

## Progression in Reading: Word Recognition

Year group	Skills
Year 1	<ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words</li> <li>• Respond speedily with the correct sound to graphemes for all phonemes</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• Read common exception words</li> <li>• Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings</li> <li>• Read other words of more than one syllable that contain GPCs</li> <li>• Read words with contractions</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</li> <li>• Re-read these books to build up their fluency and confidence in word reading</li> </ul>
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 attentive sounds for graphemes.</li> <li>• Read further common exception words noting unusual correspondence between spelling and sound and where these occur in the word.</li> <li>• Read accurately words of two or more syllables that contain the taught GPCs.</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 and unfamiliar words accurately, automatically and without undue hesitation.</li> <li>• Re-read these books to build up their fluency and confidence in word reading.</li> <li>• Read words containing common suffixes.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Read further exception words noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>• Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Read further exception words noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>• Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> </ul>