

Reading Progression of Skills

Word Reading							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and decoding	<p style="text-align: center;">30-50 months 40-60 months Early Learning Goals</p> <p style="text-align: center;">To enjoy rhyming and rhythmic activities.</p> <p style="text-align: center;">To show awareness of rhyme and alliteration.</p> <p style="text-align: center;">To recognise rhythm in spoken words.</p> <p style="text-align: center;">To continue a rhyming string.</p> <p style="text-align: center;">To hear and say the initial sound in words.</p> <p style="text-align: center;">To segment the sounds in simple words and blend them together and know which letter represents some of them.</p> <p style="text-align: center;">To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p style="text-align: center;">To use phonic knowledge to decode regular words and read them aloud accurately.</p>	<p>Apply phonic knowledge and skills as a route to decode words.</p> <p>To blend sounds in unfamiliar words containing GPCs that have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all the 40+ phonemes, including alternative sounds for graphemes.</p> <p>To read words containing taught GPCs and -s, -es, -ing, -ed and -est endings.</p> <p>To read words with more than one syllable that contain taught GPCs.</p> <p>To read words with contractions and understand that the apostrophe represents the omitted letters e.g. I'm, I'll and we'll.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes (for all 40+ phonemes) taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables containing the graphemes taught.</p> <p>To read most words containing common suffixes (-es, -ing, -ed, -er, -est, -y, -ment, -ness, -ful, -less, -ly)</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer, unknown words).</p> <p>To apply their growing knowledge of root words, prefixes including in-, il-, im-, -ir, dis-, mis-, un-, re-, sub-, inter-, super-, anti-, and auto-, both to read aloud and to understand the meaning of new words they meet.</p> <p>To apply their growing knowledge of root words and suffixes/word-endings, including -tion and -ly.</p>	<p>To apply their growing knowledge of root words, prefixes and suffixes/word endings (including -tion, -sion, -ssion, -cian, -ous, -ture, and -sure) to read aloud fluently and to understand the meaning of new words they meet.</p>	<p>To apply their growing knowledge of root words, prefixes and suffixes/word endings (including -ate, -ise, -en, -ify, -cial/ tial, -ible/-able, -ibly/-ably, -ant/-ent and -ancy/ -ency) to read aloud fluently and to understand the meaning of new words they meet.</p>	<p>To read aloud fluently with full knowledge of all Y5/6 exception words, root words, prefixes, suffixes/word endings and to apply this knowledge to understand the meaning of new words that they meet.</p>

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Common Exception Words	To read some common irregular words (phase 2 and 3). E.g. I, the, no, go, to, you, they, all, my, her etc...	To read the Year 1 common exception words, noting unusual correspondences between spelling and sound and where these occur in a word. E.g. said isn't spelt with the grapheme 'e' but it has the grapheme that would be used for the long 'a' sound.	To read most further Year 1 and 2 common exception words, noting unusual correspondences between spelling and sound and where these occur in a word.	To begin to read the Year 3/4 common exception words (at least 50), noting the unusual correspondences between spelling and sound and where they occur in these words.	To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	To read many of the Y5/ Y6 exception words (at least 60), discussing the unusual correspondences between spelling and sound and where these occur in the word.	To read all Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.
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<p style="text-align: center;">Fluency</p>	<p>To show interest in illustrations and print in books and print in the environment.</p> <p>To recognise familiar words and signs such as own name and advertising logos.</p> <p>To look at and handle books independently (holds books the correct way up and turns pages).</p> <p>To ascribe meanings to marks that they see in different places.</p> <p>To begin to break the flow of speech into words.</p> <p>To begin to read words and simple sentences.</p> <p>To read and understand simple sentences.</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To re-read texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out many unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To re-read these books to build up their fluency and confidence in word reading.</p> <p>To read most words fluently and accurately (in age-appropriate texts) without overt sounding and blending when they have been frequently encountered.</p>	<p>In KS2, teaching comprehension skills should be taking precedence over teaching word-reading and fluency specifically. Any focus on word-reading should support the development of vocabulary.</p> <p>The children will continue to read most words fluently and accurately in age-appropriate texts (KITE Book Bands) and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues.</p>
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