

Progression in Word Reading – EYFS, KS1 & KS2

EYFS Statutory Framework 2021, National Curriculum 2014



	EYFS/Reception	Year 1	Year 2	Year 3 & 4	Year 5 & 6
	Children at the expected level of development will:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:
Phonics	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound blending. read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes. Read accurately by blending taught sounds in unfamiliar words. Read accurately books consistent with their developing phonic knowledge.	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 aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	<i>Most pupils will not need further direct teaching of word reading skills. However, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and write down and what they want to say.</i> <i>As far as possible, however, these pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.</i>	<i>By the beginning of year 5, pupils should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity.</i> <i>It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic programme so that they catch up rapidly with their peers in terms of their decoding and spelling.</i> <i>However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.</i>
Common Exception Words	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Read common exception words, noting unusual correspondences between spelling and sound when these occur in a word.	Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in a word.	Read further exception words, noting the unusual correspondences between the spelling and sound, and where these occur in the word.	
Morphology		Read words containing -s, -es, -ing, -ed, -er and -est endings.	Read aloud words containing common suffixes.	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.
Contractions		Read words with contractions and understand that the apostrophe represents the omitted letter(s).			

Fluency		Read accurately books consistent with their developing phonic knowledge. Re-read these books to build up their fluency and confidence in word reading.	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 books to build up fluency and confidence in word reading.		
----------------	--	--	---	--	--