LEARNING LADDERS

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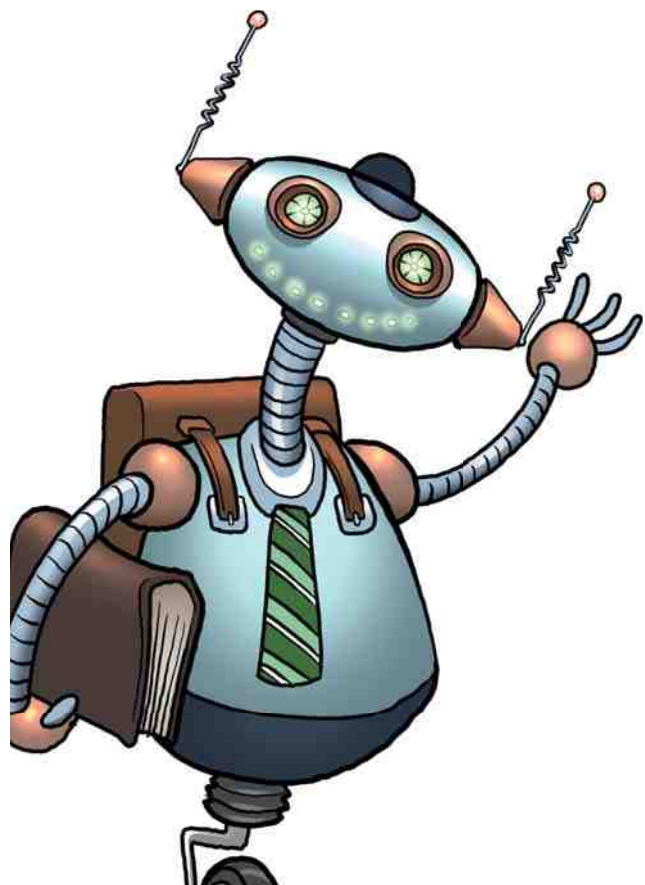WWW.LEARNINGLADDERS.INFO

READING

NAME _____

CLASS _____

school explained

YEAR 3

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

COMPLETE? | COMPLETE? | COMPLETE?

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

COMPLETE? | COMPLETE? | COMPLETE?

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

COMPLETE? | COMPLETE? | COMPLETE?

YEAR 2

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

COMPLETE? | COMPLETE? | COMPLETE?

I can use a range of decoding strategies

COMPLETE? | COMPLETE? | COMPLETE?

I can read words containing common suffixes

COMPLETE? | COMPLETE? | COMPLETE?

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

COMPLETE? | COMPLETE? | COMPLETE?

YEAR 1

I can read the common exception words

COMPLETE? | COMPLETE? | COMPLETE?

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

COMPLETE? | COMPLETE? | COMPLETE?

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

COMPLETE? | COMPLETE? | COMPLETE?

I can use picture clues to help in reading simple texts

DECOMPLETE? | COMPLETE? | COMPLETE?
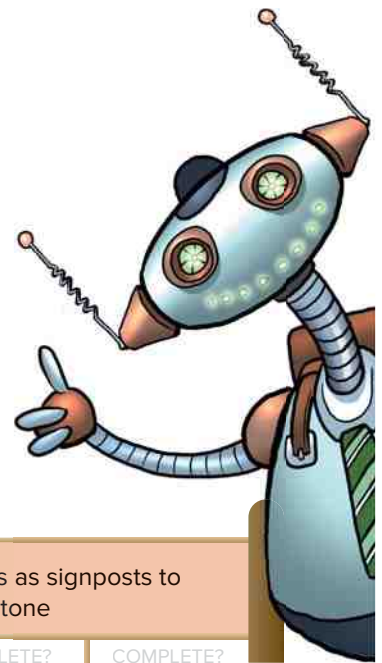
I can use connectives as signposts to indicate a change of tone

| COMPLETE? | COMPLETE? | COMPLETE? |

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

| COMPLETE? | COMPLETE? | COMPLETE? |

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

| COMPLETE? | COMPLETE? | COMPLETE? |

YEAR 6

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

| COMPLETE? | COMPLETE? | COMPLETE? |

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

| COMPLETE? | COMPLETE? | COMPLETE? |

I can respond to more sophisticated punctuation

| COMPLETE? | COMPLETE? | COMPLETE? |

YEAR 5

I can recognise where words are an exception to the rule

| COMPLETE? | COMPLETE? | COMPLETE? |

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

| COMPLETE? | COMPLETE? | COMPLETE? |

I can recognise and understand an even greater variety of suffixes and prefixes
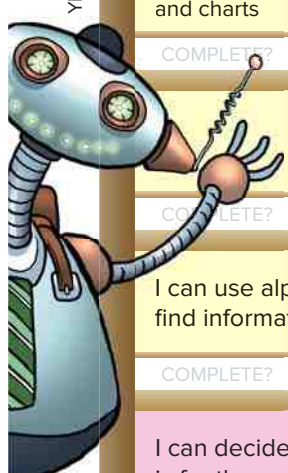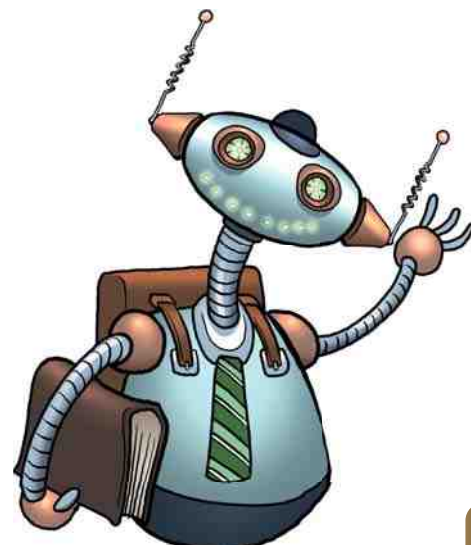
| COMPLETE? | COMPLETE? | COMPLETE? |

YEAR 4

YEAR 4

I can identify features of different fiction genres

COMPLETE?	COMPLETE?	COMPLETE?

I can locate information using skimming, scanning and text marking

COMPLETE?	COMPLETE?	COMPLETE?

YEAR 3

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

COMPLETE?	COMPLETE?	COMPLETE?

I can identify the features of different text types

COMPLETE?	COMPLETE?	COMPLETE?

I can use alphabetically ordered texts to find information

COMPLETE?	COMPLETE?	COMPLETE?

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

COMPLETE?	COMPLETE?	COMPLETE?

YEAR 2

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

COMPLETE?	COMPLETE?	COMPLETE?

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

COMPLETE?	COMPLETE?	COMPLETE?

I can recognise the difference between fiction and non-fiction

COMPLETE?	COMPLETE?	COMPLETE?

YEAR 1

I can answer straight forward questions about a story

COMPLETE?	COMPLETE?	COMPLETE?

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

COMPLETE?	COMPLETE?	COMPLETE?

YEAR 7

I can explain the impact of the context on the text

COMPLETE?	COMPLETE?	COMPLETE?

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

COMPLETE?	COMPLETE?	COMPLETE?

YEAR 6

I can identify different character types across a range of texts

COMPLETE?	COMPLETE?	COMPLETE?

I understand that texts reflect the time and culture in which they were written – 'Dickens wanted people to feel bad about the way the poor were treated then'

COMPLETE?	COMPLETE?	COMPLETE?

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

COMPLETE?	COMPLETE?	COMPLETE?

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

COMPLETE?	COMPLETE?	COMPLETE?

YEAR 5

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'

COMPLETE?	COMPLETE?	COMPLETE?

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

COMPLETE?	COMPLETE?	COMPLETE?

YEAR 4

I can recognise some different forms of poetry

COMPLETE? | COMPLETE? | COMPLETE?

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'

COMPLETE? | COMPLETE? | COMPLETE?

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'

COMPLETE? | COMPLETE? | COMPLETE?

I can retell some of the stories that I am familiar with orally

COMPLETE? | COMPLETE? | COMPLETE?

YEAR 3

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'

COMPLETE? | COMPLETE? | COMPLETE?

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

COMPLETE? | COMPLETE? | COMPLETE?

I can continue to build up a repertoire of poems learnt by heart

COMPLETE? | COMPLETE? | COMPLETE?

YEAR 2

I can relate what I read to my own experiences

COMPLETE? | COMPLETE? | COMPLETE?

I am aware that books are set in different times and places

COMPLETE? | COMPLETE? | COMPLETE?

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

COMPLETE? | COMPLETE? | COMPLETE?

YEAR 1

I can appreciate rhymes and poems, and can recite some by heart
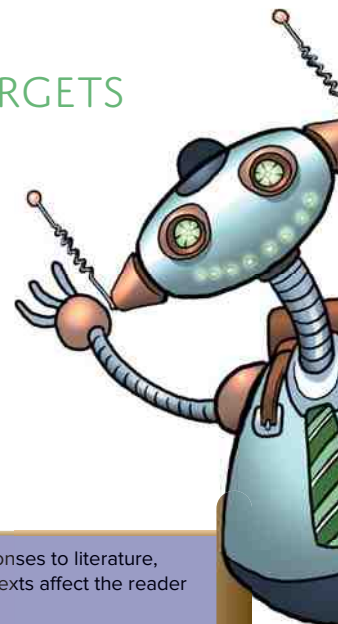
COMPLETE? | COMPLETE? | COMPLETE?

YEAR 7

I can extract and evaluate relevant information from more complex texts

COMPLETE? | COMPLETE? | COMPLETE?

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

COMPLETE? | COMPLETE? | COMPLETE?

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

COMPLETE? | COMPLETE? | COMPLETE?

YEAR 6

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

COMPLETE? | COMPLETE? | COMPLETE?

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

COMPLETE? | COMPLETE? | COMPLETE?

I can distinguish between statements of fact and opinion

COMPLETE? | COMPLETE? | COMPLETE?

YEAR 5

I can discuss complex narrative plots

COMPLETE? | COMPLETE? | COMPLETE?

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

COMPLETE? | COMPLETE? | COMPLETE?

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

COMPLETE? | COMPLETE? | COMPLETE?

YEAR 4

I can make predictions with evidence from the text and with knowledge of wider reading

COMPLETE?	COMPLETE?	COMPLETE?

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

COMPLETE?	COMPLETE?	COMPLETE?

I can empathise with a character

COMPLETE?	COMPLETE?	COMPLETE?

YEAR 3

I can justify predictions with evidence from the text

COMPLETE?	COMPLETE?	COMPLETE?

I can justify inferences with evidence from the text

COMPLETE?	COMPLETE?	COMPLETE?

I can recognise key themes and ideas within a text

COMPLETE?	COMPLETE?	COMPLETE?

YEAR 2

I can make simple inferences about thoughts and feelings of characters and reasons for their actions

COMPLETE?	COMPLETE?	COMPLETE?

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

COMPLETE?	COMPLETE?	COMPLETE?

I can recognise why a character is feeling a certain way

COMPLETE?	COMPLETE?	COMPLETE?

YEAR 1

I can make simple predictions about the characters

COMPLETE?	COMPLETE?	COMPLETE?

I can express opinions about main events and characters in a story

COMPLETE?	COMPLETE?	COMPLETE?

YEAR 7

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

COMPLETE?	COMPLETE?	COMPLETE?

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

COMPLETE?	COMPLETE?	COMPLETE?

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

COMPLETE?	COMPLETE?	COMPLETE?

YEAR 6

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

COMPLETE?	COMPLETE?	COMPLETE?

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

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

COMPLETE?	COMPLETE?	COMPLETE?

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'

COMPLETE?	COMPLETE?	COMPLETE?

YEAR 5

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

COMPLETE?	COMPLETE?	COMPLETE?

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

COMPLETE?	COMPLETE?	COMPLETE?

YEAR 4

I understand how the author wants the reader to respond

COMPLETE? COMPLETE? COMPLETE?

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

COMPLETE? COMPLETE? COMPLETE?

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

COMPLETE? COMPLETE? COMPLETE?

YEAR 3

I can evaluate specific texts with reference to text types

COMPLETE? COMPLETE? COMPLETE?

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

COMPLETE? COMPLETE? COMPLETE?

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

COMPLETE? COMPLETE? COMPLETE?

YEAR 2

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

COMPLETE? COMPLETE? COMPLETE?

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

COMPLETE? COMPLETE? COMPLETE?

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

COMPLETE? COMPLETE? COMPLETE?

YEAR 1

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

COMPLETE? COMPLETE? COMPLETE?

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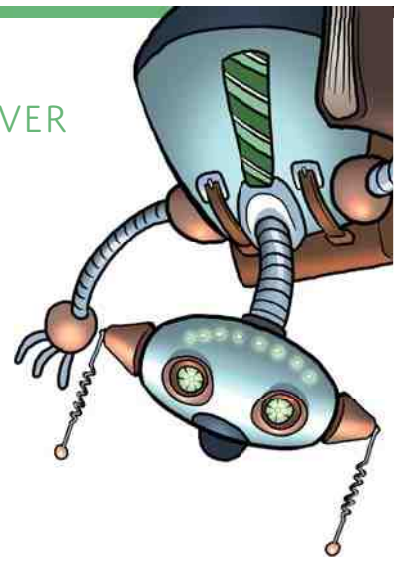
COMPLETE? COMPLETE? COMPLETE?

YEAR 7

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

COMPLETE? COMPLETE? COMPLETE?

I can uncover different layers of meaning

COMPLETE? COMPLETE? COMPLETE?

I can identify the writer's viewpoint and explain the effect on the reader

COMPLETE? COMPLETE? COMPLETE?

YEAR 6

I can use detailed knowledge of text types to make reasoned predictions

COMPLETE? COMPLETE? COMPLETE?

I can use PEE (Point, Evidence, Explain) to support predictions and inferences

COMPLETE? COMPLETE? COMPLETE?

I can identify and comment on explicit and implicit points of view

COMPLETE? COMPLETE? COMPLETE?

YEAR 5

I can recognise different points of view

COMPLETE? COMPLETE? COMPLETE?

I can discuss moods, feelings and attitudes using inference

COMPLETE? COMPLETE? COMPLETE?

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

COMPLETE? COMETPLETE? TARPLETE?

YEAR 4

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

| COMPLETE? | COMPLETE? | COMPLETE? |

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

| COMPLETE? | COMPLETE? | COMPLETE? |

YEAR 3

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'

| COMPLETE? | COMPLETE? | COMPLETE? |

I can discuss words and phrases that capture the reader's interest and imagination

| COMPLETE? | COMPLETE? | COMPLETE? |

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

| COMPLETE? | COMPLETE? | COMPLETE? |

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

| COMPLETE? | COMPLETE? | COMPLETE? |

YEAR 2

I can discuss my favourite words and phrases

| COMPLETE? | COMPLETE? | COMPLETE? |

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

| COMPLETE? | COMPLETE? | COMPLETE? |

I can discuss what new words mean, linking new meanings to those already known

| COMPLETE? | COMPLETE? | COMPLETE? |

YEAR 1

I can recognise repetition of language in my reading

| COMPLETE? | COMPLETE? | COMPLETE? |

I can recognise obvious story language – Once Upon a Time, big bad wolf

| COMPLETE? | COMPLETE? | TARGETS? |

YEAR 7

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

| 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'

| COMPLETE? | COMPLETE? | COMPLETE? |

YEAR 6

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

| 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

| COMPLETE? | COMPLETE? | COMPLETE? |

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

| COMPLETE? | COMPLETE? | COMPLETE? |

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

| COMPLETE? | COMPLETE? | COMPLETE? |

YEAR 5

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

| COMPLETE? | COMPLETE? | COMPLETE? |

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

| COMPLETE? | COMPLETE? | COMPLETE? |