

Reading Progression Map= Word Reading



	EYFS	YEAR 1	YEAR 2	YEAR 3 & 4	YEAR 5 & 6
Word Reading	<p>By the end of EYFS, children should:</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<p>1:5 Applies phonic knowledge and skills as the route to decode words.</p> <p>1:6 Reads accurately by blending sounds in unfamiliar words containing GPC's</p> <p>1:7 Responds speedily, giving the correct sound to graphemes for all 40+ phonemes</p> <p>1:8 Reads words containing taught GPCs</p> <p>1:9 Reads other words of more than one syllable that contains taught GPCs.</p> <p>1:10 Reads words containing suffixes -s, -es, -ing, -ed, -er and -est</p> <p>1:11 Reads words with contractions e.g. I'm, I'll and we'll</p> <p>1:12 Read Y1 common exception words</p>	<p>2.5 Applies phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>2:6 Blends sounds in words that contain the graphemes taught so far. Recognises alternative sounds for graphemes.</p> <p>2:7 Accurately reads most words of two or more syllables.</p> <p>2:8 Reads most words containing common suffixes.</p> <p>2:9 Reads most Y1 and Y2 common exception words</p>	<p>Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.</p> <p>Can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p> <p><i>No need for further direct teaching of word-reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated.</i></p>



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Y1 CEW words: *the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, and our*

Y2 CEW words: *door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents and Christmas*