

<p><b>Reading Learning Ladders Year 6.</b></p>	<p><u><b>Decoding: 4.2</b></u> I can cope with different features of language used in poems and prose eg: <i>dialect</i></p>	<p><u><b>Decoding: 4.3</b></u> I can cope with different features of language such as abbreviations, colloquialisms and specialist vocabulary</p>	<p><u><b>Decoding: 4.4</b></u> I can read on sight all of the words from the yr 5/6 spelling list</p>
<p><u><b>Decoding: 4.5</b></u> I can use connectives as signposts to indicate a change of tone.</p>	<p><u><b>Comprehension: 7.6</b></u> I can distinguish between statements of fact and opinion</p>	<p><u><b>Comprehension: 7.7</b></u> I can recognise texts that contain features of more than one text type (eg. persuasive letter)</p>	<p><u><b>Comprehension: 7.8</b></u> I can prepare for factual research, considering what is known already</p>
<p><u><b>*Comprehension: 7.9</b></u> I can discuss how the structural choices support the writer's theme and purpose</p>	<p><u><b>*Comprehension: 7.1</b></u> I can discuss how the language choices support the writer's theme and purpose in non-fiction texts.</p>	<p><u><b>*Comprehension: 7.2</b></u> I can extract and evaluate relevant information from more complex texts</p>	<p><u><b>Reading Detectives: 10.6</b></u> I can identify and comment on explicit and implicit points of view.</p>
<p><u><b>Reading Detectives: 10.7</b></u> I can use PEE (Point, Evidence, Explain) to support predictions and inferences</p>	<p><u><b>Reading Detectives: 10.8</b></u> I can use detailed knowledge of text types to make reasoned predictions</p>	<p><u><b>* Reading Detectives: 10.9</b></u> I can identify the viewpoint of the writer and explain the impact on the reader</p>	<p><u><b>*Reading Detectives: 11.1</b></u> I can uncover different layers of meaning</p>
<p><u><b>*Reading Detectives: 11.2</b></u> I can identify and evaluate techniques the author has used to create mood, feelings, messages and attitudes</p>	<p><u><b>Language Lover: 13.7</b></u> I know how style and vocabulary are linked to the purpose of the text – 'obviously, common sense tells us...' in a persuasive text.</p>	<p><u><b>Language Lover: 13.8</b></u> I can compare and contrast the styles of individual writers and poets providing examples.</p>	<p><u><b>Language Lover: 13.9</b></u> I can comment on and explain the use of language features – 'The rhythm and rhyme pattern together make it mimetic, like the rhythm of the train.</p>

<p><b>Reading Learning Ladders Year 6.</b></p>	<p><u><i>* Language Lover: 14.1</i></u> I can analyse and evaluate the styles of individual writers and poets, providing evidence and justifying interpretations.</p>	<p><u><i>Responder Targets: 16.6</i></u> I can respond critically to issues raised in stories, locating evidence in the text, and explore alternative courses of action and evaluate the author's solution.</p>	<p><u><i>Responder Targets: 16.7</i></u> I can comment critically on the overall impact of poetry or prose, with reference to the text.</p>
<p><u><i>Responder Targets: 16.8</i></u> I can identify and describe the key characteristics about a writer's or poet's style.</p>	<p><u><i>Responder Targets: 16.9</i></u> I can identify and discuss themes and conventions in and across a wide range of writing.</p>	<p><u><i>*Responder Targets: 17.1</i></u> I can show a confident awareness of the effect of the text, with explanation.</p>	<p><u><i>*Responder Targets: 17.2</i></u> I can articulate personal responses to literature, identifying how and why the texts affect the reader due to author intent.</p>
<p><u><i>Big Reader: 19.6</i></u> <i>I am beginning to evaluate texts by comparing how different sources treat the same information.</i></p>	<p><u><i>Big Reader: 19.7</i></u> <i>I understand that texts reflect the time and culture in which they were written – 'Dickens wanted people to feel bad about the way the poor were treated then'</i></p>	<p><u><i>Big Reader: 19.8</i></u> <i>I can identify different character types across a range of texts.</i></p>	<p><u><i>Big Reader: 19.9</i></u> <i>I can identify themes across a range of texts (social, cultural and historical)</i></p>
<p><u><i>Big Reader: 20.1</i></u> <i>I can explain the impact of the context on the text.</i></p>			