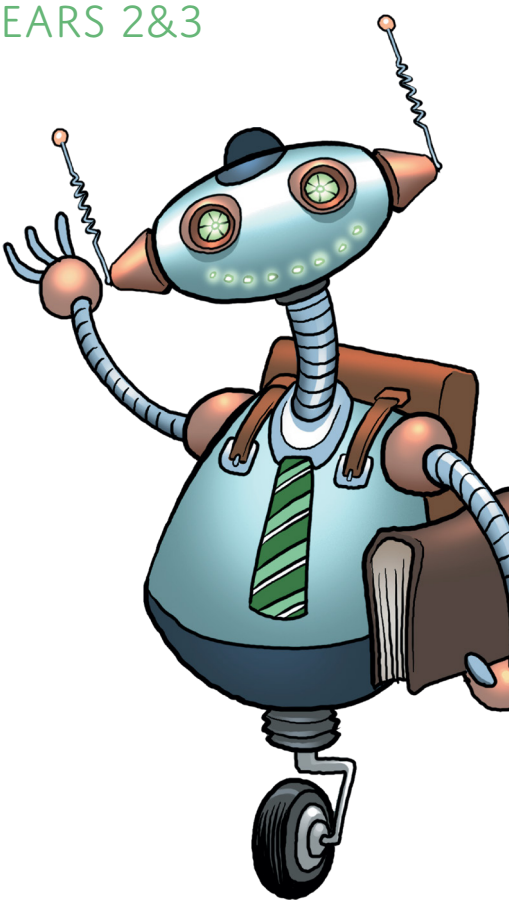
LEARNING LADDERS

READING

YEARS 2&3



NAME _____

CLASS _____

MALMESBURY C OF E
PRIMARY SCHOOL

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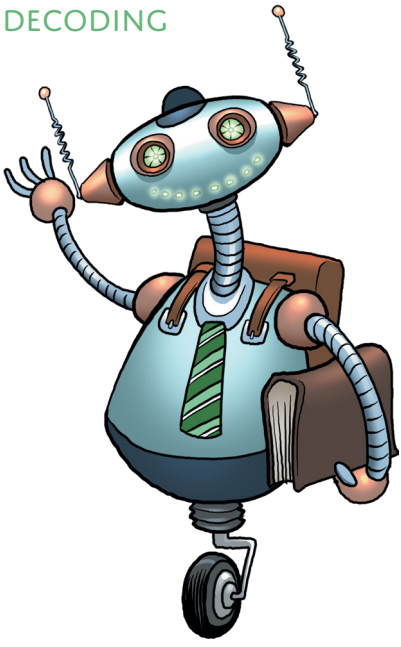
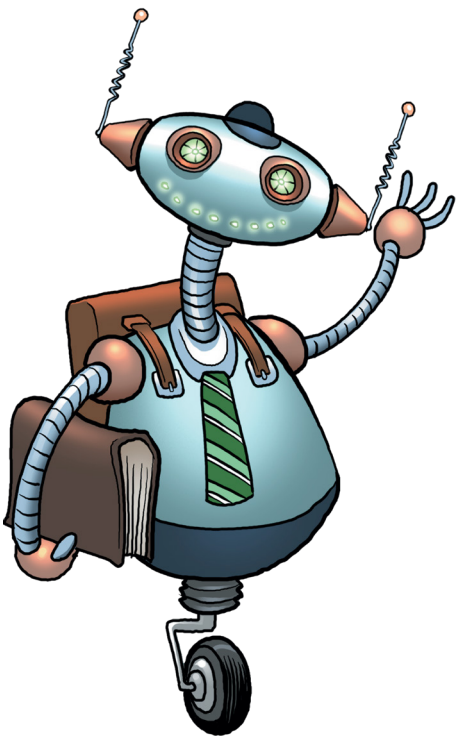
DECODING



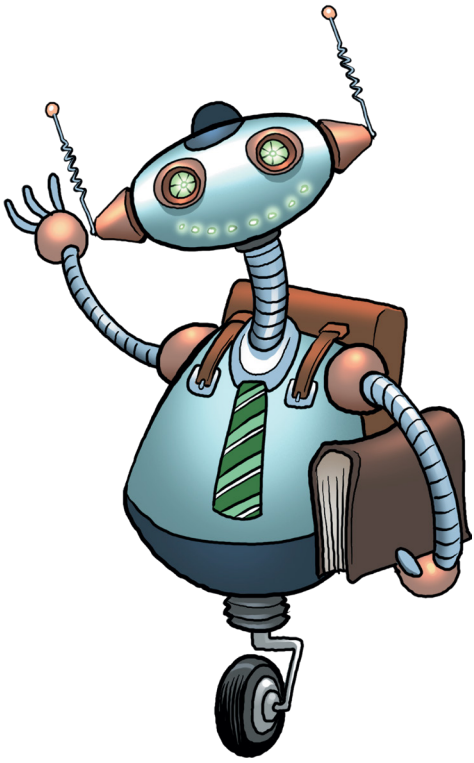
I can use the context of the sentence to help me to read unfamiliar words.				
Rung 7	COMPLETE	COMPLETE	COMPLETE	
I can use knowledge of root words, suffixes and prefixes to read and understand new words.				
Rung 6	COMPLETE	COMPLETE	COMPLETE	
I can read out loud confidently, understanding how to use a range of punctuation.				
Rung 5	COMPLETE	COMPLETE	COMPLETE	
I can self-correct when I have read a sentence incorrectly.				
Rung 4	COMPLETE	COMPLETE	COMPLETE	
I can use a range of decoding strategies e.g. Segmenting ‘c - a - t’, blending ‘cat’.				
Rung 3	COMPLETE	COMPLETE	COMPLETE	
I can read words containing common suffixes e.g. ing, ly.				
Rung 2	COMPLETE	COMPLETE	COMPLETE	
I can read familiar words quickly, without needing to sound them out.				
Rung 1	COMPLETE	COMPLETE	COMPLETE	

COMPREHENDER



I can use a range of organisational features to locate information, such as labels, diagrams and charts.				
Rung 6	COMPLETE	COMPLETE	COMPLETE	
I can identify the features of different text types.				
Rung 5	COMPLETE	COMPLETE	COMPLETE	
I can use alphabetically ordered texts to find information.				
Rung 4	COMPLETE	COMPLETE	COMPLETE	
I can decide how useful a non-fiction text is for the purpose e.g. Information book for facts.				
Rung 3	COMPLETE	COMPLETE	COMPLETE	
I can find the answers to questions in non-fiction, stories and poems.				
Rung 2	COMPLETE	COMPLETE	COMPLETE	
I can re-tell a story, referring to most of the key events and characters.				
Rung 1	COMPLETE	COMPLETE	COMPLETE	

READING DETECTIVE TARGETS



I can empathise, understand and share the feelings with a character.

Rung 6	COMPLETE	COMPLETE	COMPLETE	

I can justify predictions with evidence from the text.

Rung 5	COMPLETE	COMPLETE	COMPLETE	

I can justify inferences with evidence from the text e.g. How do you know it is wet outside? I know it is wet outside because the writer says 'The rain beat heavily against the window'.

Rung 4	COMPLETE	COMPLETE	COMPLETE	

I can recognise key themes and ideas within a text.

Rung 3	COMPLETE	COMPLETE	COMPLETE	

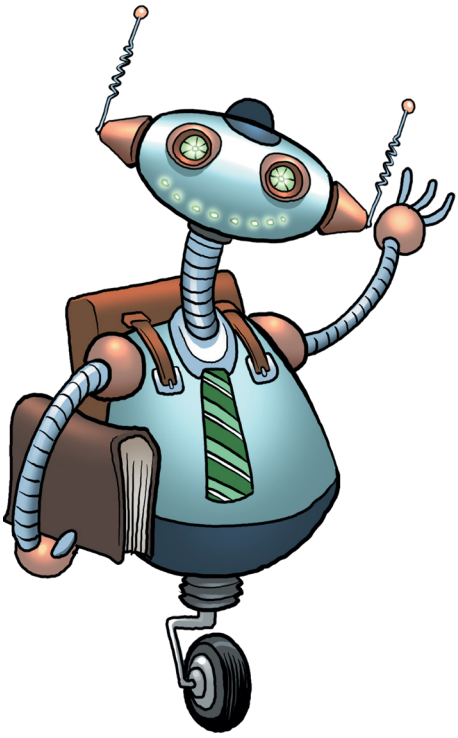
I can make simple inferences about thoughts and feelings of characters and reasons for their actions.

Rung 2	COMPLETE	COMPLETE	COMPLETE	

I can make predictions based on reading of other books by the author and my own experiences.

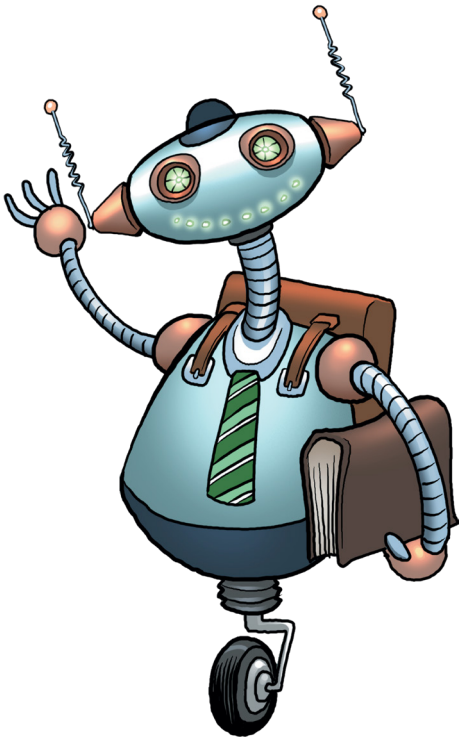
Rung 1	COMPLETE	COMPLETE	COMPLETE	

LANGUAGE LOVER TARGETS



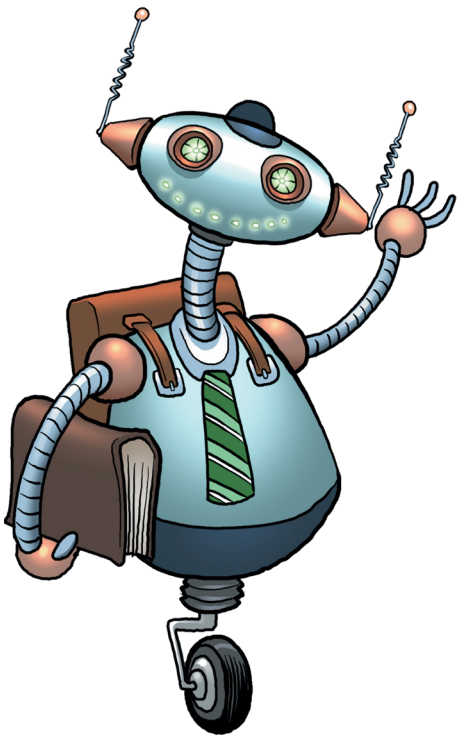
I can comment on the choice of language to create moods and build tension e.g. 'Crept' makes you know he was quiet, but also that he was going slowly because he did not want to be caught.				
Rung 6	COMPLETE	COMPLETE	COMPLETE	
I can discuss words and phrases that capture the reader's interest and imagination.				
Rung 5	COMPLETE	COMPLETE	COMPLETE	
I can identify and comment on vocabulary and literary features, e.g. 'All fairy tales start with Once Upon a Time..'				
Rung 4	COMPLETE	COMPLETE	COMPLETE	
I can identify how vocabulary choice affects meaning - 'Whispered lets you know that he is trying to speak quietly'.				
Rung 3	COMPLETE	COMPLETE	COMPLETE	
I can discuss my favourite words and phrases.				
Rung 2	COMPLETE	COMPLETE	COMPLETE	
I can discuss and clarify the meaning of words, linking new meanings to known vocabulary.				
Rung 1	COMPLETE	COMPLETE	COMPLETE	

RESPONDER TARGETS



I can evaluate specific texts with reference to text types.				
Rung 6	COMPLETE	COMPLETE	COMPLETE	
I can begin to identify and comment on different points of view in the text.				
Rung 5	COMPLETE	COMPLETE	COMPLETE	
I understand what the writer might be thinking - 'He thinks they are being mean'.				
Rung 4	COMPLETE	COMPLETE	COMPLETE	
I can participate in discussion about books, poems and other works that are read to me and those that I can read for myself.				
Rung 3	COMPLETE	COMPLETE	COMPLETE	
I understand why a writer has written a text - 'She wants you to know how to make a kite'.				
Rung 2	COMPLETE	COMPLETE	COMPLETE	
I can make choices about which texts to read based on prior reading experience.				
Rung 1	COMPLETE	COMPLETE	COMPLETE	

BIG READER TARGETS



I can retell some of the stories that I am familiar with orally.

Rung 6	COMPLETE	COMPLETE	COMPLETE	

I can start to recognise some features of the text that relate it to its historical setting or its social or cultural background e.g. 'The girls had on red flannel petticoats because that is what they wore then'.

Rung 5	COMPLETE	COMPLETE	COMPLETE	

I can start to make simple connections between books by the same author - 'Dick King-Smith often writes about animals'.

Rung 4	COMPLETE	COMPLETE	COMPLETE	

I can continue to build up a repertoire of poems learnt by heart.

Rung 3	COMPLETE	COMPLETE	COMPLETE	

I can relate what I read to my own experiences.

Rung 2	COMPLETE	COMPLETE	COMPLETE	

I am aware that books are set in different times and places.

Rung 1	COMPLETE	COMPLETE	COMPLETE	

NOTES

LEARNING LADDERS

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