

Skills	Reception	Year	Year	Year	Year	Year	Year
SKIIIS	Кесериоп	1	2	3	4	5	6
Decoding	Identify the taught GPCs (the sounds that the letters make) including some digraphs.  Blend the taught sounds to read CVC, CVCC and CCVC words.  Read some taught common exception/ high frequency and familiar words.  Read sentences made up of words with taught sounds and common exception words.	Apply phonic knowledge to decode words.  Read aloud phonically-decodable texts.  Re-read books to build fluency and confidence.  Read simple sentences and understand the meaning including what a pronoun is.  Speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes.  Read Year 1 common exception words noting unusual correspondences	Apply phonic decoding until automatic and reading is fluent.  Read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly.  Re-read books to build up fluency and confidence in word reading.  Note punctuation to read with appropriate expression.  Read accurately by blending, including alternative sounds for graphemes.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet.  Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet.  Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.



	T =		<u></u>	
between spelling	Read Year 2			
and sound	common			
(identifying where	exception words,			
they appear).	noting unusual			
	correspondences.			
Read polysyllabic				
words containing	Read aloud books			
taught GPCs	matched to phonic			
	knowledge by			
Read common	sounding out			
suffixes (-s, -es, -	unfamiliar words			
ing,	automatically.			
-ed, -er and -est)				
	Read polysyllabic			
Read contractions	words containing			
and understand	above graphemes.			
that the				
apostrophe	Read most words			
represents the	quickly &			
omitted letter(s)	accurately without			
	overt sounding			
Read accurately by	and blending.			
blending taught				
GPCs				
Develop some				
fluency and				
expression,				
pausing at full				
stops.				

Vocabulary	Build up vocabulary	Discuss word	Discuss and clarify	Use dictionaries to	Use dictionaries to	Explore the	Evaluate how the
	that reflects the	meanings and link	the meanings of	check the meaning	check the meaning	meaning of new	author's use of
	breadth of their	new meanings to	words <mark>and link</mark>	of words that they	of words that they	words in context,	language impacts
	experiences.	words already	new meanings to	have read.	have read.	confidently using	upon the reader.
	Extend vocabulary,	<mark>known.</mark>	known vocabulary.	Discuss words that	Use a thesaurus to	a dictionary.	Find examples of
	especially by	Draw upon		capture the	find synonyms.	Discuss how the	figurative language
	grouping and naming,	knowledge of	Discuss their	reader's interest or	Discuss why words	author's choice of	and how this
	exploring the	vocabulary in order	favourite words	imagination.	have been chosen	language impacts	impacts the reader
	meaning and sounds	to understand the	and phrases.	Identify how	and the effect they	the reader.	and contributes to
	of new words.	text.	Recognise some	language choices	have on the	Evaluate author's	meaning or mood.
	Use vocabulary and	Use vocabulary	recurring	help build meaning	reader.	use of language.	Explore the
	forms of speech that	given by the	language in	Find meaning of	Discuss new and	Investigate	meaning of words
	are increasingly	teacher.	stories and	new words using	unusual	alternative word	in context by
	influenced by their	Join in with	<mark>poems.</mark>	substitution within	vocabulary and	choices that could	'reading around
	experience.	predictable		a sentence.	clarify the meaning	be made.	the word' and
		phrases.			of these.	Begin to look at	independently
					Find the meaning	the use of	explore its
		Discuss their			of new words	figurative	meaning in the
		favourite words			using the context	<mark>language.</mark>	broader context of
		and phrases.			of the sentence.	Use a thesaurus	a section or
						to find <mark>synonyms</mark>	paragraph.
						for a larger variety	
						of words.	
						Rewrite passage	
						using alternative	
						word choices.	
						Read around the	
						word and explore	
						its meaning in the	
						broader <mark>context</mark>	
						of a section or	
						paragraph.	

Retrieval	Describe main story	Answer a question	Independently	Use contents page	Confidently, skim	Confidently, skim	Confidently skim
	settings, events	about what has	read and answer	and subheadings	and scan texts to	and scan, and also	and scan, and
	and principal	just happened in a	simple questions	to locate	record details,	use the skill of	also use the skill
	characters.	story.	about what they	information.	using relevant	reading before	of reading before
		Develop their	have just read.	Learn the skill of	quotes to support	and after to	and after to
		knowledge of	Ask and answer	'skim and scan' to	their answers to	retrieve	retrieve
		retrieval through	<mark>retrieval</mark>	retrieve details.	questions.	information.	information.
		<mark>images.</mark>	questions.	Begin to use	Retrieve and	Use evidence	*They use
		Recognize	Draw on	quotations from	record	from across larger	evidence from
		characters, events,	previously taught	the text.	information from	sections of text.	across whole
		titles and	knowledge	Retrieve and	a fiction or non-	Read a broader	chapters or texts
		information.	Remember	record	fiction text.	range of texts	Read a broader
		Recognize	significant event	information from		including myths,	range of texts
		differences	and key	a fiction text.		legends, stories	including myths,
		between fiction	information about	Retrieve		from other	legends, stories
		and non-fiction	the text that they	information from		cultures, modern	from other
		texts.	have read.	a non-fiction text.		fiction and	cultures, modern
		Retrieve	Monitor their			archaic texts.	fiction, plays,
		information by	reading, checking			Retrieve, record	poetry and
		finding a few key	words that they			and <mark>present</mark>	archaic texts.
		words.	have decoded, to			information from	Retrieve, record
		Contribute ideas	ensure that they			non-fiction texts.	and present
		and thoughts in	fit within the text			Ask my own	information from
		<u>discussion</u>	they have already			questions and	a wide variety of
			<mark>read.</mark>			follow a line of	non-fiction texts.
						<mark>enquiry.</mark>	Ask my own
							questions and
							follow a line of
							enquiry.

Inference	To begin to	Discuss the	Make inferences	Draw inferences	Ask and answer	Draw inferences	Draw inferences
	understand 'why'	significance of the	about a	such as inferring	questions	such as inferring	such as inferring
	and 'how'	title and events.	character's	characters'	appropriately	characters'	characters'
	questions.	Infer basic points	<mark>feelings</mark> using	feelings, <mark>thoughts</mark>	including some	feelings, thoughts	feelings, thoughts
	To answer 'how'	with reference to	what they say	and motives from	simple inference	and motives from	and motives from
	and 'why'	pictures and words	and do.	their stated	questions based	their actions.	their actions.
	questions about	Make inferences		actions.	on characters'	Justify inference	Justify inference
		on the basis of	Answer and ask	Justify inference	feelings, thoughts	with evidence.	with evidence.
	their experiences	what is being	questions and	by referring to a	and motives.		Discuss how
	and in response to	said and done.	modify answers as	specific point in	Draw inferences	Make inferences	characters change
	stories or events.	Make basic	the story	the text.	such as inferring	about actions,	and develop
		inferences about	progresses.	Ask and answer	characters'	feelings, events or	through texts by
		characters'		questions	feelings, thoughts	<mark>states.</mark>	drawing
		feelings by using	With support begin	appropriately	and motives from	Use figurative	inferences based
		what they say as	to pick up on subtler	including some	their stated	language to infer	on indirect clues.
		evidence.	references	simple inference	actions.	meaning.	Make inferences
				questions based	Consolidate the	Give one or two	about actions,
				on characters'	skill of justifying	pieces of evidence	feelings, events or
				feelings, thoughts	inferences using a	to support the	states, backing
				and motives.	specific reference	point they are	these up with
				Make inferences	point in the text.	making.	evidence.
				about actions or	Use more than	Begin to draw	Give more than
				events.	one piece of	evidence from	one piece of
					evidence to justify	more than one	evidence to
					their answer.	place across a	support each
						text.	point made. They
							can draw evidence
							from different
							places across the
							text.
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Prediction	Anticipate key events	Predict what might happen on the basis	Predict what might happen on	Justify prediction using evidence from	Justify prediction using evidence from	Predict what might happen from details	Predict what might happen from details
	and phrases in	of what has been	the basis of what	the text.	the text.	stated and implied.	stated and implied.
	rhymes and stories.	read so far in terms	has been read in	Use relevant prior	Use relevant prior	Support predictions	Support predictions
	Suggest how a story	of story, character	terms of plot,	knowledge to make	knowledge to make	with relevant	by using relevant
	might end.	and plot.	character and	predictions and	predictions and	evidence from the	evidence from the
		Make simple	language so far.	justify them.	justify them.	text.	text.
		predictions based on		Use details from the	Monitor these	Confirm and modify	Confirm and modify
		the story and on	using their own	text to from further	predictions and	predictions as they	predictions in light
		their own life	knowledge as well	predictions.	compare them with	read on.	of new information.
		experience.	as what has		the text as they read		
		Begin to explain	happened so far		on.		
		ideas verbally or	to make logical				
		through pictures.	predictions and				
			give explanations				
			<mark>of them.</mark>				
							6



Sequence and	Begin to be aware of	Retell familiar stories	Discuss the sequence	Identify main	Use skills	Summarise the	Summarise
Summarise	the way stories are	orally e.g fairy stories	of events in books	ideas drawn from	developed in year	main ideas drawn	information from
	structured.	and traditional tales	and how items of	a key paragraph	3 in order to <mark>write</mark>	from more than	across a text and
	Follow a story	Sequence the events	information are	or page and	a brief summary	one paragraph,	link information
	without pictures or	of a story they are	related.	summarising	of main points,	page, chapter or	by analysing and
	props.	familiar with	Retell using a wider	<mark>these.</mark>	identifying and	the entire text	evaluating ideas
		Begin to discuss how	variety of story	Begin to	using important	identifying key	between sections
		events are linked.	language.	distinguish	information.	details to support	of the text.
			Order events from	between the	Identify main	the main ideas.	Summarise the
			the text.	important and	ideas drawn from	Make connections	main ideas drawn
			Begin to discuss how	less important	more than one	between	from more than
			events are linked	information in a	paragraph.	information	one paragraph,
			focusing on the main	text.	Identify themes	across the text	identifying key
			content of the story.	Give a brief verbal	from a <mark>wide range</mark>	and include this is	details to support
				summary of a	of books.	an answer.	the main ideas
				story.	Summarise whole	Discuss the	Make
				Teachers begin to	paragraphs,	themes or	comparisons
				model how to	chapters or texts.	conventions from	across different
				record summary	Highlight key	a chapter or text.	books.
				writing.	information and	Identify themes	Summarise entire
				Identify themes	record it in bullet	across a wide	texts, in addition
				from a wide range	points, diagrams,	range of writing.	to chapters or
				of books.	maps etc.		paragraphs, using
				Make simple			a limited
				notes from one			amount of words
				source of writing.			or paragraphs.

Explaining Give my opinion including likes and dislikes.  Give my opinion including likes and dislikes (not no objective).  Link what they read or hear to their own experiences. Explain clearly their understanding of what has been read to them. Explain clearly their understanding of what has been read to them. Express my own experiences. Explain clearly their understanding of what has been read to them. Express my own experiences. Express my own experiences on themselves or characters.  Discuss some similarities! Detween books. Liste not the opinion of others.  Discuss some similarities! Detween books. Liste not the opinion of others.  Discuss some similarities! Detween books. Liste not the opinion of others.  Discuss some similarities! Detween books. Liste not the opinion of others.  Discuss some similarities! Detween books. Liste not be opinion of others.  Discuss some similarities! Detween books. Liste not be opinion of others.  Discuss some similarities! Detween books. Liste not be opinion of others.  Discuss some similarities! Detween books. Liste not be opinion of others.  Discuss some similarities! Detween books. Liste not be opinion of others.  Discuss and the purpose of the purpose of the purpose of the sec.  Discuss and evaluate how authors use language, considering the impact on the reader.  Explain and discuss their understanding of what they have wat they have the their understanding of what they have wat the whave wat the water their understanding of what they have wat the water the place of the contribute to the sead of the purpose o			1					T
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figurative language, language, considering the impact on the reader.  Explain and discuss their understanding of what they have							authors use	authors use
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what they have what they have							their	their
							understanding of	understanding of
road including road including							what they have	what they have
read, including read, including							read, including	read, including



A A P				
			through formal presentations and	through formal presentations and
			debates.	debates.
				<b>Distinguish</b>
				between fact,
				opinion and bias
				explaining how
				they know this.

KEY: Purple highlights indicate new skills building on from previous years in order to make progression clear.