

Oaktree School Curriculum Ladder

English: Reading Step 2 (7-12)

Pupil: \_\_\_\_\_

Learning target:	Date
I listen to stories	
I look at books	
I enjoy rhymes and songs	
I turn book pages	
I hold my book up the right way	
I choose a book to look at	
I match pictures and shapes	
I respond to an event on the TV or computer	

7 up to 1	8 up to 2	9 up to 3	10 up to 4	11 up to 6	12 up to 8
--------------	--------------	--------------	---------------	---------------	---------------

*Jottings*

*Pupils listen and respond to familiar rhymes and stories. They show some understanding of book work, for example, turning pages and holding the book the right way up.*

End of Autumn Term	
End of Spring Term	
End of Summer Term	

End of Autumn Term	
End of Spring Term	
End of Summer Term	

Oaktree School Curriculum Ladder  
English: Reading Step 3 (13-18)

Pupil: \_\_\_\_\_

Learning target:	Date
I follow a visual time-table	
I recognise a picture of a familiar person	
I tell/sign part of a story	
I show where a story starts	
I answer a question about a story	
I point to named people and objects	
I match objects to pictures	

13 up to 1	14 up to 2	15 up to 3	16 up to 4	17 up to 5	18 up to 7
---------------	---------------	---------------	---------------	---------------	---------------

Jottings

*Pupils select a few words, symbols or pictures with which they are particularly familiar and derive some meaning from text, symbols or pictures presented in a way familiar to them. They match objects to pictures and symbols, for example choosing between two symbols to select a drink or seeing a photograph of a child and eye-pointing at the child. They show curiosity about the content at a simple level, for example, they may answer basic two key-word questions about a story.*

End of Autumn Term	
End of Spring Term	
End of Summer Term	

End of Autumn Term	
End of Spring Term	
End of Summer Term	

Oaktree School Curriculum Ladder  
English: Reading Step 4 (19-24)

Pupil: \_\_\_\_\_

Learning target:	Date
I enjoy listening to stories	
I often look at books	
I find a familiar book	
I match words	
I recognise my name around the classroom/ school	
I match some letters of my name	
I share a book with an adult	
I answer two key word questions about a story	

19 up to 1	20 up to 2	21 up to 3	22 up to 4	23 up to 6	24 up to 8
---------------	---------------	---------------	---------------	---------------	---------------

*Jottings*

*Pupils select and recognise or read a small number of words or symbols linked to a familiar vocabulary, for example, name, people, objects or actions. They match letters and short words.*

End of Autumn Term	
End of Spring Term	
End of Summer Term	

End of Autumn Term	
End of Spring Term	
End of Summer Term	

Oaktree School Curriculum Ladder

English: Reading Step 5 (25-30)

Pupil: \_\_\_\_\_

Learning target:	Date
I show interest in reading activities	
I predict what will happen next using words, signs or symbols	
I make and 'read' my own books	
I point to 'text' or 'pictures'	
I point under text following from left to right, top to bottom	
I follow text turning pages in a book	
I say the sound/name of some letters	
I answer three word questions about a story	

25 up to 1	26 up to 2	27 up to 3	28 up to 4	29 up to 6	30 up to 8
---------------	---------------	---------------	---------------	---------------	---------------

Jottings

*Pupils show an interest in the activity of reading. They predict elements of a narrative for example, when the adult stops reading, pupils fill in the missing word. They distinguish between print or symbols and pictures in texts. They understand the conventions of reading, for example, following text left to right, top to bottom and page following page. They know that their name is made up of letters.*

End of Autumn Term	
End of Spring Term	
End of Summer Term	

End of Autumn Term	
End of Spring Term	
End of Summer Term	

# Oaktree School Curriculum Ladder

## English: Reading Step 6 (31-36)

Pupil: \_\_\_\_\_

Learning target:	Date
I have favourite books	
I name the main character in a book	
I talk about a story	
I find the beginning of a story	
I understand that words, signs and symbols have meaning	
I recognise and read familiar symbols and words	
I recognise at least half of the letters of the alphabet by name	
I recognise at least half of the letters of the alphabet by sound	
I link beginning of letter sounds to words	
I say an appropriate word to complete a sentence	
I read my friends' names	

31 up to 1	32 up to 3	33 up to 5	34 up to 7	35 up to 9	36 up to 11
---------------	---------------	---------------	---------------	---------------	----------------

### Jottings

*Pupils understand that words, symbols and pictures convey meaning. They recognise or read a growing repertoire of familiar words or symbols, including their own names. They recognise at least half the letters of the alphabet by shape, name or sound. They associate sounds with patterns in rhymes, with syllables, and with words or symbols.*

End of Autumn Term	
End of Spring Term	
End of Summer Term	

End of Autumn Term	
End of Spring Term	
End of Summer Term	

Oaktree School Curriculum Ladder

English: Reading Step 7 (37-39)

Pupil: \_\_\_\_\_

Learning target:	Date
I can point to a word	
I can point to a letter	
I can look at the pictures to help me understand the words	
I use my knowledge of sounds to help me read new words	
I can say how I feel about stories and poems	
I can talk about the main part of a story	
I can use pictures to help me tell a story	
I can read about 10 high frequency words	
I can point under words	

37 up to 3	38 up to 6	39 up to 9			
---------------	---------------	---------------	--	--	--

Jottings

*Pupils can recognise familiar words or symbols in simple texts. They identify initial sounds in unfamiliar words. They can establish meaning when reading aloud simple sentences. They express their response to unfamiliar texts by identifying aspects which they like and dislike.*

End of Autumn Term	
End of Spring Term	
End of Summer Term	

End of Autumn Term	
End of Spring Term	
End of Summer Term	

Oaktree School Curriculum Ladder

English: Reading Step 8 (40-42)

Pupil: \_\_\_\_\_

Learning target:	Date
I can read about 30 words, including some CVC words	
I can say the first sound in a word	
I can say the last sound in a word	
I can talk about what happens in stories I have read	
I can answer questions about what happens in stories I have read	
I can guess what might happen in a story	
I can guess what might happen to the people in a story	
I can recognise a list, a poem and a story	
I can choose my favourite book and talk about it	

40 up to 3	41 up to 6	42 up to 9			
---------------	---------------	---------------	--	--	--

*Jottings*

*Pupils can read a range of familiar words or symbols and identify initial and unfamiliar words. With support, they use their knowledge of letters, sounds and words to establish meaning when reading aloud. They respond to events and ideas in poems, stories and non-fiction.*

End of Autumn Term	
End of Spring Term	
End of Summer Term	

End of Autumn Term	
End of Spring Term	
End of Summer Term	

Oaktree School Curriculum Ladder

English: Reading Step 9 (43-45)

Pupil: \_\_\_\_\_

Learning target:	Date
I can read about 45 high frequency words	
I can read new words by knowing what would fit or sound right in the sentence	
I can sequence the main parts in a story	
I can tell 1 key fact from a non-fiction text	
I can say what I think about a person in a story	
I can say who is bad and who is good in a story	
I can read a simple list	
I can read simple instructions	
I can find the contents page in a non-fiction text	
I can say why I like a poem	
I can say why I like an information text	
I can choose my favourite book and say why I like it	

43 up to 4	44 up to 8	45 up to 12			
---------------	---------------	----------------	--	--	--

*Jottings*

*Pupils use their knowledge of letters, sounds and words to read simple texts with meaning. They comment on events or ideas in stories, poems and non-fiction. Pupils recognise familiar words in texts. They use their knowledge of letters and sounds symbol relationship in order to read words and to establish meaning when reading aloud. In these activities they sometimes require support. They express their response to poems, stories and non-fiction by identifying aspects they like.*

End of Autumn Term	
End of Spring Term	
End of Summer Term	

End of Autumn Term	
End of Spring Term	
End of Summer Term	



Oaktree School Curriculum Ladder

English: Reading Step 10 (46-48)

Pupil: \_\_\_\_\_

Learning target:	Date
I can read about 60 high frequency words	
I can recognise a full stop	
I can find the answers to 'why' type questions in my text	
I can guess what might happen in a story by using my knowledge of what has already happened	
I can compare stories to my own experience	
I can compare stories and say how they are the same	
I can compare stories and say how they are different	
I can identify sounds that rhyme	
I can use a simple picture dictionary	
I can use icons on a computer screen	

46 up to 3	47 up to 6	48 up to 10			
---------------	---------------	----------------	--	--	--

Jottings

*Pupils read most of a simple unfamiliar text independently and use different strategies (phonic grammatical and contextual) in reading unfamiliar words. They read from word to word or sign to sign, or symbol to symbol and may need support to establish meaning. They show understanding or texts, recount the main events or facts with support and comment on the obvious features of the text, eg good/bad character.*

End of Autumn Term	
End of Spring Term	
End of Summer Term	

End of Autumn Term	
End of Spring Term	
End of Summer Term	

Oaktree School Curriculum Ladder

English: Reading Step 11 (49-51)

Pupil: \_\_\_\_\_

Learning target:	Date
I can read about 100 words	
I can read simple texts	
I can read aloud with some expression and intonation	
I can predict what a book may be about from its cover	
I can use a simple information book to find information	
I pause at full stops	
I recognise a question mark	
I recognise an exclamation mark	
I can blend sounds to read CVC words	
I can use different ways to work out words I don't know	
I can spot my own mistakes in reading and ask for help	
I can think of a question about a topic and may be able to find the information	
I can talk about what characters may be thinking or feeling	

49 up to 4	50 up to 8	51 up to 13			
---------------	---------------	----------------	--	--	--

*Jottings*

*Pupils reading of simple unfamiliar texts is almost entirely accurate and well paced, taking some account of punctuation. When reading unfamiliar words or symbols they combine a range of strategies (phonic, graphic, grammatical and contextual) to establish meaning. They show understanding of texts by commenting on features such as plot, setting, characters and how information is presented.*

End of Autumn Term	
End of Spring Term	
End of Summer Term	

End of Autumn Term	
End of Spring Term	
End of Summer Term	

Oaktree School Curriculum Ladder

English: Reading Step 12 (52-54)

Pupil: \_\_\_\_\_

Learning target:	Date
I can read out loud using some knowledge of punctuation to help the listener understand	
I can retell a story and use details to make it clear	
I can describe a character in a story	
I can read on my own	
I can talk about a story I have read and discuss its content	
I can say why things happen in a story	
I can find clues in a text to help me explain the meaning	
I can say what I think, and find parts of the text to say why I think it	
I can choose the right sort of book to help me find the information I need	
I can use the alphabet to help me find information in alphabetically ordered texts	
I can tell the difference between fact and fiction books	
I can predict what a book might be about by skim reading the title, contents and pictures	
I can make reading choices based on what I have read before	
I can split words into syllables to read them	
I can build words using 'sh', 'ch' and 'th'	

52 up to 5	53 up to 10	54 up to 15			
---------------	----------------	----------------	--	--	--

## Oaktree School Curriculum Ladder

### English: Reading Step 12 (52-54)

#### Jottings

*Pupils read simple unfamiliar texts accurately. Their independent reading shows they can read ahead and make use of expression and intonation to enhance meaning. In response to stories, they identify and comment of the main characters and how they relate to one another. They express opinions about events and actions and comment on some ways in which the text is written or presented. Pupils reading of simple text shows understanding and is generally accurate. They express opinion about major events or ideas in stories, poems and non-fiction. They use more than one strategy, such as phonics, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning.*

<b>End of Autumn Term</b>	
<b>End of Spring Term</b>	
<b>End of Summer Term</b>	

<b>End of Autumn Term</b>	
<b>End of Spring Term</b>	
<b>End of Summer Term</b>	

Oaktree School Curriculum Ladder

English: Reading Step 13 (55-57)

Pupil: \_\_\_\_\_

Learning target:	Date
I can understand and use the question mark in my reading	
I can understand the main point in a text	
I can explain the difference between fiction and non-fiction	
I can talk about the ideas in texts	
I can predict sensibly based on my knowledge of the text	
I can discuss the actions of the main characters in a story	
I can summarise the main points in a text	
I can point to a new paragraph in a text	
I can identify bullet points and headings	

55 up to 3	56 up to 6	57 up to 9			
---------------	---------------	---------------	--	--	--

Jottings

End of Autumn Term	
End of Spring Term	
End of Summer Term	

End of Autumn Term	
End of Spring Term	
End of Summer Term	

Oaktree School Curriculum Ladder

English: Reading Step 14 (58-60)

Pupil: \_\_\_\_\_

Learning target:	Date
I can understand and use the exclamation mark in my reading	
I can find ideas in texts and talk about them	
I can tell the main features of fiction	
I can tell the main features of non-fiction	
I can guess why events have happened using evidence from the text	
I can say why we use paragraphs	
I can tell the differences between different non-fiction texts	
I use different voices when reading dialogue	
I can use an index in a book	
I can use an index on a CD Rom	

58 up to 3	59 up to 6	60 up to 10			
---------------	---------------	----------------	--	--	--

Jottings

End of Autumn Term	
End of Spring Term	
End of Summer Term	

End of Autumn Term	
End of Spring Term	
End of Summer Term	

Oaktree School Curriculum Ladder

English: Reading Step 15 (61-63)

Pupil: \_\_\_\_\_

Learning target:	Date
I can read a range of books at my level	
I can re-read and read on to help me understand	
I can use headings and sub-headings to help me find information	
I can get the main idea by skimming a text	
I can find information by scanning a text	
I can tell the difference between fact and opinion	
I can use a dictionary to check a word's meaning	
I know how paragraphs are organised	
I can explain why characters in stories act as they do	
I understand the different punctuation marks and use them in my reading	

61 up to 3	62 up to 6	63 up to 10			
---------------	---------------	----------------	--	--	--

*Jottings*

*Pupils read a range of texts fluently and accurately. They read independently, using a range of strategies appropriate to establish meaning. In responding to fiction and non-fiction they show understanding of the main points and express preferences. They use their knowledge of the alphabet to locate books and find information.*

End of Autumn Term	
End of Spring Term	
End of Summer Term	

End of Autumn Term	
End of Spring Term	
End of Summer Term	

Oaktree School Curriculum Ladder  
English: Reading Step 16 (64-66)

Pupil: \_\_\_\_\_

Learning target:	Date
I can choose books at my level and read them well	
I can skim to find key ideas	
I can understand how punctuation affects sentences	
I can understand how word order affects sentences	
I can show that I understand the main ideas, events and characters in a text	
I can understand why characters feel and act the way they do	
I can use clues from the way characters speak and act to help me understand them	
I can compare different non-fiction texts	
I can contrast different non-fiction texts	
I understand interaction between characters in a story	

64 up to 3	65 up to 6	66 up to 10			
---------------	---------------	----------------	--	--	--

Jottings

End of Autumn Term	
End of Spring Term	
End of Summer Term	

End of Autumn Term	
End of Spring Term	
End of Summer Term	



Oaktree School Curriculum Ladder  
English: Reading Step 17 (67-69)

Pupil: \_\_\_\_\_

Learning target:	Date
I can refer to the text to support my predictions and opinions	
I can skim for gist and scan for key words to research information	
I can discuss moods and feelings by reading between the line and using deduction	
I can identify the key points in a non-fiction text e.g. a newspaper	
I can identify the ways in which one paragraph is linked to the next	
I can use the way in which a text is organised to help me understand	
I can recognise the ways in which writers present issues and points of view in fiction and non-fiction	
I can compare and contrast story settings	

67 up to 2	68 up to 5	69 up to 8			
---------------	---------------	---------------	--	--	--

Jottings

End of Autumn Term	
End of Spring Term	
End of Summer Term	

End of Autumn Term	
End of Spring Term	
End of Summer Term	

Oaktree School Curriculum Ladder  
English: Reading Step 18 (70-72)

Pupil: \_\_\_\_\_

Learning target:	Date
I can identify a point of view	
I can read with fluency, expression and the right tone for the content	
I can use skimming, scanning and text-marking	
I can refer to the text to support my predictions and opinions	
I can explain and comment upon points of view in texts	
I can describe how the author has chosen vocabulary to create various effects	

70 up to 2	71 up to 4	72 up to 6			
---------------	---------------	---------------	--	--	--

*Jottings*

*In response to a range of texts, pupils show an understanding of significant ideas, themes, events and characters, beginning to use inference and deduction. They refer to the text to support their views. They refer to the text when explaining their views. They locate and use ideas and information.*

End of Autumn Term	
End of Spring Term	
End of Summer Term	

End of Autumn Term	
End of Spring Term	
End of Summer Term	

Oaktree School Curriculum Ladder

English: Reading Steps 19-21 (73-81)

Pupil: \_\_\_\_\_

Learning target:	Date
I can show an understanding of a range of texts	
I can select essential points from texts, using inference and deduction in my responses	
I can tell why it is important to know when a book was published	
I can retrieve and collate information from a range of sources	
I use pace and expression to make text enjoyable and comprehensible to an audience	
I can discuss changes made to a story when it is made into a film	
I can compare and contrast settings and characters in books by the same author	
I can use encyclopaedias to gain information and cross-reference	
I can identify parts of reviews to determine whether they are fact or fiction	
I can read a wide range of fiction and non-fiction material for enjoyment	

73 up to 1	74 up to 2	75 up to 3	76 up to 4	77 up to 5
78 up to 6	79 up to 7	80 up to 8	81 up to 10	

## Oaktree School Curriculum Ladder

### English: Reading Steps 19-21 (73-81)

#### Jottings

*Pupils show and understanding of a wide range of texts, selecting essential points using inference and deduction where appropriate. In their responses, they identify key features and characters and select sentences, phrases and relevant information to support their views. They retrieve and collate information from a range of sources.*

End of Autumn Term	
End of Spring Term	
End of Summer Term	

End of Autumn Term	
End of Spring Term	
End of Summer Term	