

Progression of Reading Skills - Infants

Reading Skill	Reception	EYFS curriculum	Year 1	NC Objectives	Year 2	NC Objectives
Retrieval	Children answer simple recall questions verbally about stories they can follow without pictures and prompts	Communication and language (understanding) 40-60m	Children verbally explain their understanding of what is being read to them by answering simple questions about what has just happened.	To retell key stories, considering their particular characteristics.	Children explain their understanding of what they have read themselves by answering simple questions about what has just happened.	To answer questions about a text.
Prediction	Makes suggestions about what might happen next or how the story might end based on actions so far, and innovates stories through role play.	Communication and language (listening and attention). ELG	Children use own knowledge, as well as what has happened so far in a story, to make sensible predictions about what could happen next and begin to explain them verbally and through pictures.	To predict what might happen on the basis of what has been read so far. To recognise and join in with predictable phrases.	Children use own knowledge, as well as what has happened so far in a story, to make sensible predictions about what could happen next and give explanations of them.	To predict what might happen on the basis of what has been read so far.
Inference	Children infer characters' feelings using pictures and own experiences to talk about them.	PSED (making relationships) Exceeded statement. Understanding exceeded statement.	Children make inferences about a characters' feelings using what they say and do to infer more obvious points with direct references to pictures and words in the text.	To make inferences on the basis of what is being said and done. To link what they read or hear read to their own experiences.	Children make inferences about a characters' feelings using what they say and do to infer more obvious points and begin to pick up on some more subtle references.	To make inferences on the basis of what is being said and done.

<p>Questioning</p>	<p>With support, children can generate simple recall questions using given starting words (who, when, how, why) to clarify what they are thinking about a story.</p>	<p>Communication and language Understanding 30-50m</p>	<p>Children generate literal recall questions of their own to match the text they are reading, before, during and after reading. Children use their own question words and ask questions which can be answered using the text.</p>		<p>Children generate literal recall questions of their own which go with the text they are reading, before, during and after reading. Children use their own question words and begin to be able to change their questions as they progress through the text.</p>	<p>To answer and ask questions</p>
<p>Summarising And Sequencing</p>	<p>Children recall and order some key events from the text. They also introduce a story line or narrative in their play.</p>	<p>Expressive arts and designs (BI) 30-50m</p>	<p>Children retell and sequence main events from texts and discuss how the events are related, focussing on the main content of the text.</p>	<p>To retell key stories, considering their particular characteristics.</p>	<p>Children retell and sequence events from texts and discuss how the events are related and how they shape the story, focussing on the main content of the text.</p>	<p>To discuss the sequence of events in books and how items of information are related.</p> <p>To retell a wide range of stories.</p>
<p>Clarifying (vocabulary understanding)</p>	<p>Children use talking about books to clarify their thinking, ideas and feelings.</p> <p>Children are exposed to a range of vocabulary around relevant themes/topics. They will see, hear and be encouraged to use (speak) the vocabulary in context.</p>	<p>Personal, social, emotional development. Managing feelings and behaviour 40-60m Expressive arts and designs (BI_ 40-60m</p>	<p>Children discuss new word meanings and link them to words that they already know. They use the pictures to support them to do this.</p>	<p>To draw on what they already know to help them understand the text.</p> <p>To use background information and vocabulary provided by the teacher.</p> <p>To discuss word meanings, linking new meanings to those already known.</p>	<p>Children discuss new word meanings and link them to words that they already know, including root words.</p> <p>Children are taught that there is often more than one word that can mean the same thing. They are exposed to examples of these in the texts they read and will begin to recognise</p>	<p>To discuss and clarify the meaning of words, linking new meanings to known vocabulary.</p> <p>To discuss my favourite words and phrases.</p> <p>To draw on what they already know to help them understand the text.</p> <p>To use background information and</p>

					some synonyms of words they are familiar with.	vocabulary provided by the teacher.
Explaining	Children respond to 'choice' questions about a story or picture and begin to explain their choice	Commination and language (understanding) Exceeded statement	Children verbally explain their understanding of what is being read to them by answering simple questions about what has just happened.	To discuss the significance of titles and events. To explain clearly my understanding of what is read to me.	Children respond to questions about a story and are able to explain how they came to the answer they gave.	To explain and discuss books, poems and other works that are read to me.
Noting the structure of a text				To discuss a range of poems, stories and non-fiction at a level beyond what they can read independently.	Children can explain how non-fiction books are used, they can independently identify key features and use these to help them find information.	To be introduced to non-fiction books which are structured in different ways. To recognise simple recurring literary language in stories and poetry.
Performing			Children demonstrate an enthusiasm for listening and responding to rhymes and poems,	To appreciate rhymes and poems and recite some by heart.	Children has a repertoire of poems and can recite some, with intonation making the meaning clear.	To build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.
				To be encouraged to link what they have read or what they hear read to their own experience. To check that the text makes sense to them as they read and correcting inaccurate reading.		To check that the text makes sense to them as they read and correcting inaccurate reading.