



Mytchett Primary Academy – Reading Knowledge and Skills Progression



Phonics and decoding						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>30-50 months 40-60 months Early Learning Goals</p> <p>To enjoy rhyming and rhythmic activities</p> <p>To show awareness of rhyme and alliteration</p> <p>To recognise rhythm in spoken words.</p> <p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together and know which letter represents some of them.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately.</p>	<p>Apply phonic knowledge and skills as a route to decode words.</p> <p>To blend sounds in unfamiliar words containing GPCs that have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all the 40+ phonemes, including alternative sounds for graphemes.</p> <p>To read words containing taught GPCs and -s, -es, ing, -ed and -est endings.</p> <p>To read words with more than one syllable that contain taught GPCs.</p> <p>To read words with contractions and understand that the apostrophe represents the omitted letters e.g. I'm, I'll and we'll.</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 (for all 40+ phonemes) taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables containing the graphemes taught.</p> <p>To read most words containing common suffixes (-es, -ing, -ed, -er, -est, -y, -ment, -ness, -ful, -less, -ly)</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer, unknown words).</p> <p>To apply their growing knowledge of root words, prefixes including in-, il-, im-, ir, dis-, mis-, un-, re-, sub-, inter-, super-, anti-, and auto-, both to read aloud and to understand the meaning of new words they meet.</p> <p>To apply their growing knowledge of root words and suffixes/word-endings, including -tion and -ly</p>	<p>To apply their growing knowledge of root words, prefixes and suffixes/word endings (including -tion, -sion, -ssion, cian, -ous, ture, and -sure) to read aloud fluently and to understand the meaning of new words they meet.</p>	<p>To apply their growing knowledge of root words, prefixes and suffixes/word endings (including -ate, -ise, -en, -ify, cial/ tial, ible/-able, ibly/-ably, ant/-ent and ancy/ -ency) to read aloud fluently and to understand the meaning of new words they meet.</p>	<p>To read aloud fluently with full knowledge of all Y5/6 exception words, root words, prefixes, suffixes/ word endings and to apply this knowledge to understand the meaning of new words that they meet.</p>



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Common Exception Words						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To read some common irregular words (phase 2 and 3). E.g. I, the, no, go, to, you, they, all, my, her etc...	To read the Year 1 common exception words, noting unusual correspondences between spelling and sound and where these occur in a word. E.g. said isn't spelt with the grapheme 'e' but it has the grapheme that would be used for the long 'a' sound	To read most further Year 1 and 2 common exception words, noting unusual correspondences between spelling and sound and where these occur in a word.	To begin to read the Year 3/4 common exception words (at least 50), noting the unusual correspondences between spelling and sound and where they occur in these words.	To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	To read many of the Y5/Y6 exception words (at least 60), discussing the unusual correspondences between spelling and sound and where these occur in the word.	To read all Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.

Fluency						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To show interest in illustrations and print in books and print in the environment.</p> <p>To recognise familiar words and signs such as own name and advertising logos.</p> <p>To look at and handle books independently (holds books the correct way up and turns pages)</p> <p>To ascribe meanings to marks that they see in different places.</p> <p>To begin to break the flow of speech into words.</p> <p>To begin to read words and simple sentences.</p> <p>To read and understand simple sentences.</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To re-read texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out many unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To re-read these books to build up their fluency and confidence in word reading.</p> <p>To read most words fluently and accurately (in age-appropriate texts) without overt sounding and blending when they have been frequently encountered.</p>	<p>In KS2, 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> <p>The children will continue to read most words fluently and accurately in age appropriate texts (using Book Bands where appropriate) and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues.</p>			