



Westbury Infant School

Reading and Phonics Progression

Reception to Year 2 | Website information 2026 to 2027

At Westbury Infant School, children learn to read accurately, fluently and with understanding, while developing vocabulary, knowledge and a lasting enjoyment of books. Read Write Inc. provides the systematic route into word reading. Rich stories, poetry, information texts and purposeful talk develop language and comprehension alongside phonics. We recognise that speaking and listening, background knowledge and confidence are essential foundations for successful reading.

Intent	Implementation	Impact
Reading has a high priority because it gives children access to future learning and helps them understand, enjoy and participate in the world around them. We intend every child to become an accurate, fluent and thoughtful reader who chooses to engage with books. Our curriculum develops secure word recognition and language comprehension together. Children build the alphabetic code, oral language, vocabulary, background knowledge, fluency and comprehension, learning how print represents speech and how texts create meaning. No child is excluded from ambitious literature because they are still learning to decode. Rich stories, poetry and information texts represent varied authors, cultures, experiences and perspectives. By the end of Year 2, children should have secure foundations, increasing independence and a positive identity as a reader.	Children receive daily RWI phonics at their assessed teaching point. Trained adults use agreed routines, matched Storybooks, repeated reading and responsive correction. RWI assessment and daily observation keep groups fluid and identify pupils who need short, focused keep-up or tutoring. Year 2 pupils continue systematic phonics where needed while accessing age-appropriate comprehension. Matched decodable books are practised in school and reread at home for fluency; children also choose a sharing book for pleasure. Reception emphasises songs, rhymes, stories, oral blending, vocabulary and retelling. Across the school, adults read high-quality stories, poems and information texts aloud. Talk Through Stories begins later in Key Stage 1 and is used every other week. Teachers explicitly model fluency, vocabulary and comprehension through meaningful texts, discussion and wider curriculum reading. Assessment, staff training, coaching and progress review identify whether the next step lies in code, automaticity, fluency, language, comprehension, confidence or access.	Children increasingly understand that reading is meaningful, know how to approach unfamiliar print and choose to read. They secure taught sounds and graphemes, blend accurately, recognise a growing bank of words automatically and read with increasing pace, phrasing, expression and understanding. They listen and talk precisely about stories, poems and information; retain vocabulary; retrieve, sequence and summarise; predict and infer from evidence; make connections; compare texts and explain how authors and illustrators shape meaning. Reading builds curriculum knowledge and supports writing. Children develop stamina, independence and a sense of themselves as readers. They revisit favourites, select and recommend books and contribute thoughtfully to discussion. Statutory outcomes are considered alongside daily reading and comprehension. Leaders evaluate whether all groups, including pupils with SEND and disadvantaged pupils, build the knowledge and skills needed for the next stage.

How the curriculum is organised

Reception foundations	Year 1 entitlement	Year 2 entitlement
Songs, rhymes and stories develop listening, oral vocabulary, rhyme awareness, story language and early blending. Children learn initial RWI sounds and begin to read simple decodable words.	Children apply taught phonics to read matched books, develop accuracy and fluency, and discuss increasingly demanding stories, poems and information.	Children consolidate the RWI route as assessed, read age-appropriate books with increasing independence, and develop retrieval, inference, comparison, explanation and evidence.

How reading develops across Westbury Infant School

Children do not acquire reading skills as isolated objectives. Knowledge becomes increasingly secure and automatic, allowing pupils to apply more demanding skills with greater independence. The pathways below make that development explicit.

Reading pathway	Reception foundation	Year 1 development	Year 2 destination
From sound awareness to automatic word reading	Hear rhyme and individual sounds; learn Set 1 and begin to blend simple words.	Secure Set 1 and progress through Set 2 and Set 3; blend unfamiliar and longer words.	Use the full taught code automatically; read longer words, suffixes, contractions and exception words accurately.
From supported decoding to fluent reading	Track print, blend aloud and reread short matched texts.	Reread matched books to reduce hesitation and develop phrasing and expression.	Read age-appropriate texts at an appropriate pace, monitor meaning and decide when to reread.
From hearing vocabulary to using it independently	Meet words through songs, rhymes, stories, objects, pictures and play.	Explain words in context and use them in discussion and responses.	Use context and morphology, compare shades of meaning and transfer vocabulary across subjects.
From recalling events to summarising ideas	Recall characters and retell key events using pictures and repeated language.	Sequence main events and distinguish important information from detail.	Identify key ideas across a passage and summarise them concisely.
From simple prediction to evidence-led inference	Use pictures and story patterns to predict; identify simple feelings.	Predict from what has been read and infer feelings or causes using a clear clue.	Combine several clues, justify inferences and revise an interpretation when new evidence appears.
From personal response to comparison and evaluation	Express a preference and connect a story to personal experience.	Compare familiar characters, settings or events and explain a preference.	Compare themes, viewpoints and author choices; evaluate and recommend texts using evidence.
From joining talk to sustaining discussion	Listen, take turns, answer questions and use story language.	Build on a partner's response, ask relevant questions and give reasons.	Refer to evidence, compare interpretations and adapt an explanation after listening to others.
From sharing books to independent reading identity	Choose favourites, revisit familiar texts and sustain attention during read-alouds.	Select from an appropriate range, persevere and read independently for increasing periods.	Select for purpose, sustain reading, monitor understanding and see reading as a tool for pleasure and learning.

Reception developmental progression

Reception Development Points are cumulative milestones rather than fixed termly tests. Children may demonstrate learning across more than one point. Detailed RWI assessment identifies the precise phonics teaching group; these statements describe broader development in reading.

Area	Typical starting points	DP1 Establish	DP2 Develop and secure	DP3 Apply and extend
Comprehension knowledge	Books and print have meaning; familiar stories, pictures, songs and rhymes can be enjoyed and revisited.	Know stories contain characters and events and books can tell us about things.	Know stories have a sequence; story language and new words support understanding; what has happened gives clues about what may happen next.	Know stories contain connected events; clues support prediction; people may respond differently to a text; non-fiction can be used to find out and explain.
Comprehension skills	Listen, look at pictures, join repeated language, handle books and respond through talk, action, play or drawing.	Recall something from a familiar story; talk about a character or event; join repeated words and phrases.	Recall key events in sequence; talk about characters and settings; predict; use words from the text; give a simple opinion; use texts in play.	Retell main events using own words and text language; create a new idea from a familiar story; predict from evidence; explain vocabulary and give a reasoned response.
Word-reading knowledge	Notice rhyme, sounds, signs, letters and print in the environment.	Know letters represent sounds, spoken words contain sounds and sounds can be blended to read words.	Know two or more letters can represent one sound; some common words need extra attention.	Know taught letter groups represent sounds; blending supports unfamiliar words; rereading makes familiar text smoother.
Word-reading skills	Join rhyme and sound play; attend to print and notice adults using it.	Recognise and say taught Set 1 sounds; orally blend; begin to blend simple words and read taught Red Words.	Recognise Set 1 sounds and Special Friends; read simple words, phrases and sentences containing taught code; read matched RWI Storybooks accurately.	Secure Set 1 and read an increasing range of taught Set 2 sounds; read varied decodable words, Red Words, sentences and a familiar matched Storybook with emerging fluency.

Reception statutory destination

Children demonstrate understanding by retelling stories and narratives using their own words and recently introduced vocabulary; anticipate key events where appropriate; and use new vocabulary in discussion and play. They say a sound for each letter in the alphabet and at least ten digraphs, blend words consistent with their phonic knowledge, and read aloud simple sentences and books containing taught code and some common exception words.

Phonics and word reading progression

RWI group placement is based on assessed knowledge and need, not age alone. The stages below describe the intended curriculum destination; some pupils may work across year-group expectations while gaps are addressed.

Aspect	Reception	Year 1	Year 2
Grapheme–phoneme knowledge	Learn Set 1 sounds and corresponding graphemes; learn special friends; begin Set 2 as assessed.	Secure Set 1; progress through Set 2 and Set 3; respond speedily to taught GPCs.	Complete or consolidate Set 3 and additional graphemes as needed; read taught GPCs automatically.
Blending and word reading	Blend orally and in print; read simple decodable words and early story texts.	Blend unfamiliar words; read matched RWI storybooks; read words with taught suffixes and multisyllabic words.	Read unfamiliar taught–GPC words accurately and speedily; read contractions, suffixes and longer words without guessing.
Common exception words	Learn Red Words as introduced and practise them in context.	Build automatic reading of taught Red Words and common exception words.	Secure statutory Year 2 common exception words through reading and spelling practice.
Decodable reading	Read Ditty and early RWI story texts matched to taught code.	Read matched RWI books; reread for accuracy, pace and expression.	Continue targeted phonics where needed; move to wider age-appropriate books when decoding is sufficiently automatic.
Phonics check and catch-up	Daily assessment identifies sound and blending gaps.	Phonics Screening Check in Year 1; focused keep-up for pupils not yet secure.	Retake the check where appropriate; continue phonics teaching alongside Year 2 comprehension and class reading.

Knowledge and skills in word reading

Knowledge children secure	Skills children apply
Grapheme–phoneme correspondences, including alternative sounds and special friends.	Recognise the correct sound quickly and use it to blend unfamiliar words.
Red Words and common exception words, including unusual correspondences.	Read high-frequency and exception words automatically in sentences and books.
The effect of suffixes, contractions and syllable structure on words.	Read longer and more complex words accurately without guessing.
That punctuation, sentence structure and illustrations support meaning.	Read aloud accurately, attend to punctuation and check that the text makes sense.

Fluency, vocabulary and comprehension progression

Strand	Reception foundations	Year 1 progression	Year 2 progression
Fluency	Join in with repeated language; reread familiar words and short texts with support.	Read matched books accurately; reduce hesitation with familiar code; reread for phrasing, pace and expression.	Read age-appropriate books with increasing accuracy, pace, phrasing and expression; sustain meaning and choose when to reread.
Vocabulary and language	Attend to stories and instructions; learn and use new words; retell key events.	Explain vocabulary in context; use new words in discussion; sequence events and make simple predictions.	Explain word meaning and author choices; use context and morphology; retain and apply vocabulary across texts and subjects.
Retrieval and response	Answer simple questions about characters, events and illustrations.	Retrieve key information; answer Find It and Prove It questions; give a reason for an idea.	Retrieve efficiently; select evidence; summarise key points and explain how information supports an answer.
Inference and comparison	Talk about feelings, motives and likely events with adult support.	Make simple inferences about characters, settings and events; predict what might happen.	Infer motives, feelings and themes; compare characters, texts and viewpoints; justify interpretations.
Reading identity	Choose favourite books, handle books carefully and listen to longer stories.	Read independently for short periods; choose from a range; talk about preferences and authors.	Sustain reading stamina; recommend books; read silently or aloud as appropriate; reflect on response and identity.

Reading entitlement and assessment

Provision	What children experience	How progress is noticed
RWI phonics	Daily systematic teaching, matched decodable books, repeated practice and responsive keep-up.	Sound recall, blending, word reading, Red Words, story reading and phonics assessment.
Class read and reading spine	Regular high-quality stories, poetry and information texts read aloud for enjoyment, language and knowledge.	Listening, vocabulary, retelling, response, connections and reading choices.
Talk Through Stories	Introduced in Key Stage 1 later in the year, every other week; ambitious texts, vocabulary revisit and structured discussion.	Children listen, build on responses, interpret, justify and retain new language.
Reading for pleasure	Book choice, library access, book sharing, author and illustrator encounters and performance.	Stamina, motivation, recommendations, talk about books and willingness to reread.
Additional support	Short, frequent phonics or fluency practice while pupils continue to access ambitious shared texts.	Assessment identifies the barrier and teaching is adjusted; impact is reviewed.

Assessment and response

Regular RWI assessment and daily observation place pupils at the correct teaching point and identify gaps in sound knowledge, blending, word reading, fluency, vocabulary or comprehension. Grouping is responsive rather than fixed by age. Pupils who need further phonics teaching continue it in Year 2 while accessing age-appropriate stories and discussion. The separate Writing Progression sets out spelling, handwriting and transcription, including Hold a Sentence.

How children develop as readers

The statements below describe the developing reader behind the assessment information. They are not a checklist for a single lesson; they show the knowledge, skills and behaviours that become increasingly secure over time.

Reception: early reader and book lover	Year 1: developing reader and book lover	Year 2: increasingly independent reader
I understand that print carries meaning. I enjoy songs, rhymes and stories, notice rhyme and repeated language, talk about pictures and characters, and use new vocabulary in play. I learn RWI sounds, orally blend, read words containing taught correspondences and reread matched books. I can answer simple questions, retell key events, predict what may happen and choose familiar books to share.	I use my growing RWI knowledge to decode unfamiliar words and read matched books accurately. I recognise taught Red Words, reread to improve fluency and pay attention to punctuation and expression. I can retrieve information, sequence events, explain vocabulary, make simple inferences and give reasons for ideas. I choose from a range of books, talk about authors and characters, and enjoy listening to texts beyond my independent reading level.	I read words containing taught GPCs with increasing automaticity, including longer words, contractions and common suffixes. I read age-appropriate books with phrasing and expression, sustain meaning and use evidence when answering. I can infer feelings, motives and themes, compare texts and viewpoints, discuss author and illustrator choices, summarise information and recommend books. I read to learn as well as for pleasure and show growing stamina and independence.

Progression in reading behaviours

Early development	Developing independence	Secure and extending
Listens attentively; joins in; handles books; tracks print with support; uses illustrations and repeated phrases.	Reads and listens for longer; rereads; notices punctuation; selects from familiar choices; explains preferences.	Sustains attention and stamina; selects for purpose; reads silently or aloud appropriately; recommends and reflects on texts.
Talks about feelings, characters and events using modelled language.	Builds on a partner's idea; asks questions; uses new vocabulary and gives a reason.	Justifies an interpretation; compares responses; refers to evidence and notices how language shapes meaning.
Uses pictures, role play and story maps to retell.	Sequences events and identifies key information in fiction and non-fiction.	Summarises, connects information across a text and explains how ideas or events are related.

Cumulative knowledge and skills progression

The following pages set out the small steps through which children become effective readers. Each checkpoint is cumulative: later teaching revisits and applies earlier learning with greater accuracy, fluency, depth and independence. The checkpoints describe the school curriculum rather than fixed labels for children. RWI assessment identifies the precise code and Storybook teaching point for each pupil; the companion RWI Progression and Storybook Route gives that technical sequence.

Checkpoint	What changes in the learning
Reception foundation	Children attend to spoken language, books and print, and begin to connect sounds with letters.
Reception developing	Children use taught sounds, story language, pictures and adult modelling to read and understand.
Reception secure destination	Children meet the Early Learning Goal while applying their taught phonics to simple books and sentences.
Year 1 developing	Children extend the code, read matched texts more accurately and explain understanding through structured talk.
Year 1 secure destination	Children meet the Year 1 curriculum through increasingly automatic decoding and purposeful comprehension.
Year 2 developing	Children consolidate remaining phonics while reading longer, richer texts with greater stamina and evidence.
Year 2 secure destination	Children meet the Year 2 curriculum with accurate word reading, growing fluency and increasingly independent comprehension.

Knowledge is what children retain about sounds, words, language, texts and reading. Skills are what children learn to do with that knowledge. Secure performance depends on both.

Progression in phonological awareness and the alphabetic code

Checkpoint	Knowledge children build	Skills children develop
Reception foundation	Spoken words can rhyme. Words can begin with the same sound and can be heard as a sequence of sounds. Print carries meaning.	Join in with rhyme and alliteration; identify an initial sound; orally blend simple words modelled by an adult; attend to print from left to right.
Reception developing	Letters and groups of letters represent sounds. RWI Set 1 includes single-letter sounds and Special Friends; sounds occur in an ordered word.	Say taught Set 1 sounds; orally blend; use Fred Talk to blend simple CVC and CVCC words; recognise taught Special Friends and Red Words.
Reception secure destination	Know a sound for each alphabet letter and at least ten digraphs. Know that the same taught GPC is used across different words.	Respond promptly to taught Set 1 and selected Set 2 graphemes; blend words consistent with taught phonics; read simple sentences and matched books aloud.
Year 1 developing	Secure Set 1 and increasingly know Set 2 and Set 3 correspondences. Know that one phoneme may be represented by different graphemes.	Recall taught GPCs quickly; blend words with adjacent consonants; apply taught alternative graphemes when reading real and pseudo-words.
Year 1 secure destination	Know the taught alternatives required by the Year 1 programme and that a grapheme can sometimes represent more than one sound.	Respond speedily to taught graphemes; choose a plausible pronunciation; blend unfamiliar words accurately without relying on pictures or context.
Year 2 developing	Retain the full taught code and know which correspondences are not yet automatic. Know that syllables and morphemes preserve sound and meaning in longer words.	Apply phonics to unfamiliar and multisyllabic words; notice syllable boundaries and meaningful parts; return to Fred Talk when an unfamiliar word is not secure.
Year 2 secure destination	Know the common correspondences and alternatives encountered in age-appropriate reading, while recognising that some words contain unusual parts.	Read most familiar words automatically; decode unfamiliar words accurately; test pronunciation against meaning and self-correct independently.

Progression in decoding and word structure

Checkpoint	Knowledge children build	Skills children develop
Reception foundation	A spoken word can be broken into phonemes and the phonemes stay in order.	Blend orally; match some spoken sounds to known letters; track a short line of print with adult guidance.
Reception developing	CVC, CVCC and CCVC words can be read by blending their phonemes. Some common words contain a part that is not yet decodable.	Read simple words using Fred Talk and Fred in your Head as introduced; reread a word after blending; read taught Red Words in short phrases.
Reception secure destination	Taught sounds and words recur in matched books. Rereading reduces the effort needed to recognise them.	Read simple phrases, sentences and books containing taught code; reread to improve accuracy and begin to read familiar words without overt blending.
Year 1 developing	Words may contain adjacent consonants, more than one syllable and endings such as s, es, ing, ed and er.	Blend through the complete word; read words with adjacent consonants and taught endings; divide a longer word into manageable spoken syllables.
Year 1 secure destination	The prefix un, common suffixes and compound-word boundaries support pronunciation and meaning. Contractions contain omitted letters marked by an apostrophe.	Read words containing taught prefixes and suffixes; read two-syllable and compound words; read common contractions and explain that the apostrophe marks omitted letters.
Year 2 developing	Known base words, prefixes and suffixes can support reading, including ness, ment, ful, less and ly. Some endings alter pronunciation.	Identify a base word and affix; read longer words by combining phonics, syllables and morphology; practise any part that causes hesitation.
Year 2 secure destination	Word families and morphology link spelling, pronunciation and meaning. Accurate decoding remains the first strategy for an unfamiliar printed word.	Read most words quickly and accurately, including common suffixes and contractions; decode rather than guess; explain and correct a misread word.

Progression in exception words and automatic recognition

Checkpoint	Knowledge children build	Skills children develop
Reception foundation	Some familiar signs, names and words remain the same each time they are seen.	Recognise own name and a small number of meaningful words; distinguish a word from a picture or letter.
Reception developing	Red Words contain a part that is unusual or not yet taught; the unusual part must be noticed and remembered.	Read introduced Red Words in isolation and in a short sentence; identify the tricky part with adult support.
Reception secure destination	Some common exception words occur frequently in simple sentences and books.	Read an increasing bank of taught Red Words automatically and retain them when they reappear in matched texts.
Year 1 developing	Know the common exception words introduced through RWI and the Year 1 curriculum, including the unusual GPC in each.	Read taught exception words promptly in lists, sentences and books; avoid re-decoding words already secured.
Year 1 secure destination	Frequently encountered words should be recognised automatically so attention can move to meaning.	Read the Year 1 common exception words appropriate to taught coverage; identify and practise any word that interrupts sentence reading.
Year 2 developing	Know additional Year 2 common exception words and distinguish the regular and unusual parts of each word.	Read new exception words accurately, revisit them cumulatively and recognise them across different typefaces and contexts.
Year 2 secure destination	A large bank of high-frequency and common exception words supports fluent reading across the curriculum.	Read most Year 1 and Year 2 common exception words automatically in fiction, poetry and information texts; self-correct an inaccurate reading.

Progression in fluency

Checkpoint	Knowledge children build	Skills children develop
Reception foundation	Repeated words and refrains sound the same each time. A full stop marks the end of a sentence.	Join repeated language; echo an adult model; maintain attention to a short rhyme, poem or story.
Reception developing	Rereading makes familiar words and sentences easier and smoother. Print, spaces and punctuation organise a sentence.	Reread a short phrase or sentence; reduce pauses between familiar words; track print accurately and stop at a full stop.
Reception secure destination	Accurate word reading comes before speed. A familiar matched book can be read more smoothly after successful practice.	Read a familiar decodable book aloud with emerging pace and confidence; use some phrasing and expression modelled by an adult.
Year 1 developing	Automatic recognition frees attention for sentence meaning. Punctuation and grammar indicate sensible phrase boundaries.	Reread matched passages; move from Fred Talk to Fred in your Head; group a few words into meaningful phrases and pause at sentence punctuation.
Year 1 secure destination	Fluent reading combines accuracy, appropriate pace, phrasing, stress and expression. Rereading repairs hesitation.	Read familiar age-appropriate text aloud accurately and with developing expression; notice when a sentence has not sounded right and reread it.
Year 2 developing	Fluent readers vary pace and expression for dialogue, suspense, poetry and information. Meaning must remain the priority.	Read longer passages while sustaining accuracy; observe commas, question marks, exclamation marks and speech punctuation; rehearse a passage for performance.
Year 2 secure destination	Readers choose silent or aloud reading for purpose and monitor both wording and meaning.	Read most age-appropriate text without overt sounding and blending; use natural phrasing and expression; pause, reread or decode when meaning breaks down.

Progression in vocabulary and background knowledge

Checkpoint	Knowledge children build	Skills children develop
Reception foundation	Words name objects, actions, feelings and ideas. Stories and first-hand experiences provide knowledge that helps understanding.	Attend to and repeat new words; match a word to an object, action or picture; connect a story event with a familiar experience.
Reception developing	A word can be explained through an example, action, picture or simple synonym. Familiar story language carries meaning.	Use newly taught words in talk, play and retelling; ask about an unfamiliar word; use a picture or sentence to support an explanation.
Reception secure destination	Recently introduced vocabulary can be retained and used beyond the first reading. What a child already knows helps a new text make sense.	Use new vocabulary during discussion and role play; explain a word in context; combine text, illustration and relevant experience.
Year 1 developing	Words may have related meanings and can be understood through context, explanation and known word parts. Texts add knowledge beyond direct experience.	Discuss likely meaning; test it in the sentence; use taught vocabulary in an answer; make a relevant link to another text or curriculum experience.
Year 1 secure destination	Precise nouns, verbs and adjectives shape meaning. New information can confirm or change prior knowledge.	Explain a word using context and examples; distinguish close meanings with support; retrieve and use newly learned information when discussing the text.
Year 2 developing	Words can have multiple meanings and shades of meaning. Roots, prefixes and suffixes can support meaning as well as pronunciation.	Use context and morphology to clarify a word; compare two possible meanings; record, revisit and apply vocabulary across texts and subjects.
Year 2 secure destination	Vocabulary and connected background knowledge accumulate across reading. Readers must notice and revise misconceptions.	Explain meaning precisely; compare an author's word choices; connect information within and across texts; identify when further explanation or knowledge is needed.

Progression in text knowledge and navigation

Checkpoint	Knowledge children build	Skills children develop
Reception foundation	Books have covers, pages, titles, pictures and print. Stories, rhymes and information books can serve different purposes.	Handle and orient a book; identify the front and turn pages; choose a familiar story or information book and say what it is about.
Reception developing	Stories usually contain characters and connected events. Information books help readers find out. Repeated language and rhyme create patterns.	Identify a character, setting or event; distinguish a story from an information book; use pictures and repeated phrases to follow meaning.
Reception secure destination	Stories have an order; books may be written and illustrated by different people; headings or labels organise simple information.	Retell the main sequence; identify author and illustrator with support; locate a labelled fact or section in a familiar information text.
Year 1 developing	Narratives commonly develop through beginning, events and an ending. Contents pages, headings, captions, labels and diagrams help readers navigate.	Locate a section or fact using a text feature; identify the main characters and events; notice a repeated pattern or distinctive phrase.
Year 1 secure destination	Authors and illustrators choose words, images and organisation for an effect. Poems use patterned language, rhyme or rhythm in different ways.	Explain a simple effect of a word, phrase or illustration; use contents and headings independently; perform a familiar poem or rhyme.
Year 2 developing	Narratives may use viewpoint, dialogue and shifts in setting or time. Information can be grouped by subject and supported by several features.	Track who is speaking; navigate sections efficiently; connect a caption or diagram with the main text; identify an organisational choice.
Year 2 secure destination	Structure, language and illustration work together to shape meaning for a particular purpose and reader.	Compare how two texts organise or present ideas; explain how a selected word, phrase, image or feature contributes to meaning or response.

Progression in retrieval sequencing and summarising

Checkpoint	Knowledge children build	Skills children develop
Reception foundation	A story or picture contains details that can be noticed and remembered.	Point to, name or recall an obvious character, object or event; answer who or what questions about a shared text.
Reception developing	Events happen in an order and an answer may be shown in words or pictures.	Recall two or three events in order; locate an obvious detail; use repeated story language when retelling.
Reception secure destination	A retelling keeps the main connected events and can use recently introduced vocabulary.	Retell a familiar narrative in sequence using own words and text language; answer simple when, where and why questions.
Year 1 developing	Relevant information may appear in a sentence, illustration, caption or heading. Not every detail is equally important.	Find and state a directly given fact; sequence main events; identify the beginning, middle and end of a short narrative.
Year 1 secure destination	A retrieval answer should match the question and a short oral summary includes the main points.	Use Find It and Prove It routines; return to the text; select a relevant detail; orally summarise a short section or familiar text.
Year 2 developing	An answer may require details from more than one sentence or section. Key ideas are supported by related information.	Scan a short passage or section; collect connected details; sequence events across a longer text; identify the main point of each part.
Year 2 secure destination	A summary condenses rather than retells every detail and must preserve the important meaning.	Select and combine relevant evidence; explain how it answers the question; summarise the main events or information concisely in talk or writing.

Progression in prediction and inference

Checkpoint	Knowledge children build	Skills children develop
Reception foundation	Pictures, actions and familiar routines provide clues about what is happening and how someone may feel.	Name a visible feeling or action; suggest what might happen next in a highly familiar story.
Reception developing	Story patterns and previous events provide clues. Faces, body language and words can suggest feelings.	Predict a likely next event; say how a character may feel; point to a picture or event that supports the idea.
Reception secure destination	A sensible prediction fits what has already happened. Some meaning must be worked out from clues rather than stated directly.	Predict from events and illustrations; explain a simple reason; infer a feeling or intention from what a character says or does.
Year 1 developing	Textual clues and relevant prior knowledge work together. A prediction is different from a guess.	Predict and give a clue; infer a feeling, cause or likely action; answer because questions using the text.
Year 1 secure destination	Different clues may contribute to one inference, and new information may confirm or change an idea.	Combine an action, word or illustration with prior knowledge; explain a simple inference; check a prediction as reading continues.
Year 2 developing	Motives and causes may be implied across sentences. More than one interpretation can be possible if each fits the evidence.	Gather two relevant clues; infer a motive, cause or change in feeling; distinguish what the text states from what the reader infers.
Year 2 secure destination	Strong interpretations are justified, reviewed and refined as evidence accumulates.	Explain and justify an inference about actions, feelings or events; compare plausible ideas; revise a prediction or inference when later evidence requires it.

Progression in comparison response and author choice

Checkpoint	Knowledge children build	Skills children develop
Reception foundation	Readers can enjoy different books and have personal preferences.	Choose a favourite; say or show what was liked; notice a familiar character, picture, rhyme or repeated phrase.
Reception developing	Books may be alike or different in character, event, setting, information or pattern.	Make a simple connection between two familiar texts or between a text and experience; give a preference with a reason.
Reception secure destination	People can respond differently to the same story, poem or information. Authors and illustrators make choices.	Compare a character or event; explain a response using because; comment on a memorable word, phrase or illustration.
Year 1 developing	Similar stories may use recurring patterns while authors and illustrators present them differently.	Compare characters, settings or events; identify a similarity and a difference; explain a preference with reference to the text.
Year 1 secure destination	Words, repetition, rhyme, rhythm and illustration can create humour, tension, pace or emphasis.	Identify a notable choice; explain a simple effect; compare two familiar texts by the same author, theme or form.
Year 2 developing	Texts can present different viewpoints or organise similar subject matter differently. A response should be supported.	Compare viewpoints, information, structure or language; select a word, phrase or image that shaped the response; give a supported opinion.
Year 2 secure destination	Evaluation considers both what a text communicates and how successfully its choices affect the reader.	Explain similarities and differences across texts; discuss the effect of language or illustration; recommend and justify a choice using specific evidence.

Progression in discussion independence and reading identity

Checkpoint	Knowledge children build	Skills children develop
Reception foundation	Books can be shared for enjoyment and information. Listeners take turns and attend to the speaker or text.	Choose and handle books; listen to a short text; join a refrain; respond through talk, action, play or drawing.
Reception developing	Questions and talk help people understand. Favourite stories can be revisited and retold.	Answer a simple question; ask about an unfamiliar idea; take a turn; use story language in play and request a favourite book.
Reception secure destination	Readers can explain ideas, listen to another response and use new vocabulary.	Sustain attention to a longer read-aloud; retell, predict and respond in a group; choose books and explain a preference.
Year 1 developing	A discussion stays connected to the text. Rereading and asking for help are normal reading strategies.	Build on a partner response; ask a relevant question; use taught vocabulary; attempt decoding and rereading before seeking support.
Year 1 secure destination	Readers choose books for enjoyment or information and can talk about authors, illustrators and preferences.	Read independently for increasing periods; select from an appropriate range; recommend a familiar book and give a reason.
Year 2 developing	Different readers may interpret a text differently. Ideas can be clarified, supported or respectfully challenged.	Sustain a discussion; refer to a specific part of the text; compare responses; adapt an explanation after listening to others.
Year 2 secure destination	Independent readers select approaches for purpose, monitor understanding and see reading as part of learning and life.	Choose widely; sustain silent or aloud reading; use a repair strategy; navigate information; recommend books and reflect on developing interests and progress.

Essential reading vocabulary

Reception foundations	Year 1 development	Year 2 development
book – something we can read sound – something we can hear letter – a written alphabet symbol word – letters carrying meaning blend – join sounds to read story – connected events character – a person or creature in a story	sentence – words expressing a complete idea Special Friends – letters making one sound Red Word – a word with an unusual or not-yet-taught part setting – where and when a text happens retell – tell a text again predict – say what may happen using clues reread – read something again	retrieve – locate information in a text infer – work out an idea using clues evidence – information supporting an answer summarise – give the most important points compare – explain similarities and differences viewpoint – a person or character's perspective theme – an important idea running through a text

Teachers introduce terminology through meaningful reading and talk. Children are not expected to memorise definitions in isolation; they learn to understand and use the vocabulary while reading, discussing and responding to texts.

What families can expect

- A daily systematic RWI phonics lesson matched to each child's current knowledge.
- A decodable book that matches the sounds taught, with opportunities to reread for confidence and fluency.
- Regular class stories, poems and information texts, including books children may not yet be able to read independently.
- Vocabulary and comprehension taught through talk, questions, explanation and response.
- Additional phonics support where needed, without removing access to age-appropriate stories and discussion.
- A reading culture that values choice, enjoyment, representation, curiosity and reading together.