



Reading Progression of Knowledge and Skills

Word Reading

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|--|---|
| apply phonic knowledge and skills as the route to decode words accurately | Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. | Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet. | Embed how to apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet. | Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet. | Embed how to apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet. |
| read left-to-right through words, attending to known GPCs in order | Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. | Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | Embed how to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | use strategies such as recognising syllables /phonemes to decode new or unfamiliar words | use strategies such as recognising syllables /phonemes to decode new or unfamiliar 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 words of two or more syllables that contain the same graphemes as above. | continue to apply phonic knowledge and skills as the route to decode words which are outside their spoken vocabulary | continue to apply phonic knowledge and skills as the route to decode words which are outside their spoken vocabulary | focus on all the letters in unfamiliar words so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word | focus on all the letters in unfamiliar words so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word |
| read words containing previously taught GPCs (grapheme/ phoneme correspondence) without overt sounding and blending after a few encounters | Read words containing common suffixes. | match what they decode to words they may have already heard but may not have seen in print [for example, in reading 'technical', the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should] | match what they decode to words they may have already heard but may not have seen in print [for example, in reading 'technical', the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should] | re-read, as needed to take account of especially challenging word order and phrasing | re-read, as needed to take account of especially challenging word order and phrasing |
| read accurately by blending sounds within unfamiliar words containing GPCs (grapheme/ phoneme correspondence) that have been taught | Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. | re-read and refine reading of phrases or clauses that are tricky to read aloud smoothly on first attempt so that fluency is improved | re-read and refine reading of phrases or clauses that are tricky to read aloud smoothly on first attempt so that fluency is improved | read most words effortlessly and with increasing automaticity | read most words effortlessly and with increasing automaticity |
| read 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 most words accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words | read most words accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words | test out different plausible pronunciations for less familiar words | test out different plausible pronunciations for less familiar words |
| read words containing taught GPCs (grapheme/phoneme correspondence) and -s, -es, -ing, -ed, -er and -est endings | Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. | test out different plausible pronunciations for less familiar words | test out different plausible pronunciations for less familiar words | children should be able to read further exception words independently. If they are not able to do so, please refer to previous year groups | children should be able to read further exception words independently. If they are not able to do so, please refer to previous year groups |
| read words with suffixes by being helped to build on the root words that they can read already | Reread these books to build up their fluency and confidence in word reading. | read further exception words, noting the unusual correspondences | read further exception words, noting the unusual correspondences | apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) as | apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) as |

