rung 7	COMPLETE	COMPLETE	COMPLETE	
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I can start to make simple connections between books by the same author - 'Dick King-Smith often writes about animals'.

Rung 6	COMPLETE	COMPLETE	COMPLETE	
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I can continue to build up a repertoire of poems learnt by heart.

Rung 5	COMPLETE	COMPLETE	COMPLETE	
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I can relate what I read to my own experiences.

Rung 4	COMPLETE	COMPLETE	COMPLETE	
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I am aware that books are set in different times and places.

Rung 3	COMPLETE	COMPLETE	COMPLETE	
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I can become very familiar with key stories, fairy stories and traditional tales, and can retell them and consider their particular characteristics.

Rung 2	COMPLETE	COMPLETE	COMPLETE	
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I can appreciate rhymes and poems, and can recite some by heart.

Rung 1	COMPLETE	COMPLETE	COMPLETE	
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BIG READER TARGETS

I can explain the impact of the context on the text.

Rung 18	COMPLETE	COMPLETE	COMPLETE	
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I can identify themes across a range of texts (social, cultural and historical).

Rung 17	COMPLETE	COMPLETE	COMPLETE	
---------	----------	----------	----------	--

I can identify different character types across a range of texts.

Rung 16	COMPLETE	COMPLETE	COMPLETE	
---------	----------	----------	----------	--

I am beginning to evaluate texts by comparing how different sources treat the same information.

Rung 15	COMPLETE	COMPLETE	COMPLETE	
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I can participate in discussions about books, building on my own and others' ideas and challenging views courteously.

Rung 14	COMPLETE	COMPLETE	COMPLETE	
---------	----------	----------	----------	--

I understand that texts reflect the time and culture in which they were written - 'Hound of the Baskervilles would have been very scary for Victorian readers'.

Rung 13	COMPLETE	COMPLETE	COMPLETE	
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I can compare the openings of a particular novel with the beginnings of other novels read recently.

Rung 12	COMPLETE	COMPLETE	COMPLETE	
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I can recognise some different forms of poetry.

Rung 11	COMPLETE	COMPLETE	COMPLETE	
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LEARNING LADDERS

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