

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	Children learn to: - 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	Children learn to: - 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.	Children continue to apply phonic knowledge as the route to decode words until automatic decoding has become embedded and reading is accurate and fluent; - 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. They read aloud books closely matched to their improving phonic knowledge; texts include more sophisticated and challenging vocabulary.

Skill	Year 3 1500-2000 words	Year 4 >2000 words	Year 5 >2000 words	Year 6 >2000 words
Decoding / Word-reading	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. They should be able to decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation.	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). As decoding becomes more secure, children should become independent, fluent and enthusiastic readers.	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). They read some of the exception words (Y5-6 list and similar). Attention is paid to new vocabulary, both its meaning and correct pronunciation.	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. Children read a wide range of exception words, including the Y5-6 list and similar words which occur in the texts they read.