

EYFS Reading Ladders

Strand	Advent	Lent	Pentecost/ELG
1.Decoding Use a range of strategies to decode and read for meaning.	<ul style="list-style-type: none"> Hears, says and can recognise initial phonemes/grapheme within phase 2 for all words. Segments sounds in simple words and blends them together (CVC). Links some phonemes taught to graphemes. Read most phase 2 common exception words. Begin to read CVC caption and phrases. Re-reads books to build up confidence, matching their phonics knowledge. 	<ul style="list-style-type: none"> Hears, says and can read phonemes/graphemes and digraphs within phase 3. Beginning to segment and blend some CVCC and CCVC words. Names and sounds most letters of the alphabet. Read up to 8 digraphs and a trigraph. Reads most phase 3 common exception words Begins to read simple sentences Re-reads books to build up confidence, fluency and understanding matched to phonics knowledge. 	<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Sounds	Week 1: s a t p Week 2: i n m d Week 3: g o c k Week 4: ck e u r Week 5: h b f l Week 1: ff ll ss j Week 2: v w x y Week 3: z zz qu ch Week 4: sh th ng nk Week 5: - words with s /s/ added at the end (hats sits) - words ending s /z/ (his) and with s /z/ added at the end (bags)	Week 1: ai ee igh oa Week 2: oo oo ar or Week 3: ur ow oi ear Week 4: air er (words with double letters: dd mm tt bb rr gg pp ff) Week 5: longer words Week 1: review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Review all taught so far- secure spelling Week 2: review Phase 3: er air (words with double letters) Week 3: words with two or more digraphs Week 4: longer words (words ending in -ing and compound words) Week 5: longer words (words with s in the middle /z/ s & words ending -s & words with -es at end /z/)	Week 1: short vowels CVCC Week 2: short vowels CVCC CCVC Week 3: short vowels CCVCC CCCVC CCCVCC Week 4: longer words & compound words Week 5: root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est Week 1: long vowel sounds CVCC CCVC Review all taught so far Secure spelling Week 2: long vowel sounds CCVC CCCVC CCV CCVCC Week 3: Phase 4 words ending -s /s/ & Phase 4 words ending -s /z/ & Phase 4 words ending -es Week 4: root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Week 5: Phase 4 words ending in: -s /s/, -s /z/, -es
Tricky Words	is I the as and has his her go no to into she he of we me be	was you they my by all are sure pure	said so have like some come love do were here little says there when what one out today
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.
3.Interpretation Deduce, infer or interpret information, events or ideas from texts.	I can talk about stories using the pictures to help me. I can comment about a story. I can suggest how a story might end	I can talk about stories using the pictures to help me. I can comment about a story.	I can make some simple predictions based on illustrations, story content and title. I can anticipate- where appropriate- key events in stories.
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.
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.
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.
7. Prosody	I can use simple expression when reading.	I am developing expression when reading.	I can read with secure expression

Comprehension- PITA statements

Advent	Lent	Pentecost/ELG
*Can say if something rhymes. *Uses vocabulary and forms of speech (phrases) that are increasingly influenced by their experiences of books, rhymes and poems. *Knows that information can be retrieved from books. *Describes main story events, setting and characters from familiar stories. *Enjoys an increasing range of books.	*Continue the rhyming string. *Uses more complex vocabulary and forms of speech in a logical sequence that are increasingly influenced by their experiences of books, rhymes, and poems. *Knows that information can be retrieved from different types of books. *Describes main story events, setting and characters from a range of stories (from other cultures and times). *Enjoys an increasing range of books and sharing with others	*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. *Anticipate-where appropriate- key events in stories. *Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
Below At Above	Below At Above	Below At Above