St John Baptist School Reading Ladder Year 1

Decoder	Comprehender	Reading Detective	Language Lover	Responder	Big Reader Targets
*I can read tricky words, e.g. *said, so, have, like, some, come, were, there, little, one, do, when, out and what.*	*I can identify the main events or key points in a text.	*I can express opinions about main events and characters in a story.	I can recognise obvious story language e.g. " Once upon a time, big bad wolf, etc."	I can link what I read or hear to my own experiences, with encouragement.	I can appreciate rhymes and poems, and can recite some by heart.
*I can read oh, *their, people, Mr, Mrs, looked, called, asked, etc.*	I can answer straight forward questions about a story.	*I can make simple predictions about the characters.	I can recognise repetition of language in my reading.	*I can participate in discussions about what is read to me, taking turns and listening to what others say.	*I can become very familiar with key stories, fairy stories and traditional tales and can retell them, considering their particular characteristics.
I can use picture clues to help in reading simple texts.	*I can recognise the difference between fiction and non-fiction.	I can recognise why a character is feeling a certain way.	I can discuss what new words mean, linking new meanings to those already known.		
*I can correct myself using different clues.					
*I can read quickly the first 42 phonemes.	Common exception words : door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used. Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.				
*I can use phonic knowledge to blend sounds together to read words, including long phonemes.					
I can read familiar endings to words (-s, -es, -ing, -ed, er, -est)					
*I can read the common exception words (see below)					