

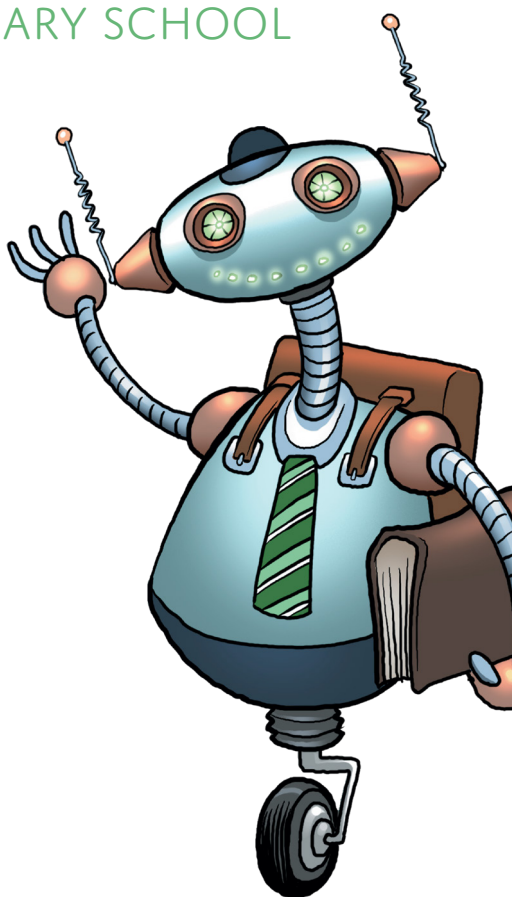


LEARNING LADDERS

READING



ST LUKES C OF E  
PRIMARY SCHOOL



NAME

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CLASS

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READING LADDER

DECODING

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

Rung 11

COMPLETE

COMPLETE

COMPLETE

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

Rung 10

COMPLETE

COMPLETE

COMPLETE

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

Rung 9

COMPLETE

COMPLETE

COMPLETE

Can I self-correct when I have read a sentence incorrectly?

Rung 8

COMPLETE

COMPLETE

COMPLETE

Can I use a range of decoding strategies?

Rung 7

COMPLETE

COMPLETE

COMPLETE

Can I read words containing common suffixes?

Rung 6

COMPLETE

COMPLETE

COMPLETE

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

Rung 5

COMPLETE

COMPLETE

COMPLETE

Can I read the common exception words?

Rung 4

COMPLETE

COMPLETE

COMPLETE

Can I read familiar endings to words?  
(e.g. -s, -es, -ing, -ed, -er, -est).

Rung 3

COMPLETE

COMPLETE

COMPLETE

Can I use phonic knowledge to blend sounds together to read words, including those with longer phonemes?

Rung 2

COMPLETE

COMPLETE

COMPLETE

DECODING

Can I use connectives as signposts to indicate a change of tone?

Rung 20    COMPLETE    COMPLETE    COMPLETE

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

Rung 19    COMPLETE    COMPLETE    COMPLETE

Can I cope with different features of language used in poems and prose? (e.g. dialect).

Rung 18    COMPLETE    COMPLETE    COMPLETE

Can I work out the pronunciation of homophones, using the context of the sentence?

Rung 17    COMPLETE    COMPLETE    COMPLETE

Can I maintain fluency and accuracy when reading complex sentences with subordinate clauses?

Rung 16    COMPLETE    COMPLETE    COMPLETE

Can I respond to more sophisticated punctuation?

Rung 15    COMPLETE    COMPLETE    COMPLETE

Can I recognise where words are an exception to the rule?

Rung 14    COMPLETE    COMPLETE    COMPLETE

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

Rung 13    COMPLETE    COMPLETE    COMPLETE

Can I recognise and understand an even greater variety of suffixes and prefixes?

Rung 12    COMPLETE    COMPLETE    COMPLETE

READING LADDER

COMPREHENDER

Can I locate information using skimming, scanning and text marking?

Rung 10    COMPLETE    COMPLETE    COMPLETE

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

Rung 9    COMPLETE    COMPLETE    COMPLETE

Can I identify the features of different text types?

Rung 8    COMPLETE    COMPLETE    COMPLETE

Can I use alphabetically ordered texts to find information?

Rung 7    COMPLETE    COMPLETE    COMPLETE

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

Rung 6    COMPLETE    COMPLETE    COMPLETE

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

Rung 5    COMPLETE    COMPLETE    COMPLETE

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

Rung 4    COMPLETE    COMPLETE    COMPLETE

Can I recognise the difference between fiction and non-fiction?

Rung 3    COMPLETE    COMPLETE    COMPLETE

Can I answer simple questions about a story?

Rung 2    COMPLETE    COMPLETE    COMPLETE

Can I identify the main events or key points in a text?

Rung 1    COMPLETE    COMPLETE    COMPLETE

READING LADDER

COMPREHENDER

Can I extract and evaluate relevant information from more complex texts?

Rung 20

COMPLETE

COMPLETE

COMPLETE

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

Rung 19

COMPLETE

COMPLETE

COMPLETE

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

Rung 18

COMPLETE

COMPLETE

COMPLETE

Can I prepare for factual research, considering what is known already?

Rung 17

COMPLETE

COMPLETE

COMPLETE

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

Rung 16

COMPLETE

COMPLETE

COMPLETE

Can I distinguish between statements of fact and opinion?

Rung 15

COMPLETE

COMPLETE

COMPLETE

Can I discuss complex narrative plots?

Rung 14

COMPLETE

COMPLETE

COMPLETE

Can I summarise the main ideas drawn from more than one paragraph?

Rung 13

COMPLETE

COMPLETE

COMPLETE

Can I compare, contrast and evaluate different non-fiction texts?

Rung 12

COMPLETE

COMPLETE

COMPLETE

Can I identify features of different fiction genres?

Rung 11

COMPLETE

COMPLETE

COMPLETE

READING DETECTIVE TARGETS

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

Rung 10	COMPLETE	COMPLETE	COMPLETE	
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Can I empathise with a character?

Rung 9	COMPLETE	COMPLETE	COMPLETE	
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Can I justify predictions with evidence from the text?

Rung 8	COMPLETE	COMPLETE	COMPLETE	
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Can I justify inferences with evidence from the text?

Rung 7	COMPLETE	COMPLETE	COMPLETE	
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Can I recognise key themes and ideas within a text?

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

Rung 5	COMPLETE	COMPLETE	COMPLETE	
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Can I make predictions based on reading of other books by the same author and on my own experiences?

Rung 4	COMPLETE	COMPLETE	COMPLETE	
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Can I understand why a character is feeling a certain way?

Rung 3	COMPLETE	COMPLETE	COMPLETE	
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Can I make simple predictions about the characters?

Rung 2	COMPLETE	COMPLETE	COMPLETE	
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Can I give my opinions about main events and characters in a story?

Rung 1	COMPLETE	COMPLETE	COMPLETE	
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READING DETECTIVE TARGETS

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

Rung 20    COMPLETE    COMPLETE    COMPLETE

Can I uncover different layers of meaning?

Rung 19    COMPLETE    COMPLETE    COMPLETE

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

Rung 18    COMPLETE    COMPLETE    COMPLETE

Can I use detailed knowledge of text types to make reasoned predictions?

Rung 17    COMPLETE    COMPLETE    COMPLETE

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

Rung 16    COMPLETE    COMPLETE    COMPLETE

Can I identify and comment on explicit and implicit points of view?

Rung 15    COMPLETE    COMPLETE    COMPLETE

Can I recognise different points of view?

Rung 14    COMPLETE    COMPLETE    COMPLETE

Can I discuss moods, feelings and attitudes using inference?

Rung 13    COMPLETE    COMPLETE    COMPLETE

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

Rung 12    COMPLETE    COMPLETE    COMPLETE

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

Rung 11    COMPLETE    COMPLETE    COMPLETE

LANGUAGE LOVER TARGETS

Can I explain how suspense is built up in a story, including the development of the plot?

Rung 10    COMPLETE    COMPLETE    COMPLETE

Can I comment on the choice of language to create moods and build tension?

Rung 9    COMPLETE    COMPLETE    COMPLETE

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

Rung 8    COMPLETE    COMPLETE    COMPLETE

Can I identify and comment on vocabulary and literary features? (e.g. 'All fairy tales start with Once Upon a Time...').

Rung 7    COMPLETE    COMPLETE    COMPLETE

Can I identify how vocabulary choice affects meaning? (e.g. 'Crept tells you that he is trying to be quiet').

Rung 6    COMPLETE    COMPLETE    COMPLETE

Can I discuss my favourite words and phrases?

Rung 5    COMPLETE    COMPLETE    COMPLETE

Can I discuss the meaning of words, linking new meanings to words I already know?

Rung 4    COMPLETE    COMPLETE    COMPLETE

Can I discuss what new words mean, linking new meanings to the words I already know?

Rung 3    COMPLETE    COMPLETE    COMPLETE

Can I recognise repetition of language in my reading?

Rung 2    COMPLETE    COMPLETE    COMPLETE

Can I recognise obvious story language? (e.g. Once Upon a Time, big bad wolf).

Rung 1    COMPLETE    COMPLETE    COMPLETE

LANGUAGE LOVER TARGETS

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

Rung 19    COMPLETE    COMPLETE    COMPLETE

Can I comment on and explain the writer's use of language features?

Rung 18    COMPLETE    COMPLETE    COMPLETE

Can I compare and contrast the styles of individual writers and poets, providing examples?

Rung 17    COMPLETE    COMPLETE    COMPLETE

Can I know how style and vocabulary are linked to the purpose of the text?

Rung 16    COMPLETE    COMPLETE    COMPLETE

Can I use language features of a range of non-fiction texts to support understanding?

Rung 15    COMPLETE    COMPLETE    COMPLETE

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

Rung 14    COMPLETE    COMPLETE    COMPLETE

Can I identify and describe the styles of individual writers and poets?

Rung 13    COMPLETE    COMPLETE    COMPLETE

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

Rung 12    COMPLETE    COMPLETE    COMPLETE

Can I recognise the use and effect of patterned language in text?

Rung 11    COMPLETE    COMPLETE    COMPLETE

RESPONDER TARGETS

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

Rung 10	COMPLETE	COMPLETE	COMPLETE	
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Can I identify themes and conventions in a wide range of books?

Rung 9	COMPLETE	COMPLETE	COMPLETE	
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Can I evaluate specific texts with reference to text types?

Rung 8	COMPLETE	COMPLETE	COMPLETE	
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Can I begin to identify and comment on different points of view in the text?

Rung 7	COMPLETE	COMPLETE	COMPLETE	
--------	----------	----------	----------	--

Can I understand what the writer might be thinking?

Rung 6	COMPLETE	COMPLETE	COMPLETE	
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Can I join in with discussions about books, poems and other works that are read to me and those that I can read for myself?

Rung 5	COMPLETE	COMPLETE	COMPLETE	
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Can I understand why a writer has written a text?  
'She wants you to know how to make a kite'.

Rung 4	COMPLETE	COMPLETE	COMPLETE	
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Can I make choices about which texts to read, based on texts I have read before?

Rung 3	COMPLETE	COMPLETE	COMPLETE	
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Can I join in with discussions about what is read to me, taking turns and listening to what others say?

Rung 2	COMPLETE	COMPLETE	COMPLETE	
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Can I link what I read or hear read to my own experiences, with encouragement?

Rung 1	COMPLETE	COMPLETE	COMPLETE	
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READING LADDER

RESPONDER TARGETS

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

Rung 20

COMPLETE

COMPLETE

COMPLETE

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

Rung 19

COMPLETE

COMPLETE

COMPLETE

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

Rung 18

COMPLETE

COMPLETE

COMPLETE

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

Rung 17

COMPLETE

COMPLETE

COMPLETE

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

Rung 16

COMPLETE

COMPLETE

COMPLETE

Can I respond critically to issues raised in stories: locating evidence in the text; exploring alternative courses of action and evaluating the author's solution?

Rung 15

COMPLETE

COMPLETE

COMPLETE

Can I 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'.

Rung 14

COMPLETE

COMPLETE

COMPLETE

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

Rung 13

COMPLETE

COMPLETE

COMPLETE

Can I talk about themes in a story and recognise thematic links with other texts?

Rung 12

COMPLETE

COMPLETE

COMPLETE

Can I understand how the author wants the reader to respond?

Rung 11

COMPLETE

COMPLETE

COMPLETE

BIG READER TARGETS

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

Rung 10	COMPLETE	COMPLETE	COMPLETE	
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Can I make connections between books by the same author? (e.g. 'Michael Morpurgo often starts his stories in the present but then goes back in time').

Rung 9	COMPLETE	COMPLETE	COMPLETE	
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Can I orally retell some of the stories that I am familiar with?

Rung 8	COMPLETE	COMPLETE	COMPLETE	
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Can I start to recognise how features of the text relate it to its historical setting or its social or cultural background? (e.g. 'The girls had on red flannel petticoats because that is what they wore then').

Rung 7	COMPLETE	COMPLETE	COMPLETE	
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Can I start to make simple connections between books by the same author?

Rung 6	COMPLETE	COMPLETE	COMPLETE	
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Can I continue to build up a repertoire of poems learnt by heart?

Rung 5	COMPLETE	COMPLETE	COMPLETE	
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Can I relate what I read to my own experiences?

Rung 4	COMPLETE	COMPLETE	COMPLETE	
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Can I be aware that books are set in different times and places?

Rung 3	COMPLETE	COMPLETE	COMPLETE	
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Can I recognise and retell key stories, fairy stories and traditional tales?

Rung 2	COMPLETE	COMPLETE	COMPLETE	
--------	----------	----------	----------	--

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

Rung 1	COMPLETE	COMPLETE	COMPLETE	
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BIG READER TARGETS

Can I explain the impact of the context on the text?

Rung 19    COMPLETE    COMPLETE    COMPLETE

Can I identify themes across a range of texts?  
(e.g. social, cultural and historical).

Rung 18    COMPLETE    COMPLETE    COMPLETE

Can I identify different character types across a range of texts?

Rung 17    COMPLETE    COMPLETE    COMPLETE

Can I understand that texts reflect the time and culture in which they were written? (e.g. 'Dickens wanted people to feel bad about the way the poor were treated').

Rung 16    COMPLETE    COMPLETE    COMPLETE

Can I begin to evaluate texts by comparing how different sources treat the same information?

Rung 15    COMPLETE    COMPLETE    COMPLETE

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

Rung 14    COMPLETE    COMPLETE    COMPLETE

Can I understand that texts reflect the time and culture in which they were written?

Rung 13    COMPLETE    COMPLETE    COMPLETE

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

Rung 12    COMPLETE    COMPLETE    COMPLETE

Can I recognise some different forms of poetry?

Rung 11    COMPLETE    COMPLETE    COMPLETE













LEARNING LADDERS

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