Reading Progression of Skills and Knowledge	Reception	Year 1	Year 2	Year 3	Year 4
Decoding	**Recognise and say the sounds made by each letter of the alphabet. Use phonic knowledge to decode regular words and read them aloud accurately.**	• apply phonic knowledge to decode words • speedily read all 40+ letters/groups for 40+ phonemes • read accurately by blending taught GPC • read common exception words • read common suffixes (-s, -es, -ing, -ed, etc.) • read multisyllable words containing taught GPCs • read contractions and understanding use of apostrophe • read aloud phonically-decodable texts	• secure phonic decoding until reading is fluent • read accurately by blending, including alternative sounds for graphemes • read multisyllable words containing these graphemes • read common suffixes • read exception words, noting unusual correspondences • read most words quickly & accurately without overt sounding and blending	**• apply their growing knowledge of root words, prefixes and suffixes, 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, 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**
Range of Reading	**Read and understand simple sentences. Read some common irregular words. Show understanding of what they have read.**	• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences	**• listening to, discussing and expressing 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**	• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes	• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes
Familiarity with texts	**Read a range of fiction and non-fiction books related to the topic being taught. Enjoys an increasing range of books.**	**• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases**	• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • recognising simple recurring literary language in stories and poetry	• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books	• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books
Poetry & Performance	**Listen and discuss, introduce contents pages.**	**• learning to appreciate rhymes and poems, and to recite some by heart**	**• continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear - a script for a short advert and perform to an audience.**	**• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • recognising some different forms of poetry**	**• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • recognising some different forms of poetry**
Vocabulary	**Uses vocabulary and and forms of speech that are increasingly influenced by their experience of books.**	• discussing 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	**• using dictionaries to check the meaning of words that they have read Identify synonyms**	**• using dictionaries to check the meaning of words that they have read Identify synonyms and recognise author word choice**
Inference (including Author Intent)	**Discussion on how characters are feeling and how we know.**	• discussing 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**	**• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning**	**• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning**
Prediction	**Predict what books may be about by their front cover. Predict what is going to happen next.**	**• predicting what might happen on the basis of what has been read so far**	**• predicting what might happen on the basis of what has been read so far**	**• predicting what might happen from details stated and implied**	**• predicting what might happen from details stated and implied**

Explanation and Retrieval	**Joining in with repeated phrases.**	• drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading	• discussing the sequence of events in books and how items of information are related • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading	• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text	• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text
Sequencing or Summarizing	They demonstrate understanding when talking to others about what they have read.		discussing the sequence of events in books and how items of information are related.	*identifying main ideas drawn from more than one paragraph and summarising these	*identifying main ideas drawn from more than one paragraph and summarising these
Non-fiction	**Listen and discuss, introduce contents pages.**	Listen and discuss non-fiction books.	• being introduced to non-fiction books that are structured in different ways	**• retrieve and record information from non-fiction**	**• retrieve and record information from non-fiction**
Discussing reading	**They demonstrate understanding when talking to others about what they have read.**	• 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, 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 they read for themselves	**• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say**	**• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say**