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READING

NAME _____

CLASS _____

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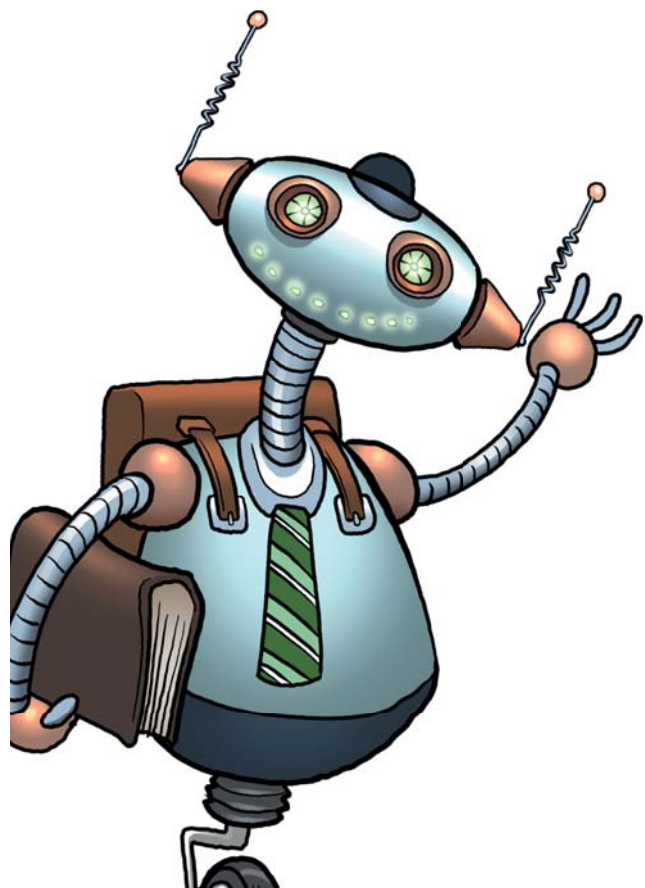
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school explained



READING LADDER
NOTES

READING LADDER
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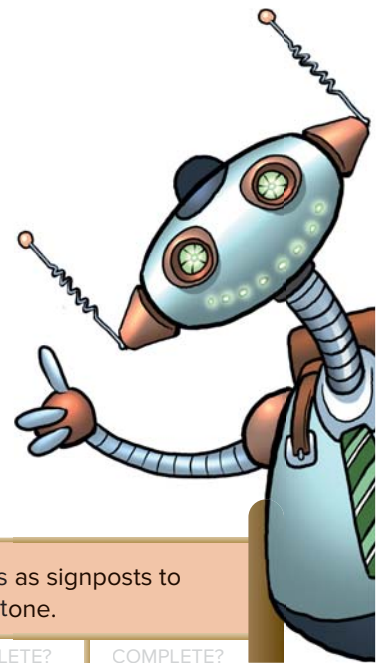
READING LADDER
DECODER

READING LADDER
NOTES

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?
	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?
YEAR 1	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.	COMPLETE?	COMPLETE?	COMPLETE?

READING LADDER
NOTES

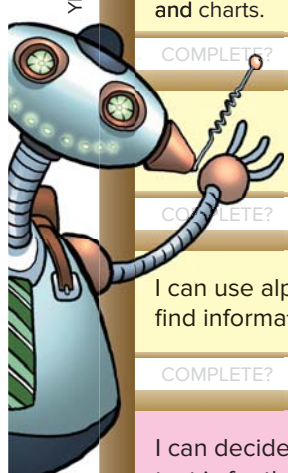
READING LADDER
DECODER



YEAR 6	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 5	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 4	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?

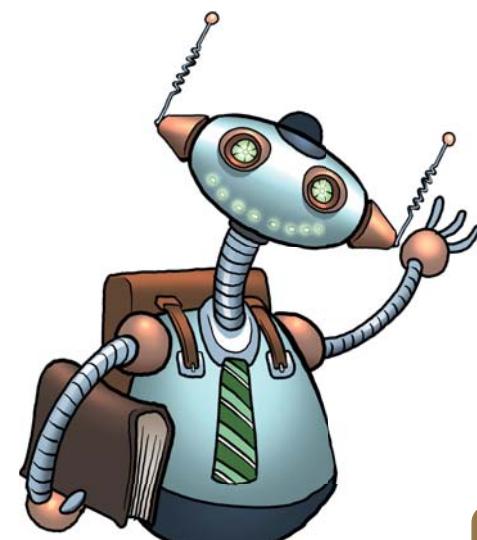
READING LADDER
COMPREHENDER

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?
	I can use a range of organisational features to locate information, such as labels, diagrams and charts.	COMPLETE?	COMPLETE?	COMPLETE?
YEAR 3	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 straightforward questions about a story.	COMPLETE?	COMPLETE?	COMPLETE?
	I can identify the main events or key points in a text.	COMPLETE?	COMPLETE?	COMPLETE?



READING LADDER
BIG READER TARGETS

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?
	I can identify different character types across a range of texts.	COMPLETE?	COMPLETE?	COMPLETE?
YEAR 6	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?



READING LADDER
BIG READER TARGETS

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?
YEAR 3	I can retell some of the stories that I am familiar with orally.	COMPLETE?	COMPLETE?	COMPLETE?
	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?
YEAR 2	I can continue to build up a repertoire of poems learnt by heart.	COMPLETE?	COMPLETE?	COMPLETE?
	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?
YEAR 1	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?
	I can appreciate rhymes and poems, and can recite some by heart.	COMPLETE?	COMPLETE?	COMPLETE?

READING LADDER
COMPREHENDER

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?

READING LADDER READING DETECTIVE

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?

READING LADDER RESPONDER

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?
YEAR 5	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?
	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?



READING LADDER
RESPONDER

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 to my own experiences, with encouragement.	COMPLETE?	COMPLETE?	COMPLETE?

READING LADDER
READING DETECTIVE



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?	COMPLETE?	COMPLETE?

READING LADDER
LANGUAGE LOVER

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?
	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?
YEAR 3	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?	COMPLETE?

READING LADDER
LANGUAGE LOVER



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?
	I can compare and contrast the styles of individual writers and poets providing examples.	COMPLETE?	COMPLETE?	COMPLETE?
YEAR 6	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?
YEAR 5	I can identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose.	COMPLETE?	COMPLETE?	COMPLETE?
	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?