

## Progression in **Word Reading**

Year	National Curriculum	???
EYFS		<p>Autumn 1 Phase 2 Graphemes: s a t p i n m d g o c k c k e u r h b f l New Tricky Words: is I the</p>
		<p>Autumn 2 Phase 2 graphemes: ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)  New Tricky Words: put* pull* full* as and has his her go no to into she push* he of we me be</p>
		<p>Spring 1 Phase 3 graphemes: ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words New tricky words: was you they my by all are sure pure</p>
		<p>Spring 2 Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end Review all tricky words taught so far</p>
		<p>Summer 1 Phase 4: Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –est  New tricky words: said so have like some come love do were here little says there when what one out today</p>
		<p>Summer 2 Phase 4: Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words  Review all tricky words taught so far</p>
		Year 1
<p>Autumn 2 Phase 5 graphemes: /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw  New Tricky Words: their people oh your Mr Mrs Ms ask* could would should our house mouse water want</p>		
<p>Spring 1 Phase 5 graphemes: /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup</p>		

	<ul style="list-style-type: none"> <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 Re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<p>New Tricky Words: any many again who whole where two school call different thought through friend work</p> <hr/> <p>Spring 2 Phase 5 Graphemes: /ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor</p> <hr/> <p>New Tricky Words: once laugh because eye</p> <hr/> <p>Summer 1 Phonics screening check review – no new GPCs or tricky words</p> <hr/> <p>Summer 2 Phase 5 graphemes: /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more</p> <hr/> <p>New Tricky Words: busy beautiful pretty hour move improve parents shoe</p>
Year 2	<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> <li>• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• Read accurately words of two or more syllables that contain the same graphemes as above</li> <li>• Read words containing common suffixes</li> <li>• Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> </ul>	<p>Spelling patterns taught in line with Spelling Shed Scheme (see Progression in phonics and spelling document)</p> <p>Common Exception Words</p>

	<ul style="list-style-type: none"> <li>• Re-read these books to build up their fluency and confidence in word reading.</li> </ul>	
Year 3/4	<ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	Spelling patterns taught in line with Spelling Shed Scheme (see Progression in phonics and spelling document) Common Exception Words
Year 5/6	<ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</li> </ul>	Spelling patterns taught in line with Spelling Shed Scheme (see Progression in phonics and spelling document) Common Exception Words