



KEPS PROGRESSION OF SKILLS- READING



	Year 1	Year 2	Year 3
Decoding	<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<ul style="list-style-type: none">• 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.	<p>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.</p> <p>To read year 1 and 2 common exception words</p>	<p>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>
Word meanings	<ul style="list-style-type: none">• Read to an adult and develop fluency and flow• Orally answer questions relating to texts	<p>Discuss and explicitly teach strategies for finding out the meaning of new and unfamiliar words</p>	<p>Explicitly teaching and providing assistance in using dictionaries to check meaning of words.</p>
Understanding	<ul style="list-style-type: none">• Read independently• Beginning to use expression• 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.<ul style="list-style-type: none">• To link what they have read or have read to them to their own experiences.	<p>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>To be explicitly taught and beginning to use meaning breakdown and background knowledge to explain meaning of words in a text. To explain the meaning of the words, making references to a section of text or paragraph.</p>
Inference	<ul style="list-style-type: none">• 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>To draw inference from across a paragraph</p>

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			referring to simple settings and characters.
Prediction		To understand what the skill of prediction means. To use knowledge of events in the text to make sensible predictions.	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
Explain		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.	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 contribute to meaning.
Retrieve		To retrieve and record information from fiction and non-fiction, based on a specific question. To explain the difference between fact and opinion.	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
Summarise		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.	To identify the main ideas drawn from more than one paragraph and summarising using a short passage.

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	Year 4	Year 5	Year 6
Vocabulary			
Decoding	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.	Children can apply their understanding of new words making reference 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.	Children can apply their understanding of new words making reference 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.
Word meanings	Explicitly teaching and providing some assistance in using dictionaries to check meaning of words.	Apply their understanding of how to use a dictionary to become increasingly more independent in checking the meaning of words that they have read.	Independently using dictionaries to check to meaning of words that they have read
Understanding	To be explicitly taught and independently using meaning break down and background knowledge to explain meaning of words in a text. To explain the meaning of words, making reference to a specific paragraph.	To discuss their understanding of a text using the VIP words. To explain the meaning of words, making reference to a specific page in the text.	To discuss their understanding of the text in full, using all comprehension strategies. To explain the meaning of words, making reference to the longer, whole texts. To use their word knowledge to find synonyms for words in a whole text
Inference	To draw inferences from across a page of text referring to settings and characters using evidence from the text.	To use quotations from the text to explain characters' thoughts, feelings and motives from their actions and settings using evidence from a chapter.	To concisely paraphrase evidence from the text to explain character's thoughts, feelings and motives from their actions and settings

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			using evidence from across the whole text.
Prediction	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.	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.	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.
Explain	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. Identify and explain how language, structure and presentation contribute to meaning.	To accurately explain the meaning of words in context and suggest other suitable synonyms. To discuss how language, structure and presentation contribute to meaning in a chapter. Discuss how authors use language, including figurative language, considering the impact on the reader.	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 figurative language, considering the impact on the reader.
Retrieve	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.	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.	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.

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Summarise	To identify the main ideas drawn from more than one paragraph and summarising using a chapter of text.	To summarise the main ideas drawn from more than one paragraph identifying key details to support the main ideas	To concisely, summarise the main ideas drawn from more than one paragraph using the key details to support the main ideas.
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