

Oaktree School Curriculum Ladder

English: Reading Step 1

Name: _____

Learning Objective	Date
I can listen to stories	
I can look at books	
I can enjoy rhymes and songs	
I can hold my book up the right way	
I can point to things/characters I (dis)like on a page	
I can engage with props (e.g. from multi-sensory books)	

No. targets met	1	2	3	4	5	6
Point	1	2	3	4	5	6

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English: Reading Step 2

Pre-key Stage 2 Standard 1

Name: _____

Learning Objective	Date
I can indicate pictures of characters and objects in response to questions such as 'where is (the)'	
I can show anticipation about what is going to happen (e.g. by turning the page)	
I can join in with some actions or repeat some words, rhymes and phrases when prompted	
I can tell/sign/act out part of a story	
I can show where a story starts	
I can share a book with an adult	

No. targets met	1	2	3	4	5	6
Point	7	8	9	10	11	12

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English: Reading Step 3

Name: _____

Learning Objective	Date
I can find a familiar book	
I can match words	
I can recognise my name around the classroom/school	
I can match some letters of my name	
I can point to 'text' or 'pictures'	
I can answer two key word questions about a story	

No. targets met	1	2	3	4	5	6
Point	13	14	15	16	17	18

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English: Reading Step 4

Pre-key Stage 2 Standard 2

Name: _____

Learning Objective	Date
<u>Word reading</u>	
I can say a single sound for 10+ graphemes	
I can read words by blending sounds with known graphemes (with support), or as sight words	
I can recognise 10+ letters by name	
<u>Language comprehension</u>	
I can demonstrate understanding, e.g. by answering questions, such as 'where is he/she/it', 'what is this', 'who is this', 'what is he/she doing'	
I can join in with predictable phrases or refrains	
I can point under text following from left to right, top to bottom	

No. targets met	1	2	3	4	5	6
Point	19	20	21	22	23	24

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English: Reading Step 5

Name: _____

Learning Objective	Date
<u>Word reading</u>	
I can recognise and read at least 10 familiar symbols and words	
I can link beginning of letter sounds to words	
I can read at least 4 familiar names, including my own	
<u>Language comprehension</u>	
I can name the main character in a book	
I can state facts about the main part of a story	
I can predict what will happen next using words/signs/symbols	

No. targets met	1	2	3	4	5	6
Point	25	26	27	28	29	30

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English: Reading Step 6

Pre-key Stage 2 Standard 3

Name: _____

Learning Objective	Date
<u>Word reading</u>	
I can say a single word for 20+ graphemes	
I can read accurately by blending the sounds in words with two and three known graphemes	
I can read 5+ common exception words	
I use my knowledge of GPCs to help me read new words	
<u>Language comprehension</u>	
I can respond to questions that require simple recall	
I can recount a short sequence of events (e.g. by sequencing images or manipulating objects)	
I can look at pictures to help me understand stories	
I can express what I like/dislike about stories	
I can check predictions about what might happen next by reading on	

No. targets met	1	2	3	4	5	6	7	8	9
Point	31	32	33	34	35	36	37	38	39

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English: Reading Step 7

Name: _____

Learning Objective	Date
<u>Word reading</u>	
I can say sounds for 30+ graphemes	
I can read accurately by blending the sounds in words with three and four known graphemes	
I can read 10+ common exception words	
<u>Language comprehension</u>	
I can summarise parts of stories I am very familiar with	
I can recognise a list, a poem and a story	
I can choose my favourite book and talk about it	
I can collect the correct items off a simple list	
I can read and follow simple instructions	
I can find the contents page in a non-fiction text	

No. targets met	1	2	3	4	5	6	7	8	9
Point	40	41	42	43	44	45	46	47	48

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English: Reading Step 8

Name: _____

Learning Objective	Date
<u>Word reading</u>	
I can say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes	
I can read accurately by blending the sounds in words with up to five known graphemes	
I can read some common exception words	
I can read aloud books that are consistent with my phonic knowledge, without guessing words from pictures or the context of the sentence	
<u>Language comprehension</u>	
I can talk about events in the story and link them to my own experiences	
I can retell some of the story	
I can tell one key fact from a non-fiction text	
I can say what I think about a person/character in a story (e.g. who is good, who is bad)	
I can use a simple information book to find information	

No. targets met	1	2	3	4	5	6	7	8	9
Point	49	50	51	52	53	54	55	56	57

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English: Reading Step 9

Pre-key Stage 2 Standard 5

Name: _____

Learning Objective	Date
<u>Word reading</u>	
I can read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes	
I can read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)	
I can read many common exception words	
I can read aloud many words quickly and accurately without overt sounding and blending (in books appropriate to the reading age)	
I can sound out many unfamiliar words accurately (in books appropriate to the reading age)	
<u>Language comprehension</u>	
I can answer questions and make simple inferences by discussing with an adult (in a familiar book that is read to me)	
I can compare stories and say how they are the same/different	
I can use the alphabet to help me find information in alphabetically ordered texts	

No. targets met	1	2	3	4	5	6	7	8	9
Point	58	59	60	61	62	63	64	65	66

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English: Reading Step 10

Name: _____

Learning Objective	Date
<u>Word reading</u>	
I can read many words containing common suffixes	
I can read accurately many words of two or more syllables	
I recognise a full stop, question mark and an exclamation mark	
I can read aloud with expression and intonation	
<u>Language comprehension</u>	
I can describe a character in a story	
I can express what characters may be thinking or feeling	
I can tell the main features of fiction	
I can tell the main features of non-fiction	
I can predict what a book may be about from its title and cover	

No. targets met	1	2	3	4	5	6	7	8	9
Point	67	68	69	70	71	72	73	74	75

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English: Reading Step 11

Pre-key Stage 2 Standard 6

Name: _____

Learning Objective	Date
<u>Word reading</u>	
I can read accurately most words of two or more syllables	
I can read most words containing common suffixes	
I can read most common exception words	
I can read most words accurately without overt sounding and blending, and sufficiently fluently to allow me to focus on my understanding rather than on decoding individual words	
I can sound out most unfamiliar words accurately, without undue hesitation (in age- appropriate books)	
<u>Language comprehension</u>	
I can, in a book that I already read fluently, check it makes sense to me, correcting any inaccurate reading	
I can, in a book that I already read fluently, answer questions and make some inferences	
I can, in a book that I already read fluently, explain what has happened so far in what I have read	
I can say what I think about a story/character, and find parts of the text to say why I think it	

No. targets met	1	2	3	4	5	6	7	8	9
Point	76	77	78	79	80	81	82	83	84

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English: Reading Step 12

Name: _____

Learning Objective	Date
I pause at full stops	
I can use different voices when reading dialogue	
I can tell why events have happened using evidence from the text	
I can predict 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	
I can tell the main difference between fact and fiction books	

No. targets met	1	2	3	4	5	6	7	8	9
Point	85	86	87	88	89	90	91	92	93

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English: Reading Step 13

Name: _____

Learning Objective	Date
I can use an index in a book	
I can predict what a book might be about by scanning the title, contents page and pictures	
I can explain what paragraphs are used for	
I can tell the difference between fact and opinion	
I can re-read and read on to help me understand	
I can use a dictionary/technology to check the meaning of a word	
I can use question and exclamation marks in my reading	
I can recognise commas	
I can use headings and sub-headings to help me find information	

No. targets met	1	2	3	4	5	6	7	8	9
Point	94	95	96	97	98	99	100	101	102

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English: Reading Step 14

Name: _____

Learning Objective	Date
I can understand how punctuation affects sentences and meaning	
I can show that I understand the main ideas, events and characters in a text	
I can understand interaction between characters in a story	
I can use clues from the way characters speak and act to help me understand them	
I can identify a point of view	
I can read long books (50+ pages) and retain some information between reading sessions	
I can read aloud confidently and make myself heard	
I can compare and contrast story settings	
I can justify why characters/events relate or do not relate to my own experience	

No. targets met	1	2	3	4	5	6	7	8	9
Point	103	104	105	106	107	108	109	110	111

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English: Reading Step 15

Name: _____

Learning Objective	Date
I can discuss moods and feelings by reading between the lines 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 it	
I can understand why characters feel and act the way they do	
I can recite (parts of) poems by heart	
I can act out scenes from a play script I have read	
I can summarise a text chronologically	
I can ask relevant questions to improve my understanding of a text	

No. targets met	1	2	3	4	5	6	7	8	9
Point	112	113	114	115	116	117	118	119	120

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English: Reading Step 16

Name: _____

Learning Objective	Date
I can recognise the ways in which writers present issues and points of view in fiction	
I can recognise the ways in which writers present issues and points of view in non-fiction	
I can read with fluency, expression and the right tone for the content	
I can use skimming, scanning and text-marking	
I can describe how the author has chosen vocabulary to create various effects	
I can explain and comment upon points of view in texts	
I can read a wide range of fiction for enjoyment	
I can read a non-fiction material for enjoyment	
I can identify changes made to a story when it is made into a film	

No. targets met	1	2	3	4	5	6	7	8	9
Point	121	122	123	124	125	126	127	128	129

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English: Reading Step 17

Name: _____

Learning Objective	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 information from a range of sources	
I can collate information from a range of sources	
I use appropriate pace to make text enjoyable and comprehensible to an audience	
I use 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	

No. targets met	1	2	3	4	5	6	7	8	9
Point	130	131	132	133	134	135	136	137	138

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