

# Whole School Progression in Word Reading



**Developed by the WLCT literacy hub for Wednesbury schools.**

Content was drawn from new curriculum (some elements have been added or adjusted to create more challenge).

**Created March 2014**

## EYFS – Early Reading Skills:

This is a progression across Nursery & Reception that requires delivery of the Letters and Sounds Teaching Programme. Some pupils will be capable of moving onto Year 1 expectations.

Word Reading	Notes and Guidance
<p><b>EYFS 30-50 Months Reading</b> Enjoys rhyming and rhythmic activities Shows awareness of rhyme and alliteration Recognises rhythm in spoken words Recognises familiar words and signs such as, own name and advertising logos Knows information can be relayed in the form of print Knows that print carries meaning and, in English, is read from left to right and top to bottom</p> <p><b>EYFS 40-60 Months Reading</b> Continues a rhyming string Hears and says the initial sound in words Can segment the sounds in simple words and blend them together and knows which letters represent some of them Links sounds to letters, naming and sounding the letters of the alphabet Begins to read words and simple sentences (<i>understands the difference between a word and a sentence</i>)</p> <p><b>ELG</b> <i>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</i></p>	<p><i>For children who are not secure at phase one and have difficulty with sound discrimination, a continuing programme of phase one should be continued and embedded.</i></p>

<b>Word Reading</b>	<b>Notes and Guidance:</b>
<p><b>Year One:</b></p> <p>Pupils should be taught to:</p> <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 (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>Read high frequency words and 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 taught GPCs</li> <li>Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</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>	<p><b>Pupils should revise and consolidate the GPCs and the common exception words taught in Reception. As soon as they can read words comprising the year 1 GPCs accurately and speedily, they should move on to the year 2 programme of study for word reading. The number, order and choice of exception words taught will vary according to the phonics programme being used. Ensuring that pupils are aware of the GPCs they contain, however unusual these are, supports spelling later.</b></p> <p><b>Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils’ vocabulary.</b></p> <p><b>Pupils should be taught how to read words with suffixes by being helped to build on the root words that they can read already. Pupils’ reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books.</b></p> <p><b>Use a range of reading strategies successfully to assist decoding eg pictorial clues, reading ahead to check for meaning etc.</b></p>

Word Reading	Notes and Guidance:
<p><b>Year Two:</b></p> <p>Pupils should be taught to:</p> <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 alternative sounds for graphemes</li> <li>Read accurately words of two or more syllables that contain the same graphemes as above</li> <li>Read words containing common suffixes</li> <li>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word including silent letters</li> <li>Locate words containing apostrophes and understand its use for contractions</li> <li>Identify compound words in their reading</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 out unfamiliar words accurately, automatically and without undue hesitation</li> <li>Locate new words and make collections of new words linked to personal interest and topics</li> <li>Re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<p><b><i>Pupils should revise and consolidate the GPCs and the common exception words taught in year 1. The exception words taught will vary slightly, depending on the phonics programme being used. As soon as pupils can read words comprising the year 2 GPCs accurately and speedily, they should move on to the years 3 and 4 programme of study for word reading. When pupils are taught how to read longer words, they should be shown syllable boundaries and how to read each syllable separately before they combine them to read the word. Pupils should be taught how to read suffixes by building on the root words that they have already learnt. The whole suffix should be taught as well as the letters that make it up. Pupils who are still at the early stages of learning to read should have ample practice in reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words. As soon as the decoding of most regular words and common exception words is embedded fully, the range of books that pupils can read independently will expand rapidly. Pupils should have opportunities to exercise choice in selecting books and be taught how to do so.</i></b></p> <p><b><i>Use a range of reading strategies successfully to assist decoding eg pictorial clues, reading ahead to determine meaning etc.</i></b></p>

Word Reading	Notes and Guidance:
<p><b>Year Three:</b></p> <p>Pupils should be taught to:</p> <p>Consolidate all GPCs taught within whole class and shared reading</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>Read words listed for years 3 and 4 plus further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (eg rough, bough, cough)</p> <p>Locate new words and make collections of new words linked to personal interest and topics</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p><i>For children for whom word-reading at the recommended level is still a challenge, a suitable programme of intervention should be identified and delivered.</i></p> <p><b><i>At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary. When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print [for example, in reading ‘technical’, the pronunciation /tɛtʃnɪkəl/ (‘tetchnical’) might not sound familiar, but /tɛknɪkəl/ (‘teknical’) should].</i></b></p>

Word Reading	Notes and Guidance:
<p><b>Year Four:</b></p> <p>Pupils should be taught to:</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Locate new words and make collections of new words linked to personal interest and topics</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p><b><i>For children for whom word-reading at the recommended level is still a challenge, a suitable programme of intervention should be identified and delivered.</i></b></p> <p><b><i>At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary. When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print [for example, in reading ‘technical’, the pronunciation /tɛtʃnɪkəl/ (‘tetchnical’) might not sound familiar, but /tɛknɪkəl/ (‘teknical’) should].</i></b></p> <p><b><i>Increase complexity of skimming and scanning to locate information.</i></b></p>

<b>Word Reading</b>	<b>Notes and Guidance:</b>
<p><b>Year Five:</b> Pupils should be taught to: Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. Locate new words and make collections of new words linked to personal interest and topics Re-read these books to build up their fluency and confidence in word reading.</p>	<p><b><i>It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling.</i></b></p> <p><b><i>Increase complexity of skimming and scanning to locate information.</i></b></p>

<b>Word Reading</b>	<b>Notes and Guidance:</b>
<p><b>Year Six:</b> Pupils should be taught to: Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. Locate new words and make collections of new words linked to personal interest and topics Re-read these books to build up their fluency and confidence in word reading.</p>	<p><b><i>It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling.</i></b></p> <p><b><i>Increase complexity of skimming and scanning to locate information.</i></b></p>