

Rigby Hall Reading Skills ladder



EYFS / pre-level Solar P8

Handle books (sensory books) with support.
Handle books (sensory books) with more independence.
Hold book the right way up.
Turns pages in a book (sometimes several pages at a time).
Turns pages in a book one by one.
Lifts flaps in a book.
Look at books independently and handle them carefully.
Enjoys exploring (and hearing adult read to them) an increasing range of books (fiction, non fiction and poetry).
Tolerates hand on hand support to point to named objects in books.
Eye gaze towards named objects in books.
Points to illustrations in books and signs or symbols in the environment.
Enjoys listening to rhyming stories.
Begins to anticipate with actions/rhymes in rhyming stories and songs.
Begins to join in with actions/rhymes in rhyming stories and songs.
Fills in missing word from familiar story.
Fills in missing phrase from familiar story.
Engage in Phase 1 phonics – discriminating sounds.
Make basic predictions – say what they think will happen next.
Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
Use phonic knowledge to decode simple regular words.
Name and sound the letters of the alphabet.
Demonstrate understanding when talking with others about what they have read.



Solar P8

Word Reading
To use letter sounds to work out and read new words.
To say quickly the sound of set 1 letter sounds in phase 2 (s,a,t,p) when seen in books.
To say quickly the sound of set 2 letter sounds in phase 2 (l, m, n, d) when seen in books.
To say quickly the sound of set 3 letter sounds in phase 2 (g, o, c, k) when seen in books.
To say quickly the sound of set 4 letter sounds in phase 2 (ck, e, u, r) when seen in books.
To say quickly the sound of set 5 letter sounds in phase 2 (h, b, f, ff, l) when seen in books.
To read new words correctly by blending the letter and letter group sounds I have been taught
To read some common exception words and see where the letter sounds are different
To read aloud books that use letters and letter groups I have been taught
To use the sounds I know to re read books more fluently and with more confidence
Comprehension
To enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others
To enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced
To enjoy reading key stories, fairy stories and traditional tales because I know them well and I can retell them and comment on their special features
To enjoy and understand rhymes and poems
To recite some poems by heart
To explain the meaning of words that I know and I can talk about the meaning of new words.
To link the meaning of new words to those I already know
To use what I have already read or heard, or information a teacher has given me, to help me understand what I am reading
To usually spot if a word has been read wrongly by following the sense of the text
To talk about the title and events in books I have read or heard
To say how the characters might feel in a story I have read or heard on the basis of what is said and done
To say what might happen next in a story
To take part in a group talk about what we have listened to. I take turns and listen to what others have to say
To explain clearly my understanding of texts which have been read to me

Solar P9

Word Reading
To use the sounds I know to decode words automatically to help my reading become more fluent
To say quickly the sounds of phase 3 sounds (j, v, w, x) when seen in books.
To say quickly the sounds of phase 3 sounds (y, z, zz, qu) when seen in books.



To say quickly the sounds of phase 3 sounds (consonant digraphs: ch, sh, th, ng) when seen in books.
To say quickly the sounds of phase 3 sounds (Vowel digraphs and trigraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er) when seen in books.
To read and blend all sounds I have been taught
To read words of more than 1 syllable that contain sounds I have been taught (Phase 4)
To read further common exception words and see where the sounds do not match
To read some words quickly and accurately without needing to sound and blend words I have seen before
To read aloud books within my reading level, without making many errors and sounding out new words without long pauses
To re-read books sounding out new words correctly to improve my speed and confidence
Comprehension
To enjoy and understand books by listening and talking about and expressing my views on poems, stories and non-fiction texts that I can't read myself
To enjoy reading and discussing the order of events in books and how items of information are related
To enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others
To enjoy reading by recognising repeated themes and ideas in stories and poems
To explain the meaning of words that I know and I can ask about the meaning of new words. I can link the meaning of new words to those I already know
To talk about my favourite words and phrases
To enjoy reading poems and know some off by heart. I can say what I like and don't like about a poem.
To change my voice when reading a poem to make it clearer
To use what I have already read or heard, or from the information a teacher has given me, to help me understand what I am reading
To spot if a word has been read wrongly by following the sense of the text
To say how the characters might feel in a story I have read or heard on the basis of what is said and done
To ask and answer simple questions about the books or stories I am reading
To say what might happen next in a story based on what has happened so far
To take part in a group talk about what we have listened to. I take turns and listen to what others have to say
To explain what I think about books, poems and other material that I have read or heard

Solar P10

Word Reading
To read words like I'm, I'll and we'll and understand that the apostrophe represents the missing letter(s)
To read words made up of the letter sounds I know and which have endings -s, -es, -in, -ed, and -est
To read words of more than one syllable using sounds that I have been taught (phase 4)
To use my knowledge of root words, prefixes (including dis-, mis-, il-, im-, ir-) and suffixes (including -ly) to help me read aloud and to understand the meaning of new words
To read further exception words including words that do not follow spelling patterns
Comprehension



To make reading fun by listening to and discussing stories, poems, plays and non-fiction work
To show that I enjoy reading by reading lots of different types of books
To read a wide range of books including fairy stories, myths and legends and retell some of them to others
To tell you what a book that I am reading is about
To read aloud poems and perform play scripts
To discuss words in the books that I read that excite me
To understand what I have read, checking that it makes sense by talking to others about it
To ask questions about the texts that I have read to help me understand them
To work out what a character in a book is feeling by the actions they take and can explain how I know
To predict what might happen from clues in what I have read
To tell someone about the main ideas in a paragraph
To say how a text is organised to help me understand it using paragraphs, headings, subheadings and inverted commas to show speech
To use non-fiction texts to find out information on a subject
To talk about books and poems and I can take turns in telling people about them

Solar P11

Word Reading
To read alternative graphemes (Phase 5)
To use my understanding of root words, prefixes (including re-, sub-, inter-, super-, anti-, auto-) and suffixes (including -ation, -ous) to help me understand the meaning of new words (Phase 6)
To read and decode further exception words accurately including words that do not follow spelling patterns
Comprehension
To show that I enjoy reading by reading a wide range of fiction
To show that I enjoy reading by reading a wide range of poetry
To show that I enjoy reading by reading a wide range of plays
To show that I enjoy reading by reading a wide range of non-fiction
To show that I enjoy reading by reading a wide range of reference books or textbooks
To show that I enjoy reading by reading lots of different types of books and for different reasons
To use a dictionary to check the meaning of words
To read a wide range of books, fairy stories, myths and legends and retell some of them to others
To discuss words and phrases in the books that I read that excite me
To discuss different types of poetry e.g. free verse and narrative poetry
To check what I have read and that I have understood it by telling someone else what has happened
To ask questions about what I have read to help me understand a complicated text
To tell from what I have read how a character is feeling and thinking and why they take an action. I can show you the parts of the text that tell me this
To predict what will happen in a text using details I have already read to help me
To summarise what has happened in a text using themes from paragraphs to help me
To understand how the use of words in a text, how it is set out and its presentation add to its meaning
To find and record information from non-fiction texts over a wide range of subjects



To join in a clear reasoned discussion about the books and poems that I have read taking turns and listening to others

Solar P12

Word Reading

To read aloud and understand the meaning of at least half of the words on the Year 5/6 list in the national curriculum.

Comprehension

To read, enjoy, understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

To read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions

To write or give a detailed book review including reasons why I would recommend the book

To discuss and compare events, structures, issues, characters and plots of stories, poems and information texts

To discuss and compare events, issues and characters within a book

To prepare poems and plays to read aloud and perform. I can change my voice to make them sound more interesting to listen to and make the meaning clear

To understand what I am reading by checking the book makes sense and finding the meaning of new words

To ask sensible and interesting questions about the texts to help me understand them more

To explain characters' feelings, thoughts or reasons for their actions. To explain my thoughts with evidence from the text

To predict what might happen in increasingly complex texts by using evidence from the text

To talk about why authors use language, including figurative language, and the impact it has on the reader

To tell the difference between statements of fact and opinion

To find and write down facts and information from non-fiction texts

Solar P13

Word Reading

To read aloud and understand the meaning of the words on the Year 5/6 list in the national curriculum.

Comprehension

To read, enjoy, understand and discuss books that are written by different authors, in different styles. I can read books that are structured in different ways for different purposes eg for fun or research

To read, enjoy and understand a wide range of books, including from our literary heritage and books from other cultures and traditions

To discuss ideas, events, structures, issues, characters and plots of the texts across a wide range of writing

To discuss and compare themes, structures, issues, characters and plots within a book and between different books

To read, understand and learn from a wide range of poetry and can learn longer poems by heart



To show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details as evidence to support my views

To understand how language, structure and presentation contribute to meaning of a text

To talk about how authors use language, including figurative language and the impact it has on the reader

To show my understanding of texts and poems in presentations and debates and can present information using notes I have created to help me focus on the topic in my presentation

