



Reading Learning Ladders



| EYFS – Literacy | Areas of Study- |
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| Statutory Educational Programme | It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). |
| Comprehension <u>Statutory ELG</u> | 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. |
| Reception Year Non-Statutory Development Matters | Re-read these books to build up their fluency and their understanding and enjoyment. |
| 3 and 4 Year Olds (Nursery Year) Non-Statutory Development Matters | Understand the five key concepts about print: <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing Engage in extended conversations about stories, learning new vocabulary. |
| Word Reading <u>Statutory ELG</u> | 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. |
| Reception Year Non-Statutory Development Matters: | Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school’s phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading and their fluency |
| 3 and 4 Year Olds (Nursery Year) | Develop their phonological awareness, so that they can: |

Non-Statutory Development Matters

- spot and suggest rhymes
- count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother

Spoken Language Years 1-6

- listen and respond appropriately to adults and their peers
- ☒ ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary☒
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.



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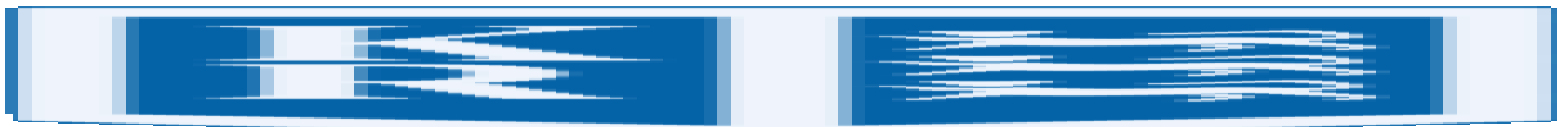
| Year 1 | Areas of Study- |
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| <p>Reading (Word Reading)</p> | <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • re-read these books to build up their fluency and confidence in word reading. |
| <p>Reading (comprehension)</p> | <ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> ➢ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ➢ being encouraged to link what they read or hear read to their own experiences ➢ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ➢ recognising and joining in with predictable phrases ➢ learning to appreciate rhymes and poems, and to recite some by heart ➢ discussing word meanings, linking new meanings to those already known ➢ understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> ➢ drawing on what they already know or on background information and vocabulary provided by the teacher ➢ checking that the text makes sense to them as they read and correcting inaccurate reading ➢ discussing the significance of the title and events ➢ making inferences on the basis of what is being said and done ➢ predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them. |
| Year 2 | Areas of study: |
| <p>Reading (Word Reading)</p> | <ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above |

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| | <ul style="list-style-type: none"> • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • re-read these books to build up their fluency and confidence in word reading |
| <p>Reading (comprehension)</p> | <ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> ➤ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ➤ discussing the sequence of events in books and how items of information are related ➤ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ➤ being introduced to non-fiction books that are structured in different ways ➤ recognising simple recurring literary language in stories and poetry ➤ discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases ➤ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> ➤ drawing on what they already know or on background information and vocabulary provided by the teacher ➤ checking that the text makes sense to them as they read and correcting inaccurate reading ➤ making inferences on the basis of what is being said and done answering and asking questions ➤ predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. |
| <p>LKS2 (Yr3 and 4)</p> | <p>Areas of study:</p> |
| <p>Reading (Word Reading)</p> | <p><i>If children still have gaps in this area, refer back to Key Stage 1 statements. Children will need rapid intervention to secure these skills.</i></p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word |
| <p>Reading (comprehension)</p> | <ul style="list-style-type: none"> • develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ➤ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ➤ reading books that are structured in different ways and reading for a range of purposes ➤ using dictionaries to check the meaning of words that they have read |

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| | <ul style="list-style-type: none"> ➤ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ➤ identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ➤ discussing words and phrases that capture the reader’s interest and imagination ➤ recognising some different forms of poetry [for example, free verse, narrative poetry] <ul style="list-style-type: none"> • understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> ➤ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ➤ asking questions to improve their understanding of a text ➤ drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence ➤ predicting what might happen from details stated and implied ➤ identifying main ideas drawn from more than one paragraph and summarising these ➤ identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. |
| <p style="text-align: center;">UKS2 (Yr5 and 6)</p> | <p>Areas of study:</p> |
| <p style="color: #4F81BD;">Word Reading (decoding)</p> | <p><i>If children still have gaps in this area, refer back to Key Stage 1 statements. Children will need rapid intervention to secure these skills.</i></p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. |
| <p style="color: #4F81BD;">Reading (comprehension)</p> | <ul style="list-style-type: none"> • maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ➤ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ➤ reading books that are structured in different ways and reading for a range of purposes ➤ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions ➤ recommending books that they have read to their peers, giving reasons for their choices ➤ identifying and discussing themes and conventions in and across a wide range of writing ➤ making comparisons within and across books ➤ learning a wider range of poetry by heart ➤ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • understand what they read by: <ul style="list-style-type: none"> ➤ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ➤ asking questions to improve their understanding |



- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
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- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
 - distinguish between statements of fact and opinion
 - retrieve, record and present information from non-fiction
 - 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
 - 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
 - provide reasoned justifications for their views.



Geography Learning Ladders

| Year 5 | Areas of Study- |
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| Locational knowledge | <ul style="list-style-type: none"> Identify the position and significance of the Arctic and Antarctic circles. Identify the position and significance of the invisible lines around the world. Identify geographical regions, human and physical characteristics key topographical features, of counties of the UK (Anglo-Saxon link). |
| Place knowledge | <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK (Cheshire River Bollin) and North America (New Orleans/Mississippi) |
| Human and Physical Geography | <ul style="list-style-type: none"> Describe and understand key aspects of physical geography including, climate zones and rivers. Describe and understand key aspects of human geography e.g. trade links and economic activity. |
| Geographical skills and fieldwork | <ul style="list-style-type: none"> Communicate findings in appropriate ways including pie charts and line graphs to represent data accurately. Use and interpret maps with a range of scales in class and through fieldwork. Explore features on OS maps using 6 figure grid references. Make detailed fieldwork sketches which generally show an understanding of pattern, movement and change. |

| Year 6 | Areas of Study- |
|-----------------------------------|---|
| Locational knowledge | <ul style="list-style-type: none"> Locate the countries of South America focusing on environmental regions, key physical and human characteristics and major cities. |
| Place knowledge | <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region in South America. |
| Human and Physical Geography | <ul style="list-style-type: none"> Describe and understand key aspects of physical geography including, vegetation belts, tectonic plates and biomes. Describe and understand key aspects of human geography including, distribution of natural resources e.g. energy, food, minerals and water. |
| Geographical skills and fieldwork | <ul style="list-style-type: none"> Communicate findings in the most appropriate ways for each student, including explaining diagrams through annotation. Recognise most point, line, and area symbols on OS maps using six figure grid references. Begin to use 16 compass points to describe route, direction and location with degrees on the compass. Describe route and direction using compass points and degrees. Consistently show understanding of pattern, movement and change through detailed fieldwork sketches. |