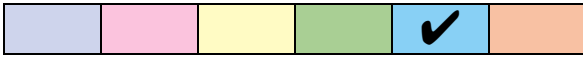


My Reading Ladder Target Card

Name - _____

Class - _____



Decoder

D15 I can respond to more sophisticated punctuation.

D16 I can maintain fluency and accuracy when reading complex sentences, with subordinate clauses.

D17 I can work out the pronunciation of homophones, using the context of the sentence.

Comprehender

C13 I can summarise the main ideas drawn from more than one paragraph.

C14 I can discuss complex narrative plots.

Reading Detective

RD12 I can draw information from different parts of the text to infer meaning.

RD13 I can discuss moods, feelings and attitudes using inference.

RD14 I can recognise different points of view.

Language Lover

L15 I can identify and describe the styles of individual writers and poets.

L16 I can identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose.

L17 I can use language features of a range of non-fiction text-types to support understanding.

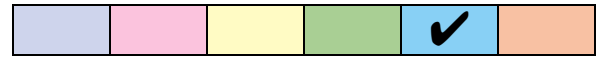
Responder

R12 I am able to talk about themes in a story and recognise thematic links with other texts.

My Reading Ladder Target Card

Name - _____

Class - _____



Decoder

D15 I can respond to more sophisticated punctuation.

D16 I can maintain fluency and accuracy when reading complex sentences, with subordinate clauses.

D17 I can work out the pronunciation of homophones, using the context of the sentence.

Comprehender

C13 I can summarise the main ideas drawn from more than one paragraph.

C14 I can discuss complex narrative plots.

Reading Detective

RD12 I can draw information from different parts of the text to infer meaning.

RD13 I can discuss moods, feelings and attitudes using inference.

RD14 I can recognise different points of view.

Language Lover

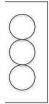
L15 I can identify and describe the styles of individual writers and poets.

L16 I can identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose.

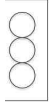
L17 I can use language features of a range of non-fiction text-types to support understanding.

Responder

R12 I am able to talk about themes in a story and recognise thematic links with other texts.

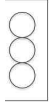


R13 I can talk about the author's techniques for describing characters, settings and actions.

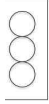


R14 I can recognise ways in which writers present issues and points of view in fiction and non-fiction texts – 'He has only mentioned the bad points about air travel'.

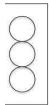
Big Reader



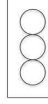
B12 I can compare the openings of a particular novel with the beginnings of other novels read recently.



B13 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'.



B14 I can participate in discussions about books, building on my own and others' ideas and challenging views courteously.



R13 I can talk about the author's techniques for describing characters, settings and actions.

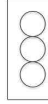


R14 I can recognise ways in which writers present issues and points of view in fiction and non-fiction texts – 'He has only mentioned the bad points about air travel'.

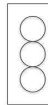
Big Reader



B12 I can compare the openings of a particular novel with the beginnings of other novels read recently.



B13 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'.



B14 I can participate in discussions about books, building on my own and others' ideas and challenging views courteously.

