Knowledge Progression for English Reading Curriculum across EYFS and KS1

Reading	Reception	Year 1	Year 2
Word Reading	Children at the expected level of development will: • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	By the end of Year 1, children should be able to— • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • re-read these books to build up their fluency and confidence in word reading.	By the end of Year 2, children should be able to— • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • re-read these books to build up their fluency and confidence in word reading.
Positive Attitudes to Reading	To develop pleasure in reading, motivation to read, vocabulary and understanding. To listen and discuss a wide range of high-quality fiction, non-fiction and poetry. To read books that are structured in different ways and read for a range of purposes. To increase their familiarity with a wide range of books, including fairy stories and retelling some of these orally. To identify themes in a wide range of books. To discuss words and phrases that capture the reader's interest and imagination. To recognise some different forms of poetry [acrostic, narrative].		
Vocabulary	• Children are exposed to a range of vocabulary around relevant themes/topics. They will see, hear and be encouraged to use this vocabulary in their play and in context.	• Discuss new word meanings and link new them to words they already know. • Draw upon knowledge of vocabulary in order to understand the text • Join in with predictable phrases • Use vocabulary given by the teacher • Discuss their favourite words and phrases	• Discuss and clarify the meanings of new words; linking new words to them those they already know in context, including root words • Discuss their favourite words and phrases • Recognise some recurring language in stories and poems
Inference	• Infer characters' feelings using pictures and **own experiences** to talk about them.	• Make inferences on the basis of what is being said and done • Children make basic inferences about characters' feelings by using what they say as evidence. • Infer basic points with direct reference to the pictures and words in the text • Discuss the significance of the title and events • Demonstrate simple inference from the text based on what is said and done	• Make inferences about characters' feelings using what they say and do. • Infer basic points and begin, with support, to pick up on subtler references. • Answer and ask questions and modify answers as the story progresses • Use pictures or words to make inferences
Prediction	• Make suggestions about what might happen next or how the story might end based on actions so far.	• Predict what might happen on the basis of what has been read so far in terms of story, character and plot • Make simple predictions based on the story and on their own life experience. • Begin to explain these ideas verbally or though pictures	• Predict what might happen on the basis of what has been read in terms of plot, character and language so far • Make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them

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Explain	• Respond to 'choice' questions about a story or picture and begin to explain their choice.	• Give opinions including likes and dislikes (not nc objective). • Link what they read or hear to their own experiences • Explain clearly their own understanding of what has been read to them • Express views about events or characters	• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves • Express my own views about a book or poem • Discuss some similarities between books • Listen to the opinion of others
Retrieval	• Answer simple recall questions verbally about stories they can follow without pictures and prompts.	• Answer a question about what has just happened in a story. • Develop their knowledge of retrieval through images. • Recognise characters, events, titles and information. • Recognise differences between fiction and non-fiction texts. • Retrieve information by finding a few key words. • Contribute ideas and thoughts in discussion	• Independently read and answer simple questions about what they have just read. • Asking and answering retrieval questions • Draw on previously taught knowledge • Remember significant event and key information about the text that they have read • Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read
Sequencing	• Recall and order some key events from the text. • Introduce a story line or narrative in their play.	• Retell familiar stories orally e.g fairy stories and traditional tales • Sequence the events of a story they are familiar with • Begin to discuss how events are linked	• Discuss the sequence of events in books and how items of information are related. • Retell using a wider variety of story language. • Order events from the text. • Begin to discuss how events are linked focusing on the main content of the story.