

## Reading Progression – Word reading - Highfield Primary School

	<b>EYFS</b> <b>Three and Four-Year-Olds</b> <b>Reception</b> <b>Early Learning Goals</b>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>spot and suggest rhymes</li> <li>count or clap syllables in words</li> <li>recognise words with the same initial sound, such as money and mother</li> </ul> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Revise and consolidate the GPCs taught in Reception.</p> <p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they 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, -ed and -est endings.</p> <p>To begin to read words with suffixes by being helped to build on the root</p>	<p>Revise and consolidate the GPCs taught in Year 1.</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 recognising 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.*</p> <p>To understand syllable boundaries and how to</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer, unknown words)</p> <p>To be able to decode new words outside their spoken vocab, making a good approximation to the words pronunciation</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud with more fluency.</p> <p>To apply their growing knowledge of root words and suffixes / word endings including -ation, -ly, -ous, -ture, -</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their 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 knowledge of root words, prefixes and suffixes / word endings, including -sion, -tion, -cial, -ant / -ance / -ancy, -able / -ably and -ible/ibly to read aloud fluently.</p>	<p>To read fluently with full knowledge of Y5/6 common exception words, root word, prefixes, suffixes/ word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>

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		<p>words they can already read. To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>read each syllable separately before combining them to read the word.</p> <p>To know how to read some suffixes by building on the root word they already know.</p>	<p>sure, -sion, -tion, -ssion and -cian to begin to read aloud with more fluency</p>			
<b>Common Exception words</b>	<p>Read a few common exception words matched to the school's phonic programme.</p> <p>To read some common irregular words.</p>	<p>To revise the common exception words taught in Reception</p> <p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>To revise the common exception words taught in Year 1</p> <p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To begin to read Year 3 / 4 common exception words*</p>	<p>To read all Y3 / 4 common exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word</p>	<p>To read most Y5/6 common exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word</p>	<p>To read all Y5/6 common exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word</p>
<b>Fluency</b>	<p>Understand the five key concepts about print: print has meaning</p> <ul style="list-style-type: none"> <li>the names of different parts of a book</li> <li>print can have different purposes</li> <li>page sequencing</li> <li>we read English text from left to right and from top to bottom</li> </ul>	<p>To read most words quickly and accurately, without overt sounding and blending, when they have been encountered frequently.</p> <p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to</p>	<p>To have ample practise in reading aloud books (closely matched to their improving phonic knowledge and knowledge of common exception words), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p>	<p>At these stages, pupils should be able to read books written at an age-appropriate interest level. 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>			

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	<p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>	<p>work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</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, e.g. at over 90 words per minute, in age-appropriate texts.</p> <p>To have the opportunity to select their own book and have been taught how to do so.</p>	
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*\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these exemplify the words that pupils should be able to read as well as spell.*