

## Word reading progression document Y1-Y6

### KS1

<u>Y1</u>	
1	Apply phonic knowledge and skills as the route to decode words.
2	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
3	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
4	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
5	Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.
6	Read other words of more than one syllable that contain taught GPCs.
7	Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s).
8	Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words.
9	Re-read phonically decodable books to build up fluency and confidence in word reading.

<u>Y2</u>	
1	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
2	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
3	Read accurately words of two or more syllables that contain graphemes taught so far.
4	Read words containing common suffixes.
5	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
6	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
7	Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
8	Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading.

**KS2**

**Y3**

<b>1</b>	Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words he/she meets, including dis-, mis-, in-, il-, im-, ir-, -ly, English Appendix 1.
<b>2</b>	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word with reference to spelling English Appendix 1.

**Y4**

<b>1</b>	Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous (English Appendix 1).
<b>2</b>	Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word, with reference to spelling English Appendix 1.

**Y5**

<b>1</b>	Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 5 spelling.
----------	---

**Y6**

<b>1</b>	Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 6 spelling.
----------	---