Intended Progression	Chigwell Row Infant School Progression of Skills and Knowledge Reading		
	Aspect	Reception	Year One	Year Two
Comprehension	Gene and Conventions	Beginning to recognise familiar characters in stories.	Recognise and say aloud predictable phrases from familiar genres of writing.	Recognise simple recurring literary language and conventions in taught fiction genres, non-fiction genres and poems.
	Structure and Purpose	Beginning to be aware of the way stories are structured.	Notice that non-fiction books are structured in different ways.	
	Questioning and Explaining	Starts to talk about favourite parts of stories or characters.	Give a simple explanation about the information, characters and events in books or texts that have been read to them.	Answer and ask simple questions about age-appropriate texts that they listen to and those that they read for themselves, explaining what they have learned.
	Predicting	Suggests how the story might end.	Predict what might happen from what has been read so far.	Make plausible predictions about what might happen from what has been read so far.
	Inference	Talk about the pictures in story books and use them to discuss how characters might be feeling.	Make simple inferences from what is being said and done in a text.	
	Writer's Craft	Be aware of how the title and blurb give information about a book.	Discuss the importance of the title, information and events in a short text.	Discuss their favourite words and phrases in a text, giving simple reasons for their choices.
	Retrieval	Knows information can be relayed in the form of print.	Discuss their favourite words and phrases in a text, giving simple reasons for their choices.	Identify the main facts or events in simple texts.
	Understanding	Listens to stories with increasing attention and recall. Knows that print carries meaning and, in English, is read from left to right and top to bottom. Use vocabulary and forms of speech that are increasingly influenced by their experiences of books Read simple sentences. Understand simple sentences.	Check that a simple text makes sense to them as they read and correct inaccurate reading with prompts, drawing on what they already know.	Check that age-appropriate texts make sense to them as they read and confidently correct inaccurate reading, drawing on taught background information and vocabulary.

		Demonstrate understanding when talking with others about what they have read. Uses phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.		
	Retelling and Performing	Continues a rhyming string. Repeats words or phrases from familiar stories.	Learn and recite some rhymes and poems by heart, retelling fairy stories, traditional tales and other stories.	Retell a range of stories, tales and fairy stories, and recite poems by heart with appropriate intonation to make the meaning clear.
	Sequencing and Summarising	Describes main story settings, events and principal characters. Describe the main events in the simple stories they have read.	Link what they read or hear to their own experiences and understanding of a topic or events.	Identify the sequence of events in a simple text, saying what happens next and why it happens.
	Pleasure and motivation to read	Shows interest in illustrations and print in books and print in the environment. Looks at books independently. Handles books carefully. Holds books the correct way up and turns pages. Has some favourite stories, rhymes, songs, poems or jingles.	Listen to, enjoy and talk about poems, stories and non-fiction texts.	Listen to, discuss and give views about a range of poems, stories and non-fiction texts with increasing motivation.
	Fluency	Hears and says the initial sound in words. Fills in the missing word or phrase in a known rhyme, story or game. Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words.	Respond speedily with the correct sound to graphemes for all 40 or more phonemes, including alternative sounds for graphemes where applicable. Apply phonic knowledge and skills to decode words. Reread books to improve their fluency and word reading.	Continue to apply phonic knowledge and skills to decode words (until decoding is automatic and reading is fluent) Read most common words quickly and accurately, continuing to reread books to build their fluency and confidence.
	Reading Aloud	Use phonic knowledge to decode regular words and read them aloud accurately. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.	Read books aloud that are consistent with their phonic knowledge and do not require them to use other word-reading strategies.	Read books aloud that are consistent with their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

Word Reading and Phonic Knowledge	Contractions			Read words with contractions.	
	Words containing GPCs			Read words of one or more syllables that contain taught GPCs	Accurately read words of two or more syllables that contain known graphemes.
	Prefixes, suffixes, morphology and etymology			Read words containing taught GPCs and word endings.	Read words containing common suffixes.
	Common exception words	Read some common irregular words. Read phonically regular words of more than 1 syllable as well as many irregular but high frequency words.		Read common exception and high-frequency words, noticing some unusual correspondences between spelling and sound, and where these occur in the word.	Read further common exception words, pointing out unusual correspondences between spelling and sound and where these occur in the word.
	Blending	Recognises familiar words and signs such as own name and advertising logos. Links sounds to letters, naming and sounding the letters of the alphabet. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Begins to read words and simple sentences.		Read accurately by blending sounds in unfamiliar words containing taught GPCs.	Read accurately by blending the sounds in words that contain taught graphemes, recognising alternative sounds for graphemes.