

The Priory Catholic Voluntary Academy Reading Ladders

EYFS Reading Ladders

Strand	Nursery stage from development matters (FS2) Lilac	Reception stage from development matters (FS2) Pink	(FS2) Red – Bold Targets ELG equivalent
1. Decoding Use a range of strategies to decode and read for meaning.	I can tell a story from the pictures. I understand stories make sense and sound right. I can join in with repeated refrains I can anticipate key events and phrases in stories.	I can tell a story from the pictures. I can name some familiar letters and I can say a single sound for at least 10+ graphemes. I can identify one sound from another I can read some words by blending sounds with known graphemes, with help from my teacher. I am beginning to read some common irregular words (phase 2). I can match some spoken words to written words. I understand stories make sense and sound right.	I can tell a story from the pictures. I can describe pictures. I can identify letters and words. I can recognise some capital and lower case letters. I can recognise my name. I can say a single sound for at least 20+ graphemes. I can blend the sounds in words with two and three known graphemes. <i>I can say a sound for each letter in the alphabet and at least 10 digraphs</i> <i>I can read words consistent with their phonic knowledge by sound-blending.</i> <i>I can read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i>
Embed Decoding			
2. Retrieval Understand, describe, select or retrieve information, events or ideas from texts.	I can demonstrate some understanding of stories read to me and am beginning to answer questions e.g. Where is it? What is he doing? I can listen to stories with attention and recall I can describe the setting I can describe the principal characters	I am showing awareness of rhyme and alliteration. I can use the meaning of the text together with language patterns (syntax). I can demonstrate some understanding of stories read to me and am beginning to answer questions e.g. Where is it? What is he doing? I can use the pictures to help me understand some words.	<i>I can demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i> I can recount and sequence a simple story or event. I can respond to questions that require simple recall. I can use some gesture and action to act out a story, event or rhyme. I can look at pictures to help me understand the words.
Embed Retrieval		I can talk about what has been read to me.	
3. Interpretation	I can talk about stories using the pictures to help me.	I can talk about stories using the pictures to help me.	I can make some simple predictions based on illustrations, story content and title.

Deduce, infer or interpret information, events or ideas from texts.	I can comment about a story. I can suggest how a story might end	I can comment about a story.	I can anticipate- where appropriate- key events in stories.
Embed Interpretation			
4.Structure Identify and comment on structure and organisation of texts.	I can handle books carefully I can handle books the right way up	I can locate the title. I can open the front cover and turn the pages. I understand we read from left to right.	I can locate and recall the title. I can turn pages from front to back, I know where the text starts and read from left to right.
Embed Structure			
5.Use of language Explain and comment on writers' use of language.			I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Embed Use of Language			
6.Purpose Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader.	I choose to look at books and their pictures. I can look at print in the environment I can have some favourite stories	I choose to look at books	I can choose books based on what I like to read about.
Embed Purpose			

Year 1 Reading Ladders

Pupils must achieve most of the green assessment criteria to be a MET level pupil achieving the National Standard.

END OF KEY STAGE ASSESSMENTS **WTS** **EXS** **GDS** (Numbers in brackets TAFS)

Strand	Autumn 1.1 YELLOW BLUE	Spring 1.2 GREEN ORANGE	Summer 1.3 ORANGE TURQUOISE
<p>1. Decoding Use a range of strategies to decode and read for meaning.</p>	<p>I can match all 40+ graphemes to their phonemes (phase 3). (1) I can read phase 3 and 4 common words and some year 1 common exception words. (3) I can read aloud books that are consistent with my phonic knowledge. I expect my reading books to make sense. I read taking account of full-stops. I know the difference between a word, a letter and a space, reading from left to right knowing where to begin. I can look at the pictures to help me understand the words although I am more able to use my phonics skills to decode tricky words. I can point to and hear each separate word.</p>	<p>I can read phonically decodable texts with confidence using taught GPCs, blending the sounds in words that contain the common graphemes for all 40+ phonemes. (1) I can blend words I have not seen before – based on known GPCs. (5) I can read words ending in –s, -ing, -er. (8) I can read words of more than one syllable (2) I can read phase 4 and 5 common words and many year 1 common exception words. (3) I can check my reading book makes sense as I read and I can correct any miscues. I read taking account of full-stops and question marks.</p>	<p>I can read words ending with –es, -ed, -est. (8) I can read phonically decodable texts with confidence, using taught GPCs. (1) I can read words with contractions such as I’ll, I’m, they’re, we’ll, and I understand that the apostrophe represents the omitted letter(s). I can read with some fluency and expression. (4) I can re-read a text if I feel it doesn’t make sense. I can read words or two or more syllables. (2) I can read up to and including phase 5 common words fluently and can read most Year 1 common exception words. (3) I read taking account of full-stops, question and exclamation marks.</p>
<p>Embed Decoding</p>	<p><i>I can use my letter sounds to read new words in phonically decodable texts.</i></p>	<p><i>I can blend phonemes to read words like play, push, string, catch. I can blend words with phase 5 vowel sounds such as phone, cried and rescue.</i></p>	<p><i>I can blend words with the phase 5 vowel spellings such as phone, cried, rescue – with fluency. I can read new words by knowing what would fit or sound right in the sentence.</i></p>
<p>2. Retrieval Understand, describe, select or retrieve information, events or ideas from texts.</p>	<p>I can use the main points in a story to help me retell it or act it out. I can talk about the book title. I can listen to a story all the way through.</p>	<p>I can understand books I have read and those read to me. (6) I can answer questions about events and ideas in my texts. (6) I can talk about the main events in my texts. I can retell familiar stories orally using narrative language.</p>	<p>I can talk about the main events in a story in some detail. I can find some information in a text to help me answer simple questions about a story. (6) I can explain what I understand about a text. I can say some poems/rhymes by heart. I can retell some key stories and traditional tales with confidence.</p>
<p>Embed Retrieval</p>	<p><i>I can say how I feel about stories and poems. I can say what I like/dislike about a story.</i></p>	<p><i>I can retell the main points in a recount in the right order.</i></p>	

3.Interpretation Deduce, infer or interpret information, events or ideas from texts.	I can talk about what might be happening in my books with help from my teacher. I can guess what is going to happen in a story that has repeated patterns. I can talk about what is good and bad about the characters and events in stories. I can link some events to my own experiences.	I can share my ideas about a story, talking in a group. I can begin to draw inferences from the text or illustrations. (6) I can guess what might happen to the characters in my books. I can link what I am reading to my own experiences.	I can share my ideas about a text and listen carefully to others. I can draw some inferences from the text or illustrations.(6) I can say what I think about the events in a story. I can say what I think about a character in a story.
Embed Interpretation			<i>I can say who is bad and who is good and give some reasons.</i>
4.Structure Identify and comment on structure and organisation of texts.	I can use the patterns and structures when I'm retelling a story. I can understand and use book words: book; cover; beginning; end; page; word; letter; line.	I am beginning to tell the difference between fiction and non-fiction texts. I am beginning to tell you about some key characteristics of a story type e.g. 'Once upon a time' begins a fairy tale, a contents page shows it is an information book. I can recognise a simple poem or rhyme.	With help I can use the structure of the text to find answers to simple questions. I can understand the order that events happen in a story. I can tell the difference between fiction and non-fiction. I can recognise some simple features of poems.
Embed Structure		<i>I can name bold, italic and capital print.</i>	<i>I can tell you about some key characteristics of a story type/genre. I can recognise when different fonts are used for effect.</i>
5.Use of language Explain and comment on writers' use of language.			With help I can talk about favourite words or phrases in a story. I can recognise rhyming words in a poem.
Embed Use of Language			
6.Purpose Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader.	I can re-read and enjoy my favourite books, songs and rhymes.	I can choose my favourite book and talk about it. I can share my likes and dislikes about a story. I can tell you about more than one traditional story that I like.	I can choose my favourite book from a selection and talk about it. I can talk about some of my favourite authors or genres, sharing some of my likes and dislikes.
Embed Purpose			

Year 2 Reading Ladders

Pupils must achieve green assessment criteria to be a MET level pupil achieving the National Standard.

END OF KEY STAGE ASSESSMENTS **WTS** **EXS** **GDS**

Strand	Autumn 2.1 TURQUOISE/PURPLE	Spring 2.2 PURPLE/GOLD	Summer 2.3 GOLD
1.Decoding Use a range of strategies to decode and read for meaning.	I can read most familiar words quickly and accurately without overt sounding and blending. (4) I can use different ways to work out words I don't know e.g. my phonics, reading on..... I can recognise and read alternative sounds for graphemes. I can read most words containing common suffixes –s, -ing, -er, -es, -ed, -est, -ful, -less. (8) I can read some Year 2 common exception words. (9) I can read fluently taking account of punctuation (.,?!)	I can decode automatically and fluently, sounding out without undue hesitation focusing on understanding rather than decoding individual words. (10 & 11) I can read words of two or more syllables containing GPCs taught (up to Phase 6). (7) I can read most words containing common suffixes – s, -ing, -er, -es, -ed, -est, -ful, -less. (8) I use different ways to work out words I don't know. I often spot my own mistakes in reading and make changes so that my reading makes sense. (12) I can read many Year 2 common exception words. (9) I can read confidently and fluently taking account of punctuation (.,?! ""')	I can decode automatically and fluently (90 words a minute), sounding out without undue hesitation, unfamiliar words, accounting for punctuation. (10 & 11) I can read words of two or more syllables containing GPCs taught (up to Phase 6). (7) I often spot my own mistakes in reading and make changes so that my reading makes sense. (12) I can read most Year 2 common exception words. (9) I use a range of strategies to work out words I don't know.
Embed Decoding		<i>I can vary my expression when I read.</i>	<i>I can read fluently, using different voices and tones to give expression. I can read words with prefixes and suffixes (Phase 6) and know what they mean in a text.</i>
2.Retrieval Understand, describe, select or retrieve information, events or ideas from texts.	I can show that I understand the text, reading for meaning, checking the text makes sense and correcting inaccurate reading. (12) I can find and talk about the main events in a story in some detail. I can find information in a text to help me answer questions about a story/non-fiction. (13) I can retell stories orally with confidence using narrative language.	I can show understanding of age appropriate books and explain what has happened in a story so far. (14) I can use information in a text to help me answer questions about fiction/non-fiction. (13) I can think of questions about a topic and find the information in my books. I can predict the content of information texts and explanations.	I can show a sound understanding of age appropriate books and explain in detail what has happened in a story so far. (14) I can re-read to find information in a text to help me answers questions. (13) I can extract information from non-fiction texts using contents, index, chapter headings, glossary etc.
Embed Retrieval	<i>I can use prior knowledge to help me understand texts.</i>	<i>I can use prior knowledge and context to help me understand texts. I can describe what might happen in a text by comparing the plot to similar stories.</i>	<i>I can use prior knowledge, context and vocabulary to understand a text. I can describe what might happen in a text by comparing the plot to others I have read by the same author. (16/17)</i>

<p>3.Interpretation Deduce, infer or interpret information, events or ideas from texts.</p>	<p>I can predict what might happen in a story by what has already happened. I am beginning to compare stories and say why they are similar and different. I can draw simple inferences from the text and illustrations.(13) I can discuss texts shared with others, taking turns, listening and responding to others' opinions. I can compare settings and events to my own experience.</p>	<p>I can predict what might happen to characters in a story by what has already happened.(16) I can compare stories and say why they are similar and different. (17) I can draw simple inferences from the events and character actions and speech. (13) I can compare characters, settings and events to my own experience.</p>	<p>I can make plausible story-line predictions based on what has already happened (16) I can compare settings and events to my own and others' experiences. I can draw inferences from events, character actions and speech in the text.(15)</p>
<p>Embed Interpretation</p>		<p><i>I can find clues in a text to help me explain my ideas and inferences about the text. I can talk about what characters might be thinking or feeling using clues in the text.</i></p>	<p><i>I can make links between books I am reading and other books I have read. I can compare stories and characters and explain how they are similar and different and make links.(17)</i></p>
<p>4.Structure Identify and comment on structure and organisation of texts.</p>	<p>I can show that I understand the way information texts are organised and use this to help me when reading. I can describe the main plot in a story. I know a wider range of stories, fairy stories and traditional tales.</p>	<p>I can discuss the sequence of events in books and how they are related to each other. I understand and can use the way non-fiction texts are organised.</p>	<p>I can explain the sequence of events in books and how they are related to each other. I can confidently use the way non-fiction texts are organised.</p>
<p>Embed Structure</p>	<p><i>I can tell you about the key characteristics of a story type/genre. I can recognise the main features of poems.</i></p>	<p><i>I can describe the key characteristics of a text type.</i></p>	<p><i>I can describe the key characteristics of a range of text types.</i></p>
<p>5.Use of language Explain and comment on writers' use of language.</p>	<p>I can talk about favourite words and phrases in the text. I can explain the effect of rhyming words in a poem.</p>	<p>I can explain why I like particular words and phrases. I can identify particular words used to describe a character.</p>	<p>I can explain why particular words are used to describe a character and their actions.</p>
<p>Embed Use of Language</p>			<p><i>I can explain how language is used to build up humour and suspense.</i></p>
<p>6.Purpose Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader.</p>	<p>I can choose my favourite book from a selection and talk about it. I can talk about my favourite authors or genres, sharing my likes and dislikes.</p>	<p>I can make reading choices based on what I have read before. I can say what I think, and find parts of the text to say why I think it.</p>	<p>I can make reading choices based on what I have read before. I can say what I think, and find parts of the text to say why I think it.</p>
<p>Embed Purpose</p>			<p><i>I am beginning to identify the intended audience for the text.</i></p>

Year 3 Reading Ladders Strand	Autumn 3.1 GOLD	Spring 3.2 WHITE	Summer 3.3 WHITE
<p>1. Decoding Use a range of strategies to decode and read for meaning.</p>	<p>I can decode automatically and fluently, sounding out without undue hesitation, accounting for punctuation. I can read aloud fluently, using different voices and tones to give expression. I often spot my mistakes in reading and make changes so that my reading makes sense. I can use a range of strategies to work out words that I don't know. I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. When I read I notice new words and think about their meaning. I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. I read aloud using punctuation to help the listener understand. I read fluently using different voices and tones to give expression. I quickly notice when my reading doesn't make sense, and I re-read it.</p>	<p>I read silently most of the time. I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. When I read I notice new words and think about their meaning. I read aloud using punctuation to help the listener understand. I read fluently using different voices and tones to give expression. I quickly notice when my reading doesn't make sense, and I re-read it. I can read aloud and independently, taking turns and listening to others.</p>
<p>2. Retrieval Understand, describe, select or retrieve information, events or ideas from texts.</p>	<p>I can predict what might happen in a text by comparing the plot to others that I have read by the same author. I can talk about a text that I have read and compare the plot to similar stories. I can retell a story from memory and include all of the main parts. I can think of questions about a topic and retrieve information from non-fiction books. I can extract information from a non-fiction text, using contents, index, chapter headings, glossary etc.</p>	<p>I can discuss my responses to a text. I can retell a story and use details to make it clear. I can retrieve and record information from non-fiction texts.</p>	<p>I check that the text is meaningful. I can discuss the texts that I have read. I can search for, retrieve and record information from non-fiction texts. I can explain the meaning of words in context. I use dictionaries to check the meaning of unfamiliar words in my books. I use text marking to identify key information. I read longer texts, using independent strategies to ensure full understanding.</p>
<p>3. Interpretation Deduce, infer or interpret information or events or ideas from texts.</p>	<p>I can make story-line predictions based on what has already happened in the text. I can compare setting and events to my own and others' experiences. I can identify how the main characters react to each other in different ways. I can draw inferences such as inferring characters' feelings and thoughts. Ask questions to improve understanding of a text. I can compare stories that I'm reading and say how they are similar and different to other books I've read.</p>	<p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions. I can discuss reasons for events in a story. I have begun to think about the message that may be hidden in a text. I relate events and characters' feelings to their own reading and personal experiences.</p>	<p>I can explain and discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions. I offer and discuss interpretations of text. I can ask questions to improve my interpretation of a text. I use clues from action, dialogue and description to establish meaning. I can infer reasons for actions and events based on evidence from the text.</p>
<p>4. Structure Identify and comment on the structure and organisation of a text.</p>	<p>I can confidently use the way non-fiction texts are organised. I can explain the sequence of events in a book and how they are related to each other. I can describe the key characteristics of a range of text types.</p>	<p>I know that non-fiction books are structured in different ways and am able to use them effectively. I can compare the layout, characters, setting and themes of different books. I understand how headings and captions help me to read and understand non-fiction texts.</p>	<p>I can identify how structure and presentation contribute to the meaning of texts. I know and recognise some of the literary conventions in text types covered.</p>

		I can explain the main purpose of a given text. I recognise some different forms of poetry – list poems, shape poems, free verse, etc.	I am beginning to understand that narrative books are structured in different ways. For example, quest stories and stories with dilemmas. I understand how paragraphs are used to organise and build up ideas. I understand how paragraphs are used to organise and build up ideas.
5. Use of Language Explain and comment on writers' use of language.	I can explain why particular words are used to describe a character and their actions. I can discuss and record words and phrases that writers use to engage and impact on the reader. I can explain how language is used to build up humour and suspense.	I can talk about the vocabulary an author has used. I can understand how certain words and phrases make texts funny, spooky or create moods.	I know and recognise some of the literary conventions in text types covered. I discuss words that capture interest and imagination.
6. Purpose Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader.	I can make reading choices based on what I have read before. I can choose books for specific purposes. I can say what I think and find parts of the text to say why I think it. I know a wider range of stories, including fairy stories and legends. I am beginning to identify the intended audience for the text.	I can make reading choices based on what I have read before. I can identify the intended audience for the text.	I can read a range of fiction, poetry, plays and non-fiction texts. I can explain and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks. I understand that narrative books are structured in different ways. For example, quest stories and stories with dilemmas. I show awareness of writers' use of figurative language and how it is used to create effects. For example – simile and metaphor. I evaluate how effectively specific text types have been written. I investigate what is known about an historical setting and events and how they affect a text.
7. Oral Retelling	I can orally re-tell some known stories.	I can prepare poems to read aloud and to perform, showing understanding through volume and action.	I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Year 4 Reading Ladders

	Autumn 4.1 LIME	Spring 4.2 LIME	Summer 4.3 BROWN
1. Decoding Use a range of strategies to decode and read for meaning.	I can read on my own and use different ways to work out the meaning. I can understand the job of different punctuation marks and use them to help with tone and expression. I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.	I read silently most of the time, adjusting speed of reading to suit material. When I read I think about how my reading sounds to the listener. I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. I can rerun more complex sentences and unfamiliar language to understand and interpret meaning.	I can use the context of the story to work out the meaning of unfamiliar words.

<p>2. Retrieval Understand, describe, select or retrieve information, events or ideas from a text.</p>	<p>I check the text is meaningful. I can discuss my responses to a text. I can explain the meaning of words in context. I can use dictionaries to check the meaning of unfamiliar words. I can retrieve and record information from non-fiction texts.</p>	<p>When answering a question, I can understand and refer to the main points in a text. I can find information in a text and make notes and quotations.</p>	<p>I can read and search longer texts for detailed information, looking at language, structure and presentation.</p>
<p>3. Interpretation Deduce, infer or interpret information, events or ideas from texts.</p>	<p>I can discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions. I can explain and discuss understanding of books, poems and other material, both those read aloud and those read independently. I can ask relevant questions to improve my understanding of a text. I can express reasoned, personal point of view about a text. I listen to others' ideas and opinions about a text.</p>	<p>I can infer meanings and begin to justify them with evidence from the text. I can predict what might happen from details stated and deduced information. I can raise queries about texts. I can make connections with prior knowledge and experience. I can explain ideas and opinions, giving reasons. I can discuss the actions of the main characters and justify my views by referring to the text. I know when there are hidden messages in a story.</p>	<p>Make connections between other similar texts. Begin to build on others' ideas and opinions about a text in discussion. <i>I understand the bias in persuasive writing, including articles and advertisements.</i> <i>I can make relevant points to compare and contrast characters, finding evidence in the text.</i> <i>I can use inference and deduction to work out the characteristics of different people from a story.</i> <i>I can identify how a writer uses language and punctuation to convey character.</i></p>
<p>4. Structure Identify and comment upon structure and organisation of texts.</p>	<p>I know and recognise some of the literary conventions in text types covered. I understand and explain that narrative books are structured in different ways. For example, historical stories and fantasy stories I know that non-fiction books are structured in different ways and be able to use them effectively.</p>	<p>I can identify some text type organisational features, for example, narrative, explanation, persuasion. I can make use of blurbs, chapter headings, indexes and glossaries to find information quickly and accurately.</p>	<p>I can explain why text types are organised in a certain way.</p>
<p>5. use of Language Explain and comment on writers' use of language.</p>	<p>I can discuss and record words and phrases that writers use to engage and impact on the reader (for example, to create mood and build tension).</p>	<p>I know and recognise some of the literary conventions in text types covered. I can identify where a writer has used precise word choices for effect to impact on the reader. <i>Recognise how the meaning of sentences is created by word order and punctuation</i></p>	<p>Identify some text type language features. For example, narrative, explanation, persuasion. <i>I can compare the language in older texts with modern Standard English.</i> <i>I can talk widely about different writers, giving some information about their backgrounds and the type of literature they produce.</i></p>
<p>6. Purpose Identify and comment upon writers' purposes and viewpoints and the overall effect of the text on the reader.</p>	<p>I am beginning to understand simple themes in books. I can identify and summarise main ideas of a text. I can develop pleasure in reading, motivation to read, vocabulary and understanding.</p>	<p>I can identify overview of the theme of a text. I know that books are written for different purposes and know which books to select for specific purposes. I know a wider range of stories, including fairy stories, traditional tales and myths. I recognise some different forms of poetry – list poems, free verse, rhyming verse etc. <i>I can identify formal and informal language.</i> <i>I can give an opinion, find evidence in the text to justify it. Point, evidence and attempt at explanation. (PEE)</i></p>	<p>I experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks. I can summarise the ideas from more than one paragraph. I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>

If pupils have achieved the criteria for that term they are considered a 'Met' pupil, they have achieved the National Standard for that term.

Year 5 Reading Ladders

	Autumn 5.1 BROWN	Spring 5.2 GREY	Summer 5.3 GREY
1. Decoding Use a range of strategies to decode and read for meaning.	<p>I can read on my own.</p> <p>I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> <p>I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p>	<p>I can re-read and read ahead to check for meaning.</p> <p>I can read a range of books at my level fluently and accurately.</p>	
2. Retrieval Understand, describe, select or retrieve information, events or ideas from a text.	<p>I check that the book is meaningful and discuss what has been understood.</p> <p>I can identify issues in texts and talk about them.</p> <p>I can use strategies to explore the meaning of words in context.</p> <p>I can retrieve and record information.</p>	<p>I predict what might happen from details stated and implied.</p> <p>I can use strategies to explore the meaning of idiomatic and figurative language.</p> <p>I can retrieve, record, collate and present information from non-fiction.</p> <p>I can collate information retrieved.</p>	<p>I can justify my predictions by referring to the text.</p> <p>I can find information quickly by scanning and text-marking.</p> <p>I can quickly get the gist of a text by skimming.</p>
3. Interpretation Deduce, infer or interpret information, events or ideas from texts.	<p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions.</p> <p>I can express a personal point of view about a text, giving reasons.</p> <p>I can raise queries about texts and ask questions to improve my understanding.</p> <p>I can make connections between other similar texts, prior knowledge and experience.</p> <p>I listen to others' ideas and opinions about a text.</p> <p>I recommend books to peers, giving reasons for their choices.</p> <p>I can make comparisons between books.</p>	<p>I can justify inferences with evidence from the text.</p> <p>I can make predictions from details stated and implied information.</p> <p>I can compare different versions of texts.</p> <p>I can build on others' ideas and opinions about a text in discussion.</p> <p>I can read between the lines using clues in the text.</p> <p>I can judge why the characters act as they do.</p>	<p>I participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>I can infer meaning using evidence from the text and wider reading and personal experience.</p> <p>I adapt own opinion in the light of further reading or others' ideas.</p> <p>I can distinguish between statements of fact and opinion.</p> <p>I can identify significant ideas, events and characters; and discuss their significance.</p>
4. Structure Identify and comment upon structure and organisation of texts.	<p>Identify how language, structure and presentation contribute to the meaning of a text.</p>	<p>I read books that are structured in different ways</p> <p>I know the main features of fiction and non-fiction texts.</p> <p>I can explain how the layout might add to the effectiveness of a text.</p>	<p>I can use contents, indexes and subheadings to find information.</p> <p>I continue to read books that are structured in different ways and read for a range of purposes.</p> <p>I know the features of different narrative text types. For example – adventure, fantasy, myths.</p> <p>I know how the way a text is organised supports the purpose of the writing.</p>
5. Use of Language	<p>I can discuss and evaluate how authors use language, including figurative language, considering the impact.</p>	<p>I can identify and comment on writer's use of language for effect. For example, precisely chosen adjectives, similes and personification.</p>	<p>I notice that the language in a text varies depending on the audience and purpose.</p>

Explain and comment on writers' use of language.	I can identify grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence starters – to impact on the reader. I can identify how language, structure and presentation contribute to the meaning of a text.	I can identify grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact on the reader.	
6. Purpose Identify and comment upon writers' purposes and viewpoints and the overall effect of the text on the reader.	I can summarise the main ideas drawn from a text. I can present an oral overview or summary of a text. I can present the author's viewpoint of a text. I can present a personal point of view based on what has been read. I listen to others' personal point of view. I can explain a personal point of view. I can give reasons for a personal point of view. I can recommend books to peers, giving reasons for their choices.	Identify and discuss themes and conventions in and across a wide range of writing I can provide reasoned justifications for others' views.	I can express opinions about a text, using evidence from the text, giving reasons and explanations. Point, evidence, explanation. (PEE) I can summarise key information from different texts. I compare texts by different writers on the same topic. I adapt own opinion in the light of further reading or others' ideas.
7. Context	I maintain positive attitudes to reading and understanding of what they read I read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks I have become familiar with a range of books, including myths, legends and traditional stories and books from other cultures and traditions I read for a range of purposes I can express a personal point of view about a text, giving reasons. I listen to others' ideas and opinions about a text. I can present an oral overview or summary of a text. I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.	I participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. I raise queries about texts. I compare different versions of texts. I build on others' ideas and opinions about a text in discussion. I can learn poems by heart. For example, narrative verse, haiku.	I can identify the effect of the context on a text, for example, historical or other cultures. I can make connections between other similar texts, prior knowledge and experience. I can explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. I can prepare plays to read aloud and perform, showing understanding through intonation, tone, volume and action.

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Year 6 Reading Ladders

	Autumn 6.1 DARK BLUE	Spring 6.2 DARK BLUE	Summer 6.3 BURGANDY
1. Decoding Use a range of strategies to decode and	I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. I read accurately and check that I understand. I ask questions to myself and others to improve my understanding.	I use combined knowledge of phonemes and word derivations to pronounce words correctly e.g. arachnophobia. I can skim and scan to identify key words and phrases.	I can read with fluency, expression and the right tone for the content.

<p>read for meaning.</p>	<p>I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. I can read fluently, using pronunciation to inform meaning.</p>		
<p>2. Retrieval Understand, describe, select or retrieve information, events or ideas from a text.</p>	<p>I understand books read independently. I check that the book is meaningful and discuss what has been understood. I can retrieve, record and present information from non-fiction. I can find relevant information and evidence from a range of texts. I can distinguish between statements of fact and opinion. I can read non-fiction text to help with learning.</p>	<p>I use strategies to explore the meaning of unfamiliar words and idiomatic and figurative language. I retrieve, record, present and collate information from non-fiction. I can record, collate and organise information or evidence appropriately. I use quotations from the text to support my views.</p>	<p>I can provide reasoned justifications for my views. I can use skimming, scanning and text-marking quickly, effectively and with confidence.</p>
<p>3. Interpretation Deduce, infer or interpret information, events or ideas from texts.</p>	<p>I participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions and develop explanations. I can predict what might happen from details stated and implied from across a text. I can express a personal point of view about a text, giving reasons linked to evidence from texts. I raise queries about texts. I can make comparisons within and across books. I can read between the lines using evidence from the text and my experience of the wider world. I listen to others' ideas and opinions about a text. I ask questions to extend understanding. I recognise texts that contain features from more than one text type. I can identify key points and themes in a text.</p>	<p>I can make connections between other similar texts, prior knowledge and experience and explain the links. I can build on others' ideas and opinions about a text in discussion. I can give a personal response to a range of literature and non-fiction texts, stating preferences and justifying them, identifying how characters change during the events of a longer novel.</p>	<p>I can draw inferences from subtle clues across a complete text. I can explain how and why a text has impact on a reader. I compare and contrast the styles of different writers with evidence and explanation. I can evaluate the styles of different writers with evidence and explanation. I can explain the key features, themes and characters across a text. I can compare and contrast characters, themes and structure in texts by the same and different writers.</p>
<p>4. Structure Identify and comment upon structure and organisation of texts.</p>	<p>I can identify how language, structure and presentation contribute to the meaning of a text.</p>	<p>I can read books that are structured in different ways. I can recognise texts that contain features from more than one text type. I can identify and discuss the conventions of different text types. I am familiar with and can talk about a wide range of books and text types, including myths, legends, traditional stories and books from other cultures and traditions. I read several texts on the same topic to find and compare information.</p>	<p>I can explain the structural devices used to organise a text. I can comment on the structural devices used to organise the text.</p>
<p>5. Use of Language Explain and comment on writers' use of language.</p>	<p>I can identify and comment on writer's choice of language. I can identify and explain how writers use grammatical features for effect, for example, the use of short sentences to build tension. I can identify how language, structure and presentation contribute to the meaning of a text.</p>	<p>I show awareness of the writers' craft by commenting on use of language, grammatical features and structure of texts. I can identify and discuss the conventions of different text types</p>	<p>I can discuss and evaluate how authors use language, including figurative language, considering the impact. I can identify the grammatical features/techniques used to create mood, atmosphere, key messages and attitudes.</p>

			<p>I evaluate the impact of the grammatical features/techniques used to create mood, atmosphere, key messages and attitudes.</p> <p>I can identify how writers manipulate grammatical features for effect.</p>
<p>6.Purpose Identify and comment upon writers' purposes and viewpoints and the overall effect of the text on the reader.</p>	<p>I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>I can present an oral overview or summary of a text.</p> <p>I can present the author's viewpoint of a text.</p> <p>I can present a personal point of view based on what has been read.</p> <p>I listen to other's personal point of view.</p> <p>I can explain a personal point of view, giving reasons and evidence from text.</p> <p>I can recommend books to peers, giving reasons for their choices.</p> <p>I can explain the main purpose of a text and summarise it.</p> <p>I can present and explain the author's viewpoint in a text.</p> <p>I can present a personal point of view based on what has been read.</p>	<p>I can identify and discuss themes and conventions in and across a wide range of writing and longer texts</p> <p>I provide reasoned justifications for their views.</p> <p>I can present a counter-argument in response to others' points of view.</p> <p>I can explain an opinion, referring to the text to justify it; Point, Evidence and Explanation (PEE)</p> <p>I present a counter-argument in response to others' points of view using evidence from the text and explanation – PEE.</p> <p>I can compare and contrast the styles of different writers with evidence and explanation.</p>	<p>I can explain the author's viewpoint in a text and present an alternative point of view.</p> <p>I comment on the development of themes in longer novels.</p> <p>I can explain the main purpose of a text and summarise it succinctly.</p> <p>I can evaluate the styles of different writers with evidence and explanation.</p> <p>I can explain the key features, themes and characters across a text.</p> <p>I can compare and contrast characters, themes and structure in texts by the same and different writers.</p>
<p>7.Context</p>	<p>I maintain positive attitudes to reading and understanding of what they read.</p> <p>I read and discuss an increasingly wide range of fiction, poetry, fiction from our literary heritage and books from other cultures and traditions</p> <p>I read for a range of purposes</p> <p>I can express a personal point of view about a text, giving reasons.</p> <p>I can raise queries about texts.</p> <p>I can compare different versions of texts.</p> <p>I listen to others' ideas and opinions about a text.</p> <p>I can build on others' ideas and opinions about a text in discussion.</p> <p>I can ask questions to extend understanding.</p> <p>I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>	<p>I am familiar with a range of books, including modern fiction, poetry, plays</p> <p>I can identify and explain the effect of the context on a text. For example, historical or geographical.</p> <p>I participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>I can make connections between other similar texts, prior knowledge and experience.</p> <p>I can recite a range of poems by heart. For example, narrative verse, sonnet.</p>	<p>I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>I recognise the impact of the social, historical, cultural on the themes in a text.</p>

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