



## Reading Progression Map – Word Reading

This document highlights the Assessment statements within each year group and places them beside the year groups above and below. This means you can easily look for progression while ensuring your pupils are meeting the expectations for their own year group.

In each area, please look for the text in bold as a quick guide to where your expected child should be – nothing should be looked at in isolation, always ensure your knowledge is sound for all year groups.

| WORD READING         | Nursery                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reception                                                                                                                                                                                   | Year One                                                                                                                                                                                                                       | Year Two                                                                                                                                                                                                                | Year Three                                                                                                                                                                                                    | Year Four                                                                                                                                                                                                                            | Year Five                                                                                                                                                                                                                 | Year Six                                                                                                                                                                                                                        |
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| Teacher Assessment   | <ul style="list-style-type: none"> <li>All pupils should have a 1:1 Reading Observation during Autumn 1, Spring 1 and Summer 1 – this will give an accurate picture of their word reading skills for teachers. They should use the KPI document alongside the Reading Observation Sheet (use the ‘Book Club’ format to complete these).</li> <li>All Reading Records should be checked regularly and teachers should have a reading reward system in place – any reluctant readers should be invited to regular book club style reading opportunities and also be given opportunities to read with peers, other adults and independently during the school day (IDENTIFY AND MONITOR)</li> </ul> |                                                                                                                                                                                             |                                                                                                                                                                                                                                |                                                                                                                                                                                                                         |                                                                                                                                                                                                               |                                                                                                                                                                                                                                      |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                 |
| Phonics and decoding | <ul style="list-style-type: none"> <li>Recognise <b>rhythm</b> in spoken words</li> <li>Continue a rhyming string</li> <li>Hear and says the <b>initial sound</b> in words</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Use phonic knowledge to <b>decode regular words</b> and read them aloud accurately</li> <li>Read some common exception ‘<b>red words</b>’</li> </ul> | <ul style="list-style-type: none"> <li>To <b>apply phonic knowledge and skills</b> as the route to <b>decode</b> words</li> <li>To <b>blend sounds in unfamiliar words</b> using the sounds they have learnt in RW1</li> </ul> | <ul style="list-style-type: none"> <li>To continue to apply <b>phonic knowledge and skills</b> as the route to <b>decode</b> words until automatic <b>decoding has become embedded</b> and reading is fluent</li> </ul> | <ul style="list-style-type: none"> <li>To use their phonic knowledge to <b>decode quickly and accurately</b> (may still need support to read longer unknown words)</li> <li>To apply their growing</li> </ul> | <ul style="list-style-type: none"> <li>To read most words <b>fluently</b> and attempt to decode any unfamiliar words with increasing <b>speed and skill</b></li> <li>To apply their knowledge of root words, prefixes and</li> </ul> | <ul style="list-style-type: none"> <li>To read <b>most words fluently</b> and attempt to decode any unfamiliar words with increasing speed and skill, <b>recognising their meaning through contextual cues</b></li> </ul> | <ul style="list-style-type: none"> <li>To read <b>fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings</b></li> <li>To decode any unfamiliar words with increasing</li> </ul> |

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|                               | <ul style="list-style-type: none"> <li>• <b>Segment the sounds</b> in simple words and blend them together and knows which letters represent some of them</li> <li>• Links sounds to letters, <b>naming and sounding the letters of the alphabet.</b></li> </ul> | <ul style="list-style-type: none"> <li>• Learn to read phonically regular words with <b>one syllable</b></li> <li>• <b>Use phonics knowledge</b> to understand unfamiliar vocabulary</li> </ul>                                                                   | <ul style="list-style-type: none"> <li>• Learn to read phonically regular words of <b>more than one syllable</b> as well as many irregular but <b>high frequency words</b></li> <li>• To respond speedily, giving the <b>correct sound to graphemes for all of the 40+ phonemes.</b></li> <li>• To read words containing -s, -es, -ing, -ed and -est endings.</li> <li>• To read <b>words with contractions</b>, e.g. I'm, I'll and we'll.</li> </ul> | <ul style="list-style-type: none"> <li>• To read accurately by <b>blending the sounds in words that contain the graphemes taught so far</b>, especially recognising alternative sounds for graphemes</li> <li>• To <b>accurately read most words of two or more syllables</b></li> <li>• To read <b>most words containing common suffixes.</b></li> </ul> | <p>knowledge of <b>root words and prefixes</b>, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.</p> <ul style="list-style-type: none"> <li>• To apply their growing knowledge of <b>root words and suffixes/word endings</b>, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</li> </ul> | <p>suffixes/word endings to <b>read aloud fluently</b></p>                                                                                                                                         | <ul style="list-style-type: none"> <li>• To apply their growing knowledge of root words, prefixes and suffixes/word endings, <b>including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently</b></li> </ul> | <p><b>speed and skill</b>, recognising their meaning through <b>contextual cues.</b></p>                                                              |
| <b>Common Exception Words</b> | <ul style="list-style-type: none"> <li>• Recognises <b>familiar words and signs</b> such as own name and advertising logos</li> <li>• <b>Looks at books</b> independently</li> </ul>                                                                             | <ul style="list-style-type: none"> <li>• They also <b>read some common irregular words</b></li> <li>• Children can read <b>some irregular but high frequency words</b></li> <li>• They use <b>phonic knowledge to understand unfamiliar vocabulary</b></li> </ul> | <ul style="list-style-type: none"> <li>• To <b>read Y1 common exception words</b>, noting unusual correspondences between spelling and sound and where these occur in words</li> </ul>                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• To <b>read most Y1 and Y2 common exception words</b>, noting unusual correspondences between spelling and sound and where these occur in the word</li> </ul>                                                                                                                                                     | <ul style="list-style-type: none"> <li>• To <b>begin to read Y3/Y4 exception words</b></li> </ul>                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• To <b>read all Y3/Y4 exception words</b>, discussing the unusual correspondences between spelling and sound and where these occur in the word.</li> </ul> | <ul style="list-style-type: none"> <li>• To <b>read most Y5/Y6 exception words</b>, discussing the unusual correspondences between spelling and sound and where these occur in the word.</li> </ul>                                                                         | <p>To <b>read all Y5/Y6 exception words</b>, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p> |
| <b>Teacher Assessment</b>     | <ul style="list-style-type: none"> <li>• <b>RWI programme to be followed – all assessment to take place in accordance with the programme and co-ordinated by RWI lead</b></li> </ul>                                                                             |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• <b>Fluency checks to take place at the beginning of the Autumn and Spring term – complete all relevant paperwork to accurately assess pupils and directly triangulate to TT (Class teacher to co-ordinate interventions using support staff – all date to be given to Reading Lead by week 3)</b></li> </ul>                                                          |                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                             |                                                                                                                                                       |

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| <b>Fluency</b> | <ul style="list-style-type: none"> <li>Begins to read words and simple sentences</li> <li>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> </ul> | <ul style="list-style-type: none"> <li>They use <b>phonic knowledge to decode</b> regular words and read aloud accurately</li> <li>They <b>demonstrate understanding when talking</b> with others about what they have read</li> <li>Children can read phonically regular words with <b>one syllable</b></li> </ul> | <ul style="list-style-type: none"> <li>To accurately read texts that are consistent with their developing <b>phonic knowledge</b>, that do not require them to use other strategies to work out words</li> <li>Children can read phonically regular words of <b>more than one syllable</b> as well as many irregular but <b>high frequency words</b>.</li> <li>To re-read texts to <b>build up fluency and confidence</b> in word reading</li> </ul> | <ul style="list-style-type: none"> <li>To read aloud books (closely matched to their improving <b>phonic knowledge</b>), sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>To re-read these books to <b>build up fluency and confidence</b> in word reading</li> <li>To read words <b>accurately and fluently</b> without overt sounding and blending, e.g. at over <b>90 words per minute</b>, in age-appropriate texts.</li> </ul> | <ul style="list-style-type: none"> <li><i>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically.</i></li> <li><i>Any focus on word reading should support the development of vocabulary.</i></li> <li><i>Children should read fluently with expression and tone</i></li> </ul> |