



The Ellis CE Primary School

Reading Curriculum Progression Map

English – Word Reading

**For specific phonics teaching sequence, please see Phonics Progression at The Ellis Document.*

	Year Group		Key skills and Knowledge	Key Vocabulary
Phonics and Decoding	F1	After one term in F1	I can repeat songs, rhymes, stories and repeat familiar phrases. I can fill in missing words from well-known rhymes.	Rhyme Song Story Information
		After two terms in F1	I can notice and repeat sounds. I can identify signs and symbols in the environment and recall what they mean.	Book Sign Writing Read Letter Sound Phoneme
		By the end of F1	I can join in with rhymes and stories. I can identify rhymes. I can join in with the rhythm of well-known rhymes and songs. I can recognise my own name.	
	F2	After one term in F2	I can join in with rhymes and stories. I can join in with the rhythm of well-known rhymes and songs. I can recognise my own name. I can identify sounds in words (in particular, initial sounds). I can segment and blend simple words (with support). I can link sounds to letters in the alphabet.	Rhyme Recognise Phoneme Sounds Segment Blend Digraph Trigraph Sound button Consonant Letter Grapheme Sentence Sound out
		After two terms in F2	I can segment and blend simple words, demonstrating my knowledge of sounds independently. I can read simple words and simple sentences. I can identify rhymes. I can find my own rhyme.	
		By the end of F2	I can read the common exception words (red words). I can use my knowledge of phonics to decode regular words and read them aloud accurately.	

Year One	Know how to apply phonic knowledge and skills as the route to decode words. I can match all 40+ graphemes to their phonemes. I can blend sounds in unfamiliar words. I can divide words into syllables. I can read compound words. I can read words with contractions and understand that the apostrophe represents the missing letters. I can read phonetically decodable words. I can read words that end with 's, -ing, -ed, -est I can read words which start with un-. I can add -ing, -ed and -er to verbs. (Where no change is needed to the root word) I can read words of more than one syllable that contain taught GPCs.	<i>In addition to FS words: Split vowel digraph Adjacent Consonant Consonant cluster</i>
Year Two	I can decode automatically and fluently. I can blend sounds in words that contain the graphemes we have learnt. I can recognise and read alternative sounds for graphemes. I can read accurately words of two or more syllables that contain the same GPCs. I can read words with common suffixes. I can read common exception words. I can read and comment on unusual correspondence between grapheme and phoneme. I read most words quickly and accurately when I have read them before without sounding out and blending. I can read most suitable books accurately, showing fluency and confidence.	<i>In addition to Y1 words: Syllable Suffix Prefix Chunk Root word</i>
Year Three	I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. I can read further exception words, noting the unusual correspondences between spelling and sound. I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. I know what prefixes and suffixes are and understand how they can change the meaning of a word. I can apply growing knowledge of root words and prefixes and can read them within a text (im-, in-,il-, ir-, dis-, mis-, un-. Re-. sub-, inter-, super-, anti-, auto-). I can apply growing knowledge of root words and suffixes and can read them within a text (-ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion, -cian). I know that some words may have a similar pronunciation but will be written differently. I can read 50% of the Year 3/4 common exception words.	

	Year Four	I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. I can read further exception words, noting the unusual correspondences between spelling and sound. I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. I know when phonics as a strategy will not help read a word. Use analogy drawing on the pronunciation of similar known words to read to others. I can read all Year 3/4 common exception words.	<i>Analogy</i>
	Year Five	I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. I can read further exception words, noting the unusual correspondences between spelling and sound. I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. I can re-read and read ahead to check for meaning. I can read 50% of the year 5/6 common exception words.	<i>Etymology Morphology</i>
	Year Six	I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. <u>arachnophobia</u>. I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words. I can read fluently, using punctuation to inform meaning. I can read all year 5/6 common exception words.	
Fluency	F1	Tune in, remember, talk about and make different sounds. Know that print carries meaning and that in English is read from left to right.	<i>Sounds</i> <i>Listen</i> <i>Page</i> <i>Book</i> <i>Front cover</i> <i>Start</i> <i>Story</i>
	F2	Hear and say the initial, medial and final phoneme in a word and blend to read. Read and understand simple sentences.	<i>Phoneme</i> <i>Blend</i> <i>Sentence</i> <i>Start</i> <i>Top bottom</i> <i>Page</i>
	Y1	Accurately read texts that are consistent with developing phonic knowledges. Re-read texts to build fluency and confidence in word reading.	<i>Story telling</i> <i>Voice</i>

	Y2	Read aloud age-appropriate books/texts, sounding out unfamiliar words accurately, automatically and without due hesitation. Reread books to build fluency and confidence. Read words accurately and fluently without overt sounding and blending. Read age-appropriate texts with fluency, pace and expression.	<i>Intonation</i> <i>Expression</i> <i>Pace</i> <i>Fluency</i> <i>Phrasing</i> <i>Sentence</i> <i>Punctuation</i>
	Y3	Read aloud age-appropriate books/texts, sounding out unfamiliar words accurately, automatically and without due hesitation. Recognise and use punctuation, pausing at key moments.	<i>Pause</i> <i>Pace</i>
	Y4	Read clearly and apply punctuation accurately. Use expression and intonation with a growing awareness of the audience and purpose.	<i>Pause</i> <i>Dramatic effect</i>
	Y5	Read fluently, using punctuation, expression and intonation linked to a growing vocabulary, showing awareness of the intended audience and purpose.	<i>Purpose</i> <i>Audience</i> <i>Vary</i>
	Y6	Read fluently, using punctuation, expression and intonation linked to a growing vocabulary, showing awareness of the intended audience and purpose. Understand how to control voice, tone and pitch, pace and volume of reading to create atmosphere.	<i>Pitch</i> <i>Tone</i> <i>Volume</i>