The skills are cumulative, building up each year. Year 6 SATS combine all the skills as they are end of KS2 assessments.

	Year 3	Year 4	Year 5	Year 6
Fluency	Mostly fluent reading, silent most of the time when reading to themselves. Prepare poems and play script to read aloud and to perform, showing understanding through intonation, tone, volume and action.	Sustain silent reading using a range of strategies to enable them in this (e.g. phonic, graphic, syntactic and contextual). Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending. Read with fluency, understanding and expression.	Able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. When reading aloud, show understanding and interpretation through intonation, tone and volume so that the meaning is clear to the audience.	Read age-appropriate books with confidence and fluency (including whole novels).
Vocabulary	Notice the spelling of unfamiliar words and relate to known words. Explain the meaning of words in context. Identify the effects of different words and phrases (e.g. to create humour, images, mood, feelings, atmosphere and build tension) Understand how vocabulary is linked to the purpose of the text (e.g. imperative verbs, technical vocabulary, similes).	Apply their knowledge of root words, prefixes and suffixes to understanding the meaning of new words. Identify the vocabulary used for a particular purpose (e.g. persuade and to inform in non-fiction texts). Evaluate the use of words and phrases. Understand how vocabulary is linked to the purpose of the text (e.g. imperative verbs, similes, metaphor).	Compare the language used in texts written by the same author and use this to express preferences. Identify and explain how language is used to help the reader visualise the setting, characters and events.	Work out the meaning of words from the context. To analyse and evaluate the use of language, including figurative language using technical terminology (such as metaphor, simile analogy, imagery, style and effect) considering the impact on the reader.
Inference	Offer and discuss interpretations of text, including inferences about thoughts, feelings and reasons for actions. Distinguish between fact and opinion.	Use inference to interpret different characters and expressing this when reading dialogue.	Empathise with different characters' feelings, thoughts and actions, and justify inferences with evidence. Draw inferences such as inferring characters' feelings, thoughts and motives from their action, dialogue	Develop detailed and reasoned justifications for their views based on inference and deduction.

			and description justifying inferences with evidence.	
Predictions	Give possible scenarios for events and actions.\n\nMake predictions with evidence from the text and with knowledge of wider reading.	Predict what may happen from details stated and implied.	To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To make predictions based on details stated and implied, justifying them in detail with evidence from the text.
Explanations	Express reasoned preferences between texts.\n\nUse a range of clues from a text to express simple opinions.\n\nIdentify and describe the main characters/ setting/ events using direct reference to the text.\n\nUnderstand that texts are structured in different ways for different purposes discussing the format and layout of fiction and poetry.\n\nIdentify the main features of different text types.\n\nRecognise some features of the text that relate it to its historical setting or its social or cultural background.	Identify key features of narrative and poetic genre (e.g. adventure, myth, lyric).\n\nIdentify why the author has used some grammatical features (e.g. punctuation choices sentence structures).\n\nIdentify and explain how language and structure contribute to meaning.\n\nBegin to comment on the way that authors' viewpoints can influence the way that information or themes are treated.\n\nMake simple comments on how the reader's or writer's context makes a difference to the social, cultural or historical setting.\n\nCompare and contrast fiction and non-fiction texts to evaluate the effect on the reader.\n\nExpress preferences and make informed recommendations based	Justify opinions by retrieval of information/ quotations from the text.\n\nDiscuss and evaluate how structures in narrative can be used to affect the reader (e.g. chapter breaks, description/ dialogue, illustrations in longer texts) and the impact of organisation on the pace, mood and atmosphere (e.g. sentence/ paragraph length).\n\nRecognise the ways in which writers present issues and points of view in fiction and non-fiction.\n\nConsider how the writer's experiences influence themes.\n\nAnalyse and evaluate texts by combining an understanding of significant ideas, themes, events and characters.\n\nCompare, contrast and evaluate the characteristics of different non-fiction texts including similarities between	Explain and discuss their understanding of what they have read, including through formal presentations and debates maintaining a focus on the topic and using notes where necessary.\n\nUnderstand and identify how the same themes and conventions can be presented in a variety of ways and evaluate the impact (e.g. persuasive letter vs. leaflet).

		on a wide range of texts types encountered.	texts by the same author (language, themes, technique). Modify views and interpretations through dialogue and discussion. Identify and discuss a variety of themes and conventions present in a wide range of writing.	
Retrieval	Use contents and index to help retrieve information. Use organisational features to orientate around a text (e.g. contents/ alphabetical order). Use alphabetically ordered texts to find information.	Begin to skim for general impressions and scan to locate specific information. Locate information confidently and efficiently by using appropriate skills (e.g. skimming, scanning, search engines).	Use text marking to support retrieval of information or ideas from texts.	Retrieve information from non-fiction texts.
Summarising and Sequencing	Understand that chapters can signal episodes in stories. Summarise key points of the content of a text in response to questions independently. Make simple connections between books by the same author. Identify the main point and simple morals an author is conveying.	Take notes, produce pictures and diagrams to summarise information.	Able to summarise and present more complex texts in their own words. Understand that paragraphs help to support the organisation of texts and development of ideas.	Summarise main idea, identifying key details and using quotations for illustrations. Make comparisons within and across books.