

Progression of **Word-reading** through the Primary School

Skill	Reception 80-120 words	Year 1 300-600 words	Year 2 850-1500 words
Decoding / Word-reading	<p>Children learn to:</p> <ul style="list-style-type: none"> hear and say the initial sound in words; segment sounds in simple words and blend them together; know which letters represent some of the sounds; link sounds to letters, naming and sounding the letters of the alphabet; begin to read words and simple sentences read their name read labels in the environment recognise and read some common exception words 	<p>Children learn to:</p> <ul style="list-style-type: none"> apply phonic knowledge and skills for all 40+ phonemes; read accurately by blending sounds in unfamiliar words using the GPCs they know; read the common exception words for Y1; read words of more than one syllable that contain the taught GPCs; read contractions and words containing a range of endings e.g. -es, -er, -ing. They also: read aloud accurately books that are consistent with their developing phonic knowledge, and that do not require other strategies to work out words. They re-read books to gain confidence with word reading; page count increases to encourage reading stamina. 	<p>Children continue to apply phonic knowledge as the route to decode words until automatic decoding has become embedded and reading is accurate and fluent;</p> <ul style="list-style-type: none"> they focus especially on recognising alternative sounds for graphemes, including words of two or more syllables which contain those graphemes; they read many common exception words in the Y2 POS; read most words without overt sounding and blending, when those words have been frequently encountered. <p>They read aloud books closely matched to their improving phonic knowledge; texts include more sophisticated and challenging vocabulary.</p>

Skill	Year 3 1500-2000 words	Year 4 >2000 words	Year 5 >2000 words	Year 6 >2000 words
Decoding / Word-reading	<p>Children apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet; read further exception words (some from Y3-4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>They should be able to decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation.</p>	<p>As for Y3, children apply their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet. They read a wide range of exception words (Y3-4 list and similar).</p> <p>As decoding becomes more secure, children should become independent, fluent and enthusiastic readers.</p>	<p>No direct teaching of word-reading skills is required for most children. They work out any unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology).</p> <p>They read some of the exception words (Y5-6 list and similar).</p> <p>Attention is paid to new vocabulary, both its meaning and correct pronunciation.</p>	<p>As for Y5, children apply their growing knowledge of root prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p> <p>Children read a wide range of exception words, including the Y5-6 list and similar words which occur in the texts they read.</p>