

## Word Reading - Progression Overview

See below the Progression overview for the Development matters statements for EYFS and the National Curriculum statements for KS1.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FO	<p><b>Phonics</b> Listens intently to stories they enjoy by joining in with repeated refrains. Treats and handles books with care, holding them correctly, turning the pages, etc.</p>	<p><b>Phonics</b> Listens intently to stories they enjoy by joining in with repeated refrains. Treats and handles books with care, holding them correctly, turning the pages, etc.</p>	<p><b>Phonics</b> Begins to access stories more independently, using phrases and refrains they know during their play. Develop play around favourite stories using props.</p>	<p><b>Phonics</b> Begins to access stories more independently, using phrases and refrains they know during their play. Develop play around favourite stories using props.</p>	<p><b>Phonics</b> Uses their knowledge of stories they enjoy to retell them in their own way. Show that I am interested in books and rhymes and may have favourites.</p>	<p><b>Phonics</b> Uses their knowledge of stories they enjoy to retell them in their own way. Show that I am interested in books and rhymes and may have favourites.</p>
	<p><b>Phonological Awareness</b> Joins in with rhymes and songs fluently, remembering the words.</p>	<p><b>Phonological Awareness</b> Joins in with rhymes and songs fluently, remembering the words.</p>	<p><b>Phonological Awareness</b> Follows the rhythm of songs they know and adds familiar expression and intonation.</p>	<p><b>Phonological Awareness</b> Follows the rhythm of songs they know and adds familiar expression and intonation.</p>	<p><b>Phonological Awareness</b> Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult.</p>	<p><b>Phonological Awareness</b> Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult.</p>
	<p><b>Engages with words, books, print and songs more independently during their play.</b></p>	<p><b>Engages with words, books, print and songs more independently during their play.</b></p>	<p><b>Pays close attention to stories and rhymes when prompted</b></p>	<p><b>Pays close attention to stories and rhymes when prompted</b></p>	<p><b>Listens intently most of the time and shows some listening skills.</b></p>	<p><b>Listens intently most of the time and shows some listening skills.</b></p>

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1	<p><b>Recalling and sequencing sounds</b> I name and match some animals/objects making their sounds in sequence.</p>	<p><b>Recalling and sequencing sounds:</b> I name and match some animals/objects making their sounds in sequence.</p>	<p><b>Recalling and sequencing sounds:</b> I continue, repeat and make up a rhythm by clapping or using an instrument</p>	<p><b>Recalling and sequencing sounds:</b> I recognise when 2 words rhyme.</p>	<p><b>Recalling and sequencing sounds:</b> I remember and say two alliterative words which describe an object in a story, song or game.</p>	<p><b>Recalling and sequencing sounds:</b> I hear and remember the separate spoken sounds in words, orally blending these together to say whole words matched to objects or actions.</p>
	<p><b>Talking about sounds:</b> I talk about stories making everyday sounds to go with the pictures.</p>	<p><b>Talking about sounds:</b> I talk about stories making everyday sounds to go with the pictures.</p>	<p><b>Talking about sounds:</b> I clap the beats in my name and other familiar words.</p>	<p><b>Talking about sounds:</b> I say a string of words that rhyme with a given word.</p>	<p><b>Talking about sounds:</b> I spot when two words don't begin with the same spoken sounds and when they do.</p>	<p><b>Talking about sounds:</b> I say whole words separating these into separate spoken sounds by orally segmenting them.</p>
	<p><b>Word reading</b> Shows a strong interest in print in books.</p>	<p><b>Word reading</b> Shows a strong interest in print in books.</p>	<p><b>Word reading</b> Identifies signs and symbols in the environment and recalls what they mean.</p>	<p><b>Word reading</b> Recognises their first name.</p>	<p><b>Word reading</b> Recognises their full name.</p>	<p><b>Word reading</b> Begins to recognise some letters by sound (using anima).</p>
	<p><b>Phonological Awareness</b> Joins in with songs and rhymes, copying sounds, rhythms, tunes and tempo. <b>Identifies environmental sounds and can copy/repeat some.</b></p>	<p><b>Phonological Awareness</b> . Joins in with songs and rhymes, copying sounds, rhythms, tunes and tempo. <b>Identifies environmental sounds and can copy/repeat some</b></p>	<p><b>Phonological Awareness</b> <b>Explores different ways of making sounds with their bodies and continues and repeats patterns.</b> <b>Count or clap syllables in a word.</b></p>	<p><b>Phonological Awareness</b> Identifies and suggests rhymes. Uses alliteration phrases in their play, e.g., sizzling sausages/chunky chips. <b>Recognises when words rhyme and fills in rhyming gaps</b></p>	<p><b>Phonological Awareness</b> Joins in with alliterative games/ tongue twisters Recognises words with the same initial sound, such as mum, mouse and money. <b>Explores and identifies alliteration</b></p>	<p><b>Phonological Awareness</b> Orally segments and blend words.  <b>Can orally segment and blend words.</b></p>

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F2	<p>Phase 2 phonemes Oral blending Sounding out and blending with 20 new grapheme-phoneme correspondences New common exception (Rainbow words): the, to, l</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p><b>Beginning to link graphemes and phonemes</b></p> <p>Links phonemes to every letter of the alphabet and begins to blend them in words.</p>	<p>Revision of Phase 2 phonemes Phase 3 phonemes Oral blending Sounding out and blending with 28 new GPCs New Common Exception words (Rainbow Words): is, me, was, my, of,</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Consolidation of previously learned GPCs in Phase 2 and Phase 3 Phase 4: Blending common consonant clusters Blending 'twin letter' graphemes: ff, ss, ll, zz</p> <p>Reads and identifies new Common Exception words (Rainbow words): go, no, into, put, he, she, you, they, we, be, all</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Consolidation of previously learned GPCs in Phase 2 and Phase 3 Phase 4: Blending CVCC words Blending common consonant clusters: bl, br, cl, cr, fl, thr, fr, st, gl, nd, gr, mp,</p> <p>Reads and identifies new Common Exception words (Rainbow words): she, you, they, we, be, all</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Phase 5A: Each two week block focuses first on the revision of a vowel GPC, then introduces an alternative spelling for that vowel in the second week.</p> <p>Phase 5A: ai/ay, ee/ea, igh/ie</p> <p>Reads and identifies new Common Exception words (Rainbow words): their, are, her, his, said, like</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Phase 5A: ue/ew, oa/ow</p> <p>Reads and identifies new Common Exception words (Rainbow words): do, one, so, some</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p><b>Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending.</b></p> <p><b>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</b></p>

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	<p>Consolidation of previously learned GPCs in Phase 2 and Phase 3 Phase 4 and 5A.</p> <p>Phase 5B /ai/ spelt a_e /igh/ spelt i_e /oa/ spelt o_e /ee/ spelt e_e /ue/ and /oo/ Vowel Sounds (o, i) Reads the Common exception words: what, where, why, when, who, people 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 Re-read these books to build up their fluency and confidence in word reading</p>	<p>Consolidation of previously learned GPCs in previous phases.</p> <p>Phase 5B /ur/ spelt ir /oi/ spelt oy /or/ spelt aw /or/ spelt au /ow/ spelt ou Reads the Common exception words: Children, does, live, word, sentence 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 Re-read these books to build up their fluency and confidence in word reading</p>	<p>Consolidation of previously learned GPCs in previous phases.</p> <p>Phase 5C /ng/ spelt 'n' /f/ spelt ph /w/ spelt wh /v/ spelt -ve and /s/ spelt -se at the end of words /ch/ spelt -tch /or/ spelt ore Reads the Common exception words: Your, today, says, were, there 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 Re-read these books to build up their fluency and confidence in word reading</p>	<p>Consolidation of previously learned GPCs in previous phases.</p> <p>Phase 5C /air/ spelt are /oa/ spelt oe /ee/ or /i/ spelt -y at the end of words /e/ spelt ea /ee/ spelt ie Reads the Common exception words: By, here, has, love, come 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 Re-read these books to build up their fluency and confidence in word reading</p>	<p>Consolidation of previously learned GPCs in previous phases.</p> <p>Phase 6A /air/ spelt ear /ur/ spelt er Contractions - I'm, you're, she's, we'll. Using k for the /k/ sound Compound words Adding the prefix un Reads the Common exception words: Because, once, ask, house, school, push 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 Re-read these books to build up their fluency and confidence in word reading</p>	<p>Consolidation of previously learned GPCs in previous phases.</p> <p>Phase 6A Adding the suffixes -ing, ed, er and est where no change is needed to the root word Adding s and es to words (plural of nouns and the third person singular of verbs) the Common exception words: pull, full, our, door, floor, poor, climb 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 Re-read these books to build up their fluency and confidence in word reading</p>

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<p>Consolidation of previously learned GPCs in previous phases and 6A spelling rules.</p> <p>6B /igh/ spelt –y spelt c before e, i and y spelt g before e, i and y /j/ spelt -ge and -dge at the end of words /r/ spelt wr- and /m/ spelt –mb spelt kn- and gn- at the beginning of words</p> <p>Reads the Common exception words: old, cold, fancy, every, everybody, even, great, break, steak, pretty</p> <p>Read most words quickly and accurately, without overt sounding/blending</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p>Consolidation of previously learned GPCs in previous phases and 6A spelling rules.</p> <p>6B /ee/ spelt –ey /l/ or /ul/ spelt -le, -el, -al and -il at the end of words /l/ or /ul/ spelt -le, -el, -al and -il at the end of words Contractions 2 - she’s, he’d, I’ve, doesn’t The possessive apostrophe (singular nouns)</p> <p>Reads the Common exception words: beautiful, after, fast, last, past, pass, grass, class</p> <p>Read most words quickly and accurately, without overt sounding/blending. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read books to build up fluency/confidence in word reading.</p>	<p>Consolidation of previously learned GPCs in previous phases and 6A, 6B spelling rules.</p> <p>6C Adding -es to nouns and verbs ending in – y Adding -ed, -er, -est, -ing and -y to a root word ending in – e Adding -ed, -er, -est, -ing and -y to a root word ending in – y Adding -ed, -er, -est, -ing and –y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>Reads the Common exception words: plant, path, bath, hour, move, prove, improve, sure</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p>Consolidation of previously learned GPCs in previous phases and 6A, 6B spelling rules.</p> <p>6C Adding -ed, -er, -est, -ing and –y to words of one syllable ending in a single consonant letter after a single vowel letter Adding the suffixes -ment, -ness, -ful, -less, and –ly Adding the suffixes -ment, -ness, -ful, -less, and -ly /sh/ spelt ti, ci, si. /zh/ spelt as s</p> <p>Reads the Common exception words: eye, could, would, should, whole, any, many, television, treasure</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p>Consolidation of previously learned GPCs in previous phases and 6A, 6B, 6C spelling rules.</p> <p>6D /or/ spelt a before l and ll /o/ spelt a after w and qu /u/ spelt o /ur/ spelt or after w /or/ spelt ar after w Homophones</p> <p>Reads the Common exception words: earth, water, again, half, Mrs, Mr</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p>Consolidation of previously learned GPCs in previous phases and 6A, 6B, 6C spelling rules.</p> <p>6D /oa/ spelt o /ee/ spelt e /igh/ spelt i /ai/ spelt a /ue/ spelt u</p> <p>Reads the Common exception words: Christmas, parents, woman, women, thought, fruit</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>

# Word Reading - Progression Overview

<u>Development Matters statements including ELG for EYFS and National Curriculum for KS1</u>
<u>Nursery</u>
Literacy <ul style="list-style-type: none"><li>• Pay attention and respond to the pictures or the words.</li><li>• Repeat words and phrases from familiar stories</li><li>• spot and suggest rhymes</li><li>• count or clap syllables in a word</li><li>• recognise words with the same initial sound, such as money and mother</li></ul>
<u>Reception</u>
Literacy <ul style="list-style-type: none"><li>• Read individual letters by saying the sounds for them.</li><li>• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li><li>• Read some letter groups that each represent one sound and say sounds for them.</li><li>• Read a few common exception words matched to the school’s phonic programme.</li><li>• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words</li><li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li></ul>
<u>Year 1</u>
Pupils should be taught to: <ul style="list-style-type: none"><li>• apply phonic knowledge and skills as the route to decode words</li><li>• respond speedily with the correct sound to graphemes (letters or groups of letters)</li><li>• for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li><li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li><li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li><li>• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li><li>• read other words of more than one syllable that contain taught GPCs</li><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 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><li>• re-read these books to build up their fluency and confidence in word reading.</li></ul>
<u>Year 2</u>
Pupils should be taught to: <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>

## Word Reading - Progression Overview

- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further 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 aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

National Curriculum [https://assets.publishing.service.gov.uk/media/5a7de93840f0b62305b7f8ee/PRIMARY\\_national\\_curriculum\\_-\\_English\\_220714.pdf](https://assets.publishing.service.gov.uk/media/5a7de93840f0b62305b7f8ee/PRIMARY_national_curriculum_-_English_220714.pdf)