

Whaley Thorns Primary School and Nursery



Reading- Word Reading Progression Grid

	Foundation 30-50 months 40-60 months Early Learning Goals	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Phonics and Decoding	<p>To enjoy rhyming and rhythmic activities. To show an awareness of rhyme and alliteration. To recognise rhythm in spoken words.</p> <p>To continue a rhyming string. To hear and say the initial sound in words. To segment the sounds in simple words and blend them together and know which letter represents some of them. To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately.</p>	<p>To apply phonic knowledge and skills to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes</p> <p>To read words containing taught GPCs.</p> <p>To read words containing: -s, -es, -ing, -er, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm. I'll and we'll understanding that the apostrophe represents omitted letters.</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 taught so far, especially alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*(By building on root words already learned)</p>	<p>To use phonic knowledge to decode quickly and accurately (may still need support to read longer, unknown words).</p> <p>To apply growing knowledge of root words and prefixes including: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply growing knowledge of root words and suffixes/word endings including: -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/word endings, including: -sion, -tion, -cial, -tial, -ant/-ance/-ancy/, -ent/ ence/-ency, -able/-ably and -ible/-ibly, to read aloud fluently.*</p>	<p>To read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>

**Common
Exception Words**

To read **some common irregular words.**

To read **all** Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.

To read **all** Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.

To begin to read Y3/Y4 exception words.*

To read **all** Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.

To read **most** Y5/ Y6 exception words, 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 can occur in the words.

<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 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 developing phonic knowledge, and do not require use of other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (closely matched to developing phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, For guidance: at over 90 words per minute, in age-appropriate texts.</p>	<p>At this stage, 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>
---	---	--	--	--