

English Progression Framework: Reading Word Reading/Decoding

Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Apply phonic knowledge and skills as the route to decode words	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent				
<i>Pupil can apply phonic knowledge to decode words: groups 1 – 5 sounds.</i>	Pupils can read fluently: Decoding is secure, ie. Chn can read using Fred in their head to decode and blend.				
Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes				
Pupils use their phonic knowledge to accurately read all graphemes for all 40+ phonemes	Pupils automatically read phonetically plausible words by blending using Fred in their head.				
Read accurately by blending sounds in unfamiliar words containing GPCs2 that have been taught					
Pupils use their knowledge of Graphemes and phonemes to blend sounds in unfamiliar words including: coach, cried,					
Read other words of more than one syllable that contain taught GPCs	Read accurately words of two or more syllables that contain the same graphemes as above				
Pupils know what a syllable is and can identify these in words in order to support with decoding and blending	Pupils can use their knowledge of syllables including those in words with alternative graphemes and combine to read a word e.g. morning, rainbow, unicorn, gingerbread and handkerchief				
Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word			
Pupils can read RPS's CEW Y1.	Pupils can read all KS1 CEW including recognising those with irregular spelling patterns e.g. mind, pretty, prove, would, whole	Pupils can read RPS's CEW Y3.	Pupils can use their understanding of unusual spellings to read all common exception words in Y3 and Y4		
Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings	Read words containing common suffixes	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet		Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet	
Pupils can read the words with the above suffixes when the root does not change: s – dogs, cats es – foxes, catches, ing, ed, er - hunting, hunted, hunter, walking, walked, walker er & est – quicker, quickest	Pupils can read the words with suffixes including where the 'y' at the end of a root word changes to an 'i' and a suffix is added. Merriment, happiness, penniless, happily.	Pupils can read aloud and make sense of words by understanding how prefixes and suffixes change the meaning of a root word, e.g: forget – forgotten – forgetfulness – unforgettable	Pupils can fluently read and interpret new words in the context of what is being read using their knowledge of root words, prefixes and suffixes. They are able to decode new words outside their spoken vocabulary.	As previous years – see Appendix 1 for year group specific roots, prefixes and suffixes.	
	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered				
	Pupils can read most high frequency words quickly and accurately				
Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)					
Pupils can read contractions and understands that an apostrophe is used for omission, e.g. I am – I'm, it is – it's, I will – I'll, we will – we'll					
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	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation				

Pupils can read aloud phonetically decodable texts at their level	Pupils can read books using the strategies taught in KS1, e.g. sounding out, using phonic knowledge and reading with fluency.				
Re-read these books to build up their fluency and confidence in word reading.	Re-read these books to build up their fluency and confidence in word reading				
See above	See above				