

# Progression in Word Reading

Year	Apply phonic knowledge	Accurate reading	Reading CE words	Reading longer words	Reading aloud	Re- reading
1	<ul style="list-style-type: none"> <li>Apply phonic knowledge and skills as the route to decode words</li> <li>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li> <li>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> </ul>	<ul style="list-style-type: none"> <li>Read words with contractions (for example I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s)</li> <li>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> </ul>	<ul style="list-style-type: none"> <li>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>Read other words of more than one syllable that contain taught GPCs</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> </ul>	<ul style="list-style-type: none"> <li>Re - read these books to build up their fluency and confidence in word reading</li> </ul>
2	<ul style="list-style-type: none"> <li>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> </ul>	<ul style="list-style-type: none"> <li>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> </ul>	<ul style="list-style-type: none"> <li>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>Read accurately words of two or more syllables that contain the same graphemes as above (ie alternative sounds for graphemes)</li> <li>Read words containing common suffixes</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> </ul>	<ul style="list-style-type: none"> <li>Re - read these books to build up their fluency and confidence in word reading</li> </ul>

3			<ul style="list-style-type: none"> <li>• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>		<ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> </ul>	
4					<ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> </ul>	