

English Reading Progression

Version 2

Summer 2024

Year Group	Word Reading	
	Decoding and Fluency	Range of texts and genres

<p>Reception</p>	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs.* • Read individual letters by saying the sounds for them. • Blend sounds into words to read short words made up of known letters. • Read some letter groups that each represent one sound and say sounds for them. • Read words consistent with their phonic knowledge by sound-blending.* • Read a few common exception words* I, me, of, them, the, my, to, no, go, said, you, so, you, all, be, • Read simple phrases and sentences and books that are consistent with their phonic knowledge.* • Re-read books to build confidence in word reading, fluency and understanding and enjoyment. • Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words and the speedy recognition of familiar printed words. 	<ul style="list-style-type: none"> • Children listen and talk about stories, rhymes and poems, and non-fiction books children develop knowledge of themselves and the world in which they live. • Talk about non-fiction books to develop a deep familiarity with new knowledge and vocabulary. • Children develop a life-long love of reading; by reading books in class and demonstrating their own enjoyment, teachers will pass on the joy of reading. • Children retell stories once they have a developed a deep familiarity with a text with some repetition and their own words.
<p>Year 1</p>	<ul style="list-style-type: none"> • Apply phonic knowledge and skills to decode words. * • Respond speedily with the correct sound to graphemes for all 40+ phonemes.* • Recognise and read the alternative sounds for graphemes e.g. 'ow' in snow and cow.* • Read accurately by blending sounds in unfamiliar words.* • Read common exception words for their year group.* • Read words containing –s, -es, -ing, -ed, -er, -est endings. * • Split two and three syllable words into the separate syllables to support blending for reading. * • Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter (S).* • Re-read books to build fluency and confidence in word reading.* 	<ul style="list-style-type: none"> • Children read for themselves key stories, fairy stories and traditional tales. • Children read aloud accurately, books that are consistent with their developing phonic knowledge. • Children read aloud in whole class reading and also listen to their peers read aloud. • Children listen to a wide range of poems, stories and non-fiction texts at a level beyond that at which they can read independently. • Children continue to be motivated to read and develop a love and pleasure of reading. Teachers will pass on the joy of reading.

*Skills taught through The Read, Write, Inc Phonics programme.

*See RWI Teaching Progression Document

<p>Year 2</p>	<ul style="list-style-type: none"> • Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.* • Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.* • Read accurately further common exception words for their year group.* • Read words containing common suffixes e.g. -ness, -ment, -ful,* • Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. shoulder, roundabout, grouping.* • Read frequently encountered words quickly and accurately without overt sounding and blending • Re-read books to build fluency and confidence in word reading.* • Develop expression when reading aloud using tone and intonation, particularly where characters are speaking.* • Aim to read at a speed of 90 words per minute.* 	<ul style="list-style-type: none"> • Children read a wider range of key stories, fairy stories and traditional tales, reading longer less and less familiar texts independently. • Children read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without hesitation. • Children read aloud in whole class reading and also listen to their peers read aloud. • Children listen to a wide range of contemporary and classical poetry stories, fiction and non-fiction texts at a level beyond at which that they can read independently. • Children continue to be motivated to read and develop a love and pleasure of reading. Teachers will pass on the joy of reading.
<p>Year 3</p>	<ul style="list-style-type: none"> • Children can read silently and aloud, reading fluently enough to gain the meaning from the text, re-reading where necessary. • Read accurately further common exception words for their year group. • Apply growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet. 	<ul style="list-style-type: none"> • Children read a wide range of books, including fairy stories, myths and legends. • Children read books that are structured in different ways and reading for a range of purposes. They take books from the school and classroom libraries to read at home. • Children join in and read aloud in whole class reading.
<p>Year 4</p>	<ul style="list-style-type: none"> • Children use expression confidently when reading aloud. • Fluency continues to develop by choral and echo reading in whole class reading. 	<ul style="list-style-type: none"> • Children listen to a wide range of fiction, poetry, plays, non-fiction and reference book or textbooks. • Children develop positive attitudes that encourage a love and pleasure of reading. Teachers will pass on the joy of reading.
<p>Year 5</p>	<ul style="list-style-type: none"> • Children can read silently. They recognise words automatically and group words quickly to help gain meaning from what they read. • Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet. • Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking. 	<ul style="list-style-type: none"> • Children read for themselves an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • They read books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. • Children read books that are structured in different ways and reading for a range of purposes. Children take books from the school and classroom libraries to read at home. • Children join in and read aloud in whole class reading.
<p>Year 6</p>		<ul style="list-style-type: none"> • Children maintain positive attitudes that encourage a love and pleasure of reading. Teachers will pass on the joy of reading.

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