

# English Reading Progression of Knowledge and Skills



	Reception	Year 1	Year 2
Decoding	<p>Spot rhymes in familiar stories and poems</p> <p>Count or clap syllables in a word</p> <p>Recognise words with the same initial sound</p> <p>Begin to read individual letters by saying the sounds for them</p> <p>Begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences</p> <p>Begin to read CVC words containing known letter sound correspondences</p> <p>Can match taught graphemes and phonemes.</p> <p>Can blend and read cvc words containing taught sounds</p> <p>Can read taught tricky words</p>	<p>Apply phonic knowledge to decode words.</p> <p>Read aloud phonically-decodable texts.</p> <p>Re-read books to build fluency and confidence</p> <p>Read simple sentences and understand the meaning including what a pronoun is (extra)</p> <p>Speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes</p> <p>Read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear)</p> <p>Read polysyllabic words containing taught GPCs</p> <p>Read common suffixes (-s, -es, -ing, -ed, -er and -est)</p> <p>Read contractions and understand that the apostrophe represents the omitted letter(s)</p> <p>Read accurately by blending taught GPCs</p> <p>Develop some fluency and expression, pausing at full stops (extra)</p>	<p>Apply phonic decoding until automatic and reading is fluent</p> <p>Read common suffixes (-ed, -ing,-er, -est, -y, -er, -ment, -ful, -ness, -less, -ly</p> <p>Re-read books to build up fluency and confidence in word reading</p> <p>Note punctuation to read with appropriate expression</p> <p>Read accurately by blending, including alternative sounds for graphemes</p> <p>Read Year 2 common exception words, noting unusual correspondences</p> <p>Read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically</p> <p>Read polysyllabic words containing above graphemes</p> <p>Read most words quickly &amp; accurately without overt sounding and blending</p>
Range of Reading	<p>Seeks familiar texts or stories to re-read in the book area</p> <p>Requests favourite stories and poems for example during Vote for a story</p> <p>Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p>	<p>Listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently.</p>	<p>Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</p>
Familiarity with texts	<p>Repeat new vocabulary in a context of a story</p> <p>Repeat words and phrases from familiar stories</p>	<p>Recognise and join in with predictable phrases</p> <p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p>	<p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</p>

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			Recognise simple recurring literary language in stories and poetry
Poetry and performance	Begin to use modelled vocabulary during role play for example in the Small World	Learning to appreciate rhymes and poems, and to recite some by heart	Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear.
Word meanings	Notices words they do not know the meaning of Discusses word meanings and links new words to known words Uses new vocabulary introduced by the teacher when read in a book Uses and understands vocabulary that has been introduced through a book correctly and show	Discuss word meanings, linking new meanings to those already known.	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Discussing their favourite words and phrases
Understanding	To recall key facts from a story which has been read to them To find information from a picture to recognise, point to, or find and read aloud words and phrases	Draw on what they already know or on background information and vocabulary provided by the teacher Be encouraged to link what they read or hear read to their own experiences. Check that the text makes sense to them as they read and correct inaccurate reading. Answer a simple retrieval questions about a text and find evidence to support answers (extra)	Discuss the sequence of events in books and how items of information are related Draw on what they already know or on background information and vocabulary provided by the teacher Make links between a current book and those already read Check that the text makes sense to them as they read and correct inaccurate reading
Inference	When guided by the teacher makes basic inferences on characters feelings by using pictures and looking what they are saying and doing When guided by the teacher makes rational anticipations of key events in the story through inferences	Discuss the significance of the title and events Making inferences on the basis of what is being said and done	Making inferences on the basis of what is being said and done Answering and asking questions

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	Answers questions about the text that requires them to 'read beyond the text' e.g. 'why do you think...?'		
Predicting	Looks at the pictures when reading a story Beginning to look more in detail at the pictures and talk about what is happening	Predicting what the text might be about, when looking at the front cover.	Predicting what might happen on the basis of what has been read so far.
Responding to a text	To show pleasure in stories being read to them To enjoy sharing poems and rhymes together To sometimes look at a book out of choice, rather than something else To begin to have favourite texts which they ask for repeatedly To begin to choose a favourite character To begin to say why To sometimes read a familiar text aloud to themselves, remembering the words they have heard To know how the pictures relate to the story	To listen to, share and discuss a wide range of high-quality books (poetry / picture books / stories / information texts) which are beyond those they can read by themselves. To participate in discussion about the texts that are read to them by taking turns and listening to others. To draw links between the text and some of their own experiences. Explain clearly their understanding of what is read to them.	To develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including contemporary and classic poetry, stories and non-fiction at a level beyond their independent reading ability. To discuss the sequence of events in stories and retell these events orally, once the story has become familiar. To talk about how different items of information in nonfiction texts are related.
Discussion of reading	Beginning to understand that when answering questions about the text we have to look in the book	Participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them	Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves by taking turns and listening to what others say Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that t