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 **Phase 4 Set 2**	Spring 1.2 **Phase 5 Set 2**	Summer 1.3 **Phase 5 Set 4**
1.Decoding Use a range of strategies to decode and read for meaning.	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.	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.	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.
Little Wandle Phonics Programme Taught	Autumn 1: Review phase 3 Review phase 4 Review all tricky words 2-4 Begin phase 5: ay-play, ou-cloud, oy-toy, ea-each Autumn 2: ir-bird, ie-pie, ue-blue, ue-rescue, u-unicorn, o-go, i-tiger, a-paper, e-he, a-e-shake, i-e-time, o-e-home, u-e-rude, u-e-cube, e-e-these, ew-chew, ew-new, ie-shield, aw-claw Tricky words-their, people, oh, your, Mr,	Spring 1: y-funny, ea-head, wh-wheel, oe-toe, ou-shoulder, y-fly, ow-snow, g-giant, ph-phone, le-apple, al-metal, c-ice, ve-give, o-e-some, o-mother, ou-young, se-cheese, se-mouse, ce-fence, ey-donkey, ui-fruit, ou-soup Tricky words-any, many, again, who, whole, where, two, school, call, different, thought, through, friend, work Spring 2: or-word, oul-would, are-share, au-author, aur-dinosaur, oor- floor, al-walk, tch-match, ture-adventure, al-half, a-father, a-water, a-want,	Summer 1: Review phase 5 in preparation for phonics screening check. No new tricky words taught. Alien words introduced. Summer 2: eigh-eight, aigh-straight, ey-grey, ea-break, kn-knee, gn-gnaw, mb-thumb, ere-here, eer-deer, su-treasure si-vision, dge-bridge, y-crystal, ge-large, ti-potion, ssi-mission, si-mansion, ci-delicious, augh-daughter, our-pour, oar-board, ore-more

	Mrs, Ms, could, would, should, our, house, mouse, water, want	ear-bear, ere-there, ear-learn, wr-wrist, st-whistle, sc-science, ch-school, ch-chef, ze-freeze schwa sounds Tricky words-once, laugh, because, eye	Tricky words-busy, beautiful, pretty, hour, move, improve, parents, shoe
Embed Decoding	*I can blend in my head 90%-95% of all phase 3 and phase 4 words in a text.* *I can read Phase 4 Set 2 books with expression on first reading.*	*I can blend in my head 90%-95% of all phase 5 Set 2 words in a text.* *I can read Phase 5 Set 2 books with expression on first reading.*	*I can blend in my head 90%-95% of all phase 5 Set 4 words in a text.* *I can read Phase 5 Set 4 books with expression on first reading at a rate of 60 words per minute.*
2.Retrieval Understand, describe, select or retrieve information, events or ideas from texts.	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.	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.	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.
Embed Retrieval	*I can say how I feel about stories and poems.* *I can say what I like/dislike about a story.*	*I can retell the main points in a recount in the right order.*	*I can answer a range of retrieval questions, looking back at the text to support my answer.*
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 can say who is bad and who is good and give some reasons.*
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 can name bold, italic and capital print.*	*I can tell you about some key characteristics of a story type/genre.* *I can recognise when different fonts are used for effect.*
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 **Fluency 1 (60WPM)**	Spring 2.2 **Fluency 3 (80WPM)**	Summer 2.3 **Fluency 5 (90WPM)**
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.
Little Wandle Phonics Programme Taught	Autumn 1: Phase 5 review: /ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou people eye whole /oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow through improve move prove shoe two who beautiful their parents /or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture /sh/ sh ti ch ssi ci si thought sure /j/ j g ge dge /s/ s ss c ce se st sc /u/ ou	Spring 1: Spelling Units 1, 2 and 3 Spring 2: Spelling Units 4, 5, 6 and 7 	Summer 1: Spelling Units 8, 9, 10,11 Summer 2: Spelling Units 12, 13, 14

	/e/ ea /i/ y /o/ a /u/ o o-e /oo/ u oul schwa: er a or ar our re once again any many friend busy pretty because laugh friend Autumn 2: Bridge to spelling What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell? Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er? Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'? When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing? Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?		
Embed Decoding	*I can read with expression at a rate of 70 words per minute.*	*I can read with expression at a rate of 80 words per minute.*	*I can read fluently, using different voices and tones to give expression.* *I can read words with prefixes and suffixes and know what they mean in a text.* *I can read with expression at a rate of 90 words per minute.*
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 can use prior knowledge to help me understand texts.*	*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 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)*
3.Interpretation Deduce, infer or interpret information, events or ideas from texts.	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.	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.	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)**
Embed Interpretation		*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 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)*
4.Structure Identify and comment on structure and organisation of texts.	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.	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.	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.
Embed Structure	*I can tell you about the key characteristics of a story type/genre.* *I can recognise the main features of poems.*	*I can describe the key characteristics of a text type.*	*I can describe the key characteristics of a range of text types.*
5.Use of language Explain and comment on writers' use of language.	I can talk about favourite words and phrases in the text. I can explain the effect of rhyming words in a poem.	I can explain why I like particular words and phrases. I can identify particular words used to describe a character.	I can explain why particular words are used to describe a character and their actions.
Embed Use of Language			*I can explain how language is used to build up humour and suspense.*
6.Purpose Identify and comment on writers' purposes	I can choose my favourite book from a selection and talk about it.	I can make reading choices based on what I have read before.	I can make reading choices based on what I have read before.

and viewpoints and the overall effect of the text on the reader.	I can talk about my favourite authors or genres, sharing my likes and dislikes.	I can say what I think, and find parts of the text to say why I think it.	I can say what I think, and find parts of the text to say why I think it.
Embed Purpose			*I am beginning to identify the intended audience for the text.*

Year 3 Reading Ladders Strand	Autumn 3.1 Copper	Spring 3.2 Copper+ / Topaz -	Summer 3.3 Topaz
1.Decoding Use a range of strategies to decode and read for meaning.	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.	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.	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.
2.Retrieval Understand, describe, select or retrieve information, events or ideas from texts.	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.	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.	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.
3.Interpretation Deduce, infer or interpret information or events or ideas from texts.	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.	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.	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.
4.Structure Identify and comment on the structure and organisation of a text.	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.	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.	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.

		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 **Ruby**	Spring 4.2 **Ruby+ / Emerald -**	Summer 4.3 **Emerald**
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.
2. Retrieval Understand, describe, select or retrieve information, events or ideas from a text.	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.	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.	I can read and search longer texts for detailed information, looking at language, structure and presentation.
3.Interpretation Deduce, infer or interpret information, events or ideas from texts.	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.	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.	Make connections between other similar texts. Begin to build on others' ideas and opinions about a text in discussion. I understand the bias in persuasive writing, including articles and advertisements. I can make relevant points to compare and contrast characters, finding evidence in the text. I can use inference and deduction to work out the characteristics of different people from a story. I can identify how a writer uses language and punctuation to convey character.
4. Structure Identify and comment upon structure and organisation of texts.	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.	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.	I can explain why text types are organised in a certain way.
5.use of Language Explain and comment on writers' use of language.	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).	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. Recognise how the meaning of sentences is created by word order and punctuation	Identify some text type language features. For example, narrative, explanation, persuasion. I can compare the language in older texts with modern Standard English.

			I can talk widely about different writers, giving some information about their backgrounds and the type of literature they produce.
6.Purpose Identify and comment upon writers' purposes and viewpoints and the overall effect of the text on the reader.	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.	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 can Identify formal and informal language. I can give an opinion, find evidence in the text to justify it. Point, evidence and attempt at explanation. (PEE)	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.

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

writers' use of language.	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.

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 6 Reading Ladders

	Autumn 6.1 Diamond	Spring 6.2 Pearl	Summer 6.3 Free Reader
1.Decoding Use a range of strategies to decode and read for meaning.	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 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.	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.
2. Retrieval Understand, describe, select or retrieve information, events or ideas from a text.	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.	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.	I can provide reasoned justifications for my views. I can use skimming, scanning and text-marking quickly, effectively and with confidence.
3.Interpretation Deduce, infer or interpret information, events or ideas from texts.	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.	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.	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.
4. Structure Identify and comment upon structure and organisation of texts.	I can identify how language, structure and presentation contribute to the meaning of a text.	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 can explain the structural devices used to organise a text. I can comment on the structural devices used to organise the text.

		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.	
5.Use of Language Explain and comment on writers' use of language.	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.	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	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. I evaluate the impact of the grammatical features/techniques used to create mood, atmosphere, key messages and attitudes. I can identify how writers manipulate grammatical features for effect.
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 more than one paragraph, identifying key details that support the main ideas. 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 other's personal point of view. I can explain a personal point of view, giving reasons and evidence from text. I can recommend books to peers, giving reasons for their choices. I can explain the main purpose of a text and summarise it. I can present and explain the author's viewpoint in a text. I can present a personal point of view based on what has been read.	I can identify and discuss themes and conventions in and across a wide range of writing and longer texts I provide reasoned justifications for their views. I can present a counter-argument in response to others' points of view. I can explain an opinion, referring to the text to justify it; Point, Evidence and Explanation (PEE) I present a counter-argument in response to others' points of view using evidence from the text and explanation – PEE. I can compare and contrast the styles of different writers with evidence and explanation.	I can explain the author's viewpoint in a text and present an alternative point of view. I comment on the development of themes in longer novels. I can explain the main purpose of a text and summarise it succinctly. 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.
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, fiction from our literary heritage 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 can raise queries about texts. I can compare different versions of texts. I listen to others' ideas and opinions about a text. I can build on others' ideas and opinions about a text in discussion. I can ask questions to extend understanding. I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.	I am familiar with a range of books, including modern fiction, poetry, plays I can identify and explain the effect of the context on a text. For example, historical or geographical. 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 make connections between other similar texts, prior knowledge and experience. I can recite a range of poems by heart. For example, narrative verse, sonnet.	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. I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action. I recognise the impact of the social, historical, cultural on the themes in a text.

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