

<u>EYFS</u>	<u>Key Stage 1</u>		<u>Key Stage 2</u>			
<u>Year R</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
PROGRESSION OF SKILLS						
<ul style="list-style-type: none"> • 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, their fluency and their understanding and enjoyment. • Re-read what they have written to check that it makes sense. 	<ul style="list-style-type: none"> • Use sounds (graphemes, digraphs and trigraphs) to segment sounds in words and blend together. • Identify sounds in and read common exception words • To read aloud simple sentences • To read words with contractions, e.g. I’m, I’ll and we’ll. • To name and begin to use VIPER skills: picking out key vocabulary, inferring based on what we have read, predicting what may happen next, explaining what they have already read and retrieving key information. • Read to an adult and develop fluency and flow • Orally answer questions relating to texts • Read independently • Beginning to use expression 	<p><u>Vocabulary</u> <u>Decoding</u> Consolidate their phonics knowledge and apply it to new and unfamiliar texts. To read out loud and begin to explain the meaning of new words. To read year 1 and 2 common exception words.</p> <p><u>Word meanings</u> Discuss and explicitly teach strategies for finding out the meaning of new and unfamiliar words. Understanding To be explicitly taught how to use the context of a text to understand the meaning of words. To begin to explain the meaning of words independently, making some references to the text they are reading.</p> <p><u>Inference</u></p>	<p><u>Vocabulary</u> <u>Decoding</u> Apply their growing knowledge of root words, prefixes and suffixes taught in KS1 and Year 3, when reading aloud and explaining the meaning of new words. Read some further exception words, noting the unusual correspondences between spelling and sounds and where these occur in the word.</p> <p><u>Word meanings</u> Explicitly teaching and aiding in using dictionaries to check meaning of words.</p> <p><u>Understanding</u> To be explicitly taught and beginning to use meaning breakdown and background knowledge to explain meaning of words in a text.</p>	<p><u>Vocabulary</u> <u>Decoding</u> Apply their growing knowledge of root words, prefixes and suffixes taught in KS1 to LKS2, when reading aloud and explaining the meaning of new words Independently read further exception words, explaining the unusual correspondence between the spelling and sound and where these occur in the word.</p> <p><u>Word meanings</u> Explicitly teaching and providing some assistance in using dictionaries to check meaning of words.</p> <p><u>Understanding</u> To be explicitly taught and independently using meaning break down and background knowledge to explain meaning of words in a text.</p>	<p><u>Vocabulary</u> <u>Decoding</u> Children can apply their understanding of new words referring to known root words, prefixes and suffixes taught throughout KS1 to Year 5. They can apply their knowledge of morphology and etymology to explain unfamiliar words.</p> <p><u>Word meanings</u> Apply their understanding of how to use a dictionary to become increasingly more independent in checking the meaning of words that they have read.</p> <p><u>Understanding</u> To discuss their understanding of a text using the VIP words. To explain the meaning of words,</p>	<p><u>Vocabulary</u> <u>Decoding</u> Children can apply their understanding of new words referring to known root words, prefixes and suffixes taught throughout KS1 and KS2. They can apply their knowledge of morphology and etymology to explain unfamiliar words.</p> <p><u>Word meanings</u> Independently using dictionaries to check to meaning of words that they have read.</p> <p><u>Understanding</u> To discuss their understanding of the text in full, using all comprehension strategies. To explain the meaning of words, referring to the longer, whole texts. To use their word knowledge to find synonyms for words in a whole text.</p>

	<ul style="list-style-type: none"> • To listen to and discuss a wide range of fiction, non-fiction, and poetry at a level beyond that at which they can read independently. • To link what they have read or have read to them to their own experiences. • To retell familiar stories in increasing detail. 	<p>To make simple inferences from any part of the text, referring to settings or characters.</p> <p><u>Prediction</u> To understand what the skill of prediction means. To use knowledge of events in the text to make sensible predictions.</p> <p><u>Explain</u> To be able to explain what new words mean, based on the context. To explain what parts of a text they find interesting and why. To discuss how word choices effect the meaning.</p> <p><u>Retrieve</u> To retrieve and record information from fiction and non-fiction, based on a specific question. To explain the difference between fact and opinion.</p> <p><u>Sequence and Summarise</u></p>	<p>To explain the meaning of the words, making references to a section of text or paragraph.</p> <p><u>Inference</u> To draw inference from across a paragraph referring to simple settings and characters.</p> <p><u>Prediction</u> To use background knowledge and prediction reading strategies. To use events that has happened in the text to make an accurate prediction from a short passage.</p> <p><u>Explain</u> To explore the meaning of words in context. To identify words and phrases that capture the reader’s interest and imagination from a short passage. To discuss and identify how language, structure and presentation</p>	<p>To explain the meaning of words, referring to a specific paragraph.</p> <p><u>Inference</u> To draw inferences from across a page of text referring to settings and characters using evidence from the text.</p> <p><u>Prediction</u> To explain reading strategies (use background knowledge, ask questions and infer) To use events that has happened in the text and background knowledge to make an accurate prediction from what has been read.</p> <p><u>Explain</u> To explain the meaning of words in context. To discuss and identify words and phrases that capture the reader’s interest and imagination from a page of text.</p>	<p>referring to a specific page in the text.</p> <p><u>Inference</u> To use quotations from the text to explain characters’ thoughts, feelings and motives from their actions and settings using evidence from a chapter.</p> <p><u>Prediction</u> To use all reading strategies to help make their prediction. To infer and retrieve details stated and implied to make an accurate prediction based on quotations from the previous chapter.</p> <p><u>Explain</u> To accurately explain the meaning of words in context and suggest other suitable synonyms. To discuss how language, structure and presentation contribute to</p>	<p><u>Inference</u> To concisely paraphrase evidence from the text to explain character’s thoughts, feelings and motives from their actions and settings using evidence from across the whole text.</p> <p><u>Prediction</u> To use all reading strategies to help make their prediction. To infer and retrieve details stated and implied to make an accurate prediction based on evidence from chapters previously read.</p> <p><u>Explain</u> To accurately explain the meaning of words in context and show understanding by suggesting synonyms and antonyms. To discuss how language, structure and presentation contribute to meaning in a whole text. Discuss and evaluate how authors use language, including</p>
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		<p>To order key events from a text. To begin to identify the main ideas drawn from one paragraph and begin to summarise using a short passage.</p>	<p>contribute to meaning.</p> <p><u>Retrieve</u> To retrieve and record information from fiction and non – fiction from a passage. To explain the difference between statements of fact and opinion. Retrieve, record and present information from non-fiction.</p> <p><u>Summarise</u> To identify the main ideas drawn from more than one paragraph and summarising using a short passage.</p>	<p>Identify and explain how language, structure and presentation contribute to meaning.</p> <p><u>Retrieve</u> To retrieve and record information from fiction and non – fiction from a page of text. To explain the difference between statements of fact and opinion. Retrieve, record and present information from non-fiction.</p> <p><u>Summarise</u> To identify the main ideas drawn from more than one paragraph and summarising using a chapter of text.</p>	<p>meaning in a chapter. Discuss how authors use language, including figurative language, considering the impact on the reader.</p> <p><u>Retrieve</u> To retrieve and record information from fiction and non – fiction from a chapter. To explain the difference between statements of fact and opinion using examples from the text. Retrieve, record and present information from non-fiction.</p> <p><u>Summarise</u> To summarise the main ideas drawn from more than one paragraph identifying key details to support the main ideas. APE – Answer, Point, explain skills developed using the text to support inferences.</p>	<p>figurative language, considering the impact on the reader.</p> <p><u>Retrieve</u> To retrieve and record information from fiction and non – fiction from a whole text. To explain the difference between statements of fact and opinion using examples from the text. Retrieve, record and present information from non-fiction.</p> <p><u>Summarise</u> To concisely, summarise the main ideas drawn from more than one paragraph using the key details to support the main ideas.</p>
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EYFS	Key Stage 1		Key Stage 2			
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
IMPACT – END POINT						
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>