

English
Reading Progression



Letters and Sounds Phonics Progression

Phase 2	New Learning	Tricky Words
	Set 1: s, a, t, p Set 2: i, n, m, d Set 3: g, o, c, k Set 4: ck, e, u, r Set 5: h, b, f, ff, l, ll, ss	to the no go I into

Children in Foundation Stage will begin Phase 2 no later than Week 3. As soon as each set of letters is introduced, children will then be encouraged to use their knowledge of the letter sounds to blend and sound out words. For example, they will learn to blend the sounds s-a-t to make the word **sat**. They will also start learning to segment words. For example, they might be asked to find the letter sounds that make the word **tap** from a small selection of magnetic letters.

Phase 3	New Learning	Tricky Words
	Set 6: j, v, w, x Set 7: y, z, zz, qu Consonant digraphs: ch, sh, th, ng Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er	he, she, we, me, be, was, you, they, all, are, my, her

During Phase 3, children will also learn the letter names using an alphabet song, although they will continue to use the sounds when decoding words. By now they should be able to recognise all these sounds and read them in words. They should also be able to experiment with spelling words such as rain, hear, hair, bee.

Phase 4	New Learning	Tricky Words
	The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk.	said, have, like, so, do, some, come, were, there, little, one, when, out, what

When children start Phase Four of the Letters and Sounds phonics programme, they will know a grapheme for each of the 42 phonemes. They will also be able to blend phonemes to read CVC (consonant-vowel-consonant) words and segment in order to spell them. Children will also have begun reading straightforward two-syllable words and simple captions, as well as reading and spelling tricky words.

Phase 5	New Learning	Tricky Words
	<p>ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e</p> <p>In Phase Five, children will learn more graphemes and phonemes. For example, they already know ai as in rain, but now they will be introduced to ay as in day and a-e as in make. This will take time to use and apply these and children will need time to experiment with their spelling. Alternative pronunciations for graphemes will also be introduced, e.g. ea in tea, head and break.</p>	oh, their, people, Mr, Mrs, looked, called, asked, could

Children entering Phase Five will already be able to read and spell words with adjacent consonants, such as trap, string and flask and be able to spell them. They will also be able to read and spell polysyllabic words such as bonfire, playing, shouting. With practice, speed at recognising and blending graphemes will improve. Word and spelling knowledge will be worked on extensively.

Phase 6	New Learning	Tricky Words
	<p>Children will be able to read many familiar words automatically. When they come across unfamiliar words they will in many cases be able to decode them quickly and quietly using their well-developed sounding and blending skills. With more complex unfamiliar words they will often be able to decode them by sounding them out.</p> <p>Suffixes will be introduced as well as basic grammar strategies.</p> <ul style="list-style-type: none"> - s, es, ing, ed, er, est, y, en, ful, ly, ment, ness, en 	Year 1 and Year 2 common exception words.

At this stage children should be able to spell words phonemically although not always correctly. In Phase Six the main aim is for children to become more fluent readers and more accurate spellers.

Reading Progression by Year Group

Year Groups		Intent: What we want our children to know by the end of each year group.	
		Word Reading	Comprehension
EYFS	<ul style="list-style-type: none"> ○ Recall phonics GPCs from phases 2-4. ○ Read all tricky words from Phase 2-4. ○ Decode regular words and read them aloud accurately by blending the sounds to create new words. ○ Read simple sentences. ○ Read some common irregular words. 	<ul style="list-style-type: none"> ○ Understand simple sentences they have read. ○ Demonstrate an understanding when talking to others about what they have read. ○ Know how to choose a book that they will enjoy reading. 	
Year 1	<ul style="list-style-type: none"> ○ Match all 40+ graphemes to their phonemes. ○ Blend sounds of unfamiliar words containing GPCs that have been taught (including words with more than one syllable, contractions, words starting with -un and ending with -s, -es, -ing, -ed, -er and -est). ○ Read all tricky words from Phase 2-4 and all Year 1 common exception words. 	<ul style="list-style-type: none"> ○ Begin to know the 5 Pawsome Dogs and their meaning. ○ Say what they like and don't like about a book. ○ Link what has been read or heard to own experiences and make predictions. ○ Retell key stories orally using narrative language. ○ Talk about the main characters in a story ○ Learn poem and rhymes off by heart ○ Use what is already known to understand texts. ○ Check reading makes sense and correct when it doesn't. ○ Begin to draw inferences from the text and/or illustrations. 	
Year 2	<ul style="list-style-type: none"> ○ Decode accurately and fluently and blend sounds in words that contain the graphemes learnt (including words with more than 2 syllables and words with common suffixes). ○ Recognise and read alternative sounds for graphemes. ○ Read all Year 1 and 2 common exception words. ○ Read and comment on unusual correspondence between grapheme and phoneme. ○ Read most words quickly and accurately when they are known words without sounding out and blending. ○ Read most suitable books accurately, showing fluency and confidence. 	<ul style="list-style-type: none"> ○ Know the 5 Pawsome Dogs and their meaning. ○ Talk about and give an opinion on a range of texts. ○ Discuss the sequence of events in books and how they relate to each other. ○ Use prior knowledge, including context and vocabulary, to understand texts. ○ Retell stories, including fairy stories and traditional tales. ○ Read for meaning and check that the text makes sense, go back and re-read when it does not make sense. ○ Find recurring language in stories and poems. Talk about favourite words and phrases in stories and poems. ○ Recite some poems by heart, with appropriate intonation. ○ Ask and answer questions. ○ Make predictions based on what has been read. ○ Draw (simple) inferences from illustrations, events, characters' actions and speech. 	

Year Groups	Intent: What we want our children to know by the end of each year group.	
	Word Reading	Comprehension
Year 3	<ul style="list-style-type: none"> ○ Read accurately and fluently at the correct Accelerated Reader ZPD range. ○ Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. ○ Read the Year 3 common exception words and most of the Year 4 words, noting the unusual correspondences between spelling and sound. ○ Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. 	<ul style="list-style-type: none"> ○ Know the six VIPERS approaches to reading. ○ Read a range of fiction, poetry, plays, and nonfiction texts. ○ Be able to recognise features and language in a wide range of genres. ○ Use non-fiction texts to retrieve information. ○ Ask relevant questions to get a better understanding of a text. ○ Predict what might happen based on details known and read. ○ Draw inferences such as inferring a characters' feelings, thoughts and motives from their actions. ○ Summarise the main points of a text. ○ Show an understanding of what they have read. ○ Use a dictionary to check the meaning of unfamiliar words. ○ Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
Year 4	<ul style="list-style-type: none"> ○ Read accurately and fluently at the correct Accelerated Reader ZPD range. ○ Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. ○ Read all Year 3 and Year 4 common exception words, noting the unusual correspondences between spelling and sound. ○ Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. 	<ul style="list-style-type: none"> ○ Know the six VIPERS approaches to reading. ○ Use a dictionary to check the meaning of unfamiliar words. ○ Discuss and record words and phrases that writers use to engage and impact on the reader. ○ Identify some of the literary conventions in different texts. ○ Identify the (simple) themes in texts. ○ Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. ○ Explain the meaning of words in context. ○ Ask relevant questions to improve understanding of a text. ○ Infer meanings and begin to justify them with evidence from the text. ○ Predict what might happen from details stated and from the information deduced. ○ Identify where a writer has used precise word choices for effect to impact on the reader. ○ Identify some text type organisational features, for example, narrative, explanation and persuasion. ○ Retrieve information from non-fiction texts. ○ Build on others' ideas and opinions about a text in discussion. ○ Use a dictionary to check the meaning of unfamiliar words.

Year Groups	Intent: What we want our children to know by the end of each year group.	
	Word Reading	Comprehension
Year 5	<ul style="list-style-type: none"> ○ Read accurately and fluently at the correct Accelerated Reader ZPD range. ○ Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. ○ Read all Year 5 common exception words and some Year 6 words, noting the unusual correspondences between spelling and sound. ○ Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. ○ Re-read and read ahead to check for meaning. 	<ul style="list-style-type: none"> ○ Know the six VIPERS approaches to reading. ○ Familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. ○ Identify themes and conventions in a wide range of these books. ○ Ask questions, summarise, make inferences and make predictions. ○ Infer what a character is feeling and thinking and their motives from their actions and justify inferences with evidence. ○ Participate in discussions about books. ○ Be able to discuss the features of each genre. ○ Read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are. ○ Identify significant ideas, events and characters; and discuss their significance. ○ Recite poems by heart, e.g. narrative verse, haiku. ○ Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action. ○ Use a dictionary to check the meaning of unfamiliar words. ○ Be able to recommend books to their peers and give reasons for their choices. ○ Identify how authors use language for effect. ○ Distinguish between fact and opinion.
Year 6	<ul style="list-style-type: none"> ○ Read accurately and fluently at the correct Accelerated Reader ZPD range. ○ Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. ○ Read all Year 5 and Year 6 common exception words. ○ Use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia. ○ Attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words. 	<ul style="list-style-type: none"> ○ Know the six VIPERS approaches to reading. ○ Participate in discussions about books and challenge others' ideas and views. ○ Ask questions, summarise, make inferences and make predictions. ○ Read books that are structured in different ways. ○ Identify themes and conventions in a wide range of texts. ○ Recognise texts that contain features from more than one text type. ○ Evaluate how effectively texts are structured and presented. ○ Infer what a character is feeling and thinking and their motives from their actions and justify inferences with evidence. ○ Read non-fiction texts to help with my learning; retrieve and record information. ○ Use a dictionary to check the meaning of unfamiliar words. ○ Read accurately and check understanding. ○ Able to recommend books to others and give

	<ul style="list-style-type: none">○ Read fluently, using punctuation to inform meaning.	<ul style="list-style-type: none">reasons for my recommendation.○ Identify themes in texts.○ Identify and discuss the conventions in different text types.○ Identify the key points in a text.○ Recite a range of poems by heart, e.g. narrative verse, sonnet.○ Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.○ Be able to recommend books to their peers and give reasons for their choices.○ Identify how authors use language for effect.○ Distinguish between fact and opinion.
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