<u>EYFS</u>	Key St	tage 1	Key Stage 2				
<u>Year R</u>	<u>Year 1</u>	<u>Year 2</u>	Year 3	<u>Year 4</u>	<u>Year 5</u>	Year 6	
PROGRESSION OF SKILLS							
Read individual letters	Use sounds	<u>Vocabulary</u>	<u>Vocabulary</u>	<u>Vocabulary</u>	<u>Vocabulary</u>	Vocabulary	
by saying the sounds for	(graphemes, digraphs	Decoding Consolidate	<u>Decoding</u>	Decoding	<u>Decoding</u>	Decoding	
them.	and trigraphs) to	their phonics	Apply their growing	Apply their growing	Children can apply	Children can apply their	
Blend sounds into	segment sounds in	knowledge and apply	knowledge of root	knowledge of root	their understanding	understanding of new	
words, so that they can	words and blend	it to new and	words, prefixes and	words, prefixes and	of new words	words referring to	
read short words made	together.	unfamiliar texts.	suffixes taught in KS1	suffixes taught in KS1	referring to known	known root words,	
up of known letter-	 Identify sounds in 	To read out loud and	and Year 3, when	to LKS2, when reading	root words, prefixes	prefixes and suffixes	
sound	and read common	begin to explain the	reading aloud and	aloud and explaining	and suffixes taught	taught throughout KS1	
correspondences.	exception words	meaning of new	explaining the	the meaning of new	throughout KS1 to	and KS2. They can	
Read some letter	• To read aloud simple	words.	meaning of new	words Independently	Year 5. They can	apply their knowledge	
groups that each	sentences	To read year 1 and 2	words. Read some	read further exception	apply their	of morphology and	
represent one sound	 To read words with 	common exception	further exception	words, explaining the	knowledge of	etymology to explain	
and say sounds for	contractions, e.g. l'm,	words.	words, noting the	unusual	morphology and	unfamiliar words.	
them.	I'll and we'll.		unusual	correspondence	etymology to explain		
Read a few common	 To name and begin 	Word meanings	correspondences	between the spelling	unfamiliar words.	Word meanings	
exception words	to use VIPER skills:	Discuss and explicitly	between spelling and	and sound and where		Independently using	
matched to the school's	picking out key	teach strategies for	sounds and where	these occur in the	Word meanings	dictionaries to check to	
phonic programme.	vocabulary, inferring	finding out the	these occur in the	word.	Apply their	meaning of words that	
Read simple phrases	based on what we	meaning of new and	word.		understanding of	they have read.	
and sentences made up	have read, predicting	unfamiliar words.		Word meanings	how to use a		
of words with known	what may happen	Understanding To be	Word meanings	Explicitly teaching and	dictionary to	<u>Understanding</u>	
letter-sound	next, explaining what	explicitly taught how	Explicitly teaching and	providing some	become increasingly	To discuss their	
correspondences and,	they have already	to use the context of a	aiding in using	assistance in using	more independent	understanding of the	
where necessary, a few	read and retrieving	text to understand the	dictionaries to check	dictionaries to check	in checking the	text in full, using all	
exception words.	key information.	meaning of words. To	meaning of words.	meaning of words.	meaning of words	comprehension	
Re-read these books	 Read to an adult and 	begin to explain the			that they have read.	strategies.	
to build up their	develop fluency and	meaning of words	<u>Understanding</u>	<u>Understanding</u>		To explain the meaning	
confidence in word	flow	independently,	To be explicitly taught	To be explicitly taught	<u>Understanding</u>	of words, referring to	
reading, their fluency	Orally answer	making some	and beginning to use	and independently	To discuss their	the longer, whole texts.	
and their understanding	questions relating to	references to the text	meaning breakdown	using meaning break	understanding of a	To use their word	
and enjoyment.	texts	they are reading.	and background	down and background	text using the VIP	knowledge to find	
Re-read what they	Read independently		knowledge to explain	knowledge to explain	words.	synonyms for words in	
have written to check	 Beginning to use 	<u>Inference</u>	meaning of words in a	meaning of words in a	To explain the	a whole text.	
that it makes sense.	expression		text.	text.	meaning of words,		

• To listen to and	To make simple	To explain the	To explain the	referring to a	Inference
discuss a wide range	inferences from any	meaning of the words,	meaning of words,	specific page in the	To concisely
of fiction, non-fiction,	part of the text,	making references to	referring to a specific	text.	paraphrase evidence
and poetry at a level	referring to settings or	a section of text or	paragraph.		from the text to explain
beyond that at which	characters.	paragraph.		Inference	character's thoughts,
they can read			Inference	To use quotations	feelings and motives
independently.	Prediction	Inference	To draw inferences	from the text to	from their actions and
• To link what they	To understand what	To draw inference	from across a page of	explain characters'	settings using evidence
have read or have	the skill of prediction	from across a	text referring to	thoughts, feelings	from across the whole
read to them to their	means. To use	paragraph referring to	settings and	and motives from	text.
own experiences.	knowledge of events	simple settings and	characters using	their actions and	
 To retell familiar 	in the text to make	characters.	evidence from the	settings using	Prediction
stories in increasing	sensible predictions.		text.	evidence from a	To use all reading
detail.		Prediction		chapter.	strategies to help make
	<u>Explain</u>	To use background	Prediction		their prediction.
	To be able to explain	knowledge and	To explain reading	<u>Prediction</u>	To infer and retrieve
	what new words	prediction reading	strategies (use	To use all reading	details stated and
	mean, based on the	strategies.	background	strategies to help	implied to make an
	context.	To use events that has	knowledge, ask	make their	accurate prediction
	To explain what parts	happened in the text	questions and infer)	prediction.	based on evidence
	of a text they find	to make an accurate	To use events that has	To infer and retrieve	from chapters
	interesting and why.	prediction from a	happened in the text	details stated and	previously read.
	To discuss how word	short passage.	and background	implied to make an	
	choices effect the		knowledge to make an	accurate prediction	<u>Explain</u>
	meaning.	Explain	accurate prediction	based on quotations	To accurately explain
		To explore the	from what has been	from the previous	the meaning of words
	Retrieve	meaning of words in	read.	chapter.	in context and show
	To retrieve and record	context.	- I.	- I.	understanding by
	information from	To identify words and	Explain The second	<u>Explain</u>	suggesting synonyms
	fiction and non-fiction,	phrases that capture	To explain the	To accurately explain	and antonyms.
	based on a specific	the reader's interest	meaning of words in	the meaning of	To discuss how
	question.	and imagination from	context. To discuss	words in context and	language, structure and
	To explain the	a short passage.	and identify words	suggest other	presentation
	difference between	To discuss and identify	and phrases that	suitable synonyms. To discuss how	contribute to meaning
	fact and opinion.	how language, structure and	capture the reader's interest and		in a whole text. Discuss and evaluate
	Sequence and	presentation		language, structure and presentation	how authors use
	Sequence and	presentation	imagination from a	contribute to	
	<u>Summarise</u>		page of text.	contribute to	language, including

Image: Section of the section of th	on the reader.
to identify the main ideas drawn from one paragraph and begin to summarise using a short passage.Retrieve noretrieve and record information from meaning.structure and presentation contribute to meaning.authors use authors use figurative language, incl figurative language, incl information from impact on the	on the reader.
ideas drawn from one paragraph and begin to summarise using a short passage.Retrieve To retrieve and record information from fiction and non -presentation contribute to meaning.language, incl figurative language, incl information from impact on the	
paragraph and begin to summarise using a short passage.	luding
to summarise using a short passage. information from meaning. considering the impact on the impact o	-
short passage. fiction and non – impact on the	
	he To retrieve and record
fiction from a passage Detrious	e information from
fiction from a passage. <u>Retrieve</u> reader.	fiction and non – fiction
To explain the To retrieve and record	from a whole text.
difference between information from <u>Retrieve</u>	To explain the
statements of fact and fiction and non – To retrieve ar	nd difference between
opinion. Retrieve, fiction from a page of record inform	nation statements of fact and
record and present text. To explain the from fiction a	Ind non opinion using examples
information from non-difference between – fiction from	a from the text.
fiction. statements of fact and chapter. To example a statement of fact and chapter.	xplain Retrieve, record and
opinion. Retrieve, the difference	e present information
Summarise record and present between state	ements from non-fiction.
To identify the main information from non- of fact and op	pinion
ideas drawn from fiction. using example	es from <u>Summarise</u>
more than one the text. Retr	ieve, To concisely,
paragraph and <u>Summarise</u> record and pr	resent summarise the main
summarising using a To identify the main information f	rom ideas drawn from more
short passage. ideas drawn from non-fiction.	than one paragraph
more than one	using the key details to
paragraph and Summarise	support the main ideas.
summarising using a To summarise	e the
chapter of text. main ideas dr	rawn
from more th	an one
paragraph	
identifying ke	ev l
details to sup	
the main idea	
– Answer, Poi	
explain skills	
developed us	ing the
text to suppo	-
inferences.	

<u>EYFS</u>	Key St	age <u>1</u>	Key Stage 2			
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>IMPACT – END POINT</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. 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.	Children in Year 1 will be able to read sentences in fiction and non-fiction books with increasing fluency. They will be able to read words with 2 or more syllables with confidence using their phase 3, 4 and 5 knowledge. They will begin to read tricky words and common exception words by sight. They will be able to retell what happened in the story with confidence and be able to answer simple questions about what they have read.	Children in Year 2 will be able to read sentences fluently with expression. They will be confident at reading common exception word and words with suffixes. They will be able to retell and sequence stories in detail. They will begin to use inference to understand what characters are thinking and feeling, and the possible actions they may make.	Children in Year 3 will have read a range of age-appropriate texts both fiction and nonfiction and including poetry. They understand the key skills of vocabulary, retrieve, inference, and predict and are beginning to make simple explanations and summaries.	Children in Year 4 will have read a wide range of age- appropriate texts both fiction and non-fiction and including poetry. They understand the key skills of vocabulary, infer, predict, explain, retrieve, and summarise.	Children in Year 5 will have read a wide range of age- appropriate texts both fiction and non-fiction and including poetry. They will be able to comment on the structure and layout of texts, the author's choices and impact on the reader and their comprehension of a widening vocabulary.	It is essential that, by the end of their primary education, children in Year 6 can read fluently, and with confidence, in any subject in their forthcoming secondary education. They will understand and be secure in the key skills of vocabulary, inference, prediction, explanation, retrieve and summary so that they are able to understand and discuss any text they are presented with in further education or wider life.