

	EYFS 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	<p>To show an awareness of rhyme and alliteration.</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>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To give the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll, and we'll.</p>	<p>To continue to apply phonic knowledge and skills until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending sounds in words that contain the graphemes taught so far, recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.</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 and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.</p> <p>To apply their growing knowledge of root words and suffixes/ word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes, and suffixes/word endings to read aloud fluently.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.</p>	<p>To read fluently with full knowledge of all Year 5 / Year 6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>

## Reading Progression of Skills

	EYFS 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Common Exception Words	To read some common irregular words.	To read Year 1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	To read most Year 1 and Year 2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	To begin to read Year 3 / Year 4 exception words.	To read all Year 3 / Year 4 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	To read most Year 5 / Year 6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	To read all Year 5 / Year 6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.
Fluency	<p>To recognise familiar words and signs such as own name and advertising logos.</p> <p>To ascribe meanings to marks that they see in different places.</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 reread 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 unfamiliar words accurately and automatically.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g., at over 90 words per minute, in age-appropriate texts.</p>	<p>At this stage, 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>To read with appropriate phrasing, expression, pace and smoothness when accessing increasingly challenging age-related reading books.</p>	<p>To read with appropriate phrasing, expression, pace and smoothness when accessing increasingly challenging age-related reading books.</p>	<p>To read with appropriate phrasing, expression, pace and smoothness when accessing increasingly challenging age-related reading books.</p>	<p>To read with appropriate phrasing, expression, pace and smoothness when accessing increasingly challenging age-related reading books.</p>