Reading Progression at St Mary's Catholic Primary

Word Reading

EYFS	- hears and says the initial sound in words - segment the sounds in simple words and blend them together - know which letters represent some sounds - link sounds to letters, naming and sounding the letters of the alphabet - begins to read words and simple sentences - children read and understand simple sentences - use phonic knowledge to decode regular words and read them aloud accurately - read some common irregular words
Y1	- apply phonic knowledge and skills as the route to decode words - respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes - read accurately by blending sounds in unfamiliar words containing GPCs that have been taught - read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings - read other words of more than one syllable that contain taught GPCs - read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) - 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.
Y2	- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent

	- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
	- read accurately words of two or more syllables that contain the same graphemes as above
	- read words containing common suffixes
	- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
	- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
	- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
	- re-read these books to build up their fluency and confidence in word reading
Y3	- 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
	- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
	- learning to read silently
Y4	- 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
	- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
	- be able to read silently with good understanding
	- be able to read aloud texts at an appropriate interest level with accuracy and at a reasonable speaking pace
Y5	- 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
	- read most words effortlessly and work out how to pronounce unfamiliar words with increasing automaticity
Y6	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
	- read most words effortlessly and work out how to pronounce unfamiliar words with increasing automaticity