



Phonics knowledge & skills progression map



	EYFS	KS1		KS2			
Reading Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading - Word Reading							
Phonics and Decoding	<p>30-50 months: To enjoy rhyming and rhythmic activities.</p> <p>To show an awareness of rhyme and alliteration.</p> <p>To recognise rhythm in spoken words.</p> <p>40-60 months: To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together and know which letter</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words with one or more syllable.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.</p> <p>To apply their growing knowledge of root words and suffixes / word endings, including –ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and –</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes / word endings to read aloud fluently.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes / word endings, including –sion, -tion, -cial, -tial, -ant /-ance /-ancy, -ent /-ence /-ency, -able /-ably and –ible /-ibly, to read aloud fluently.</p> <p>Use the syntax and semantics which surround a new</p>	<p>To read fluently and with full knowledge of all Y5/6 exception words, root words, prefixes, suffixes / word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues.</p> <p>Read and pronounce unfamiliar words using knowledge of letter strings – linked to spelling patterns.</p> <p>Use the syntax and semantics which surround a new word to support their understanding</p>

	<p>represents some of them.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>ELG: To use phonic knowledge to decode regular words and read them aloud accurately.</p>	<p>To read multisyllabic words containing taught letter / sound correspondences.</p> <p>To read words containing –s, -es, -ing, -ed and –est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p> <p>Read aloud a phonetically decodable text.</p>	<p>To read most words containing common suffixes.</p>	<p>cian, to begin to read aloud.</p>		<p>word to support their understanding of its meaning – read around the word.</p>	<p>of its meaning – read around the word.</p>
<u>Common Exception Words</u>	<p>ELG: To read some common irregular words.</p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>To read all Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>To begin to read Y3 / Y4 exception words.</p>	<p>To read all Y3 / Y4 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To read all Y3 / Y4 exception words.</p> <p>To read most Y5 / Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To read all Y5 / Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>
<u>Phonic levels</u>	<p>Level 1-5</p>	<p>Revision of level 3 and 4 moving quickly onto level 5</p>	<p>Level 6</p>	<p>Catch up intervention Fast Track Phonics</p>	<p>Catch up intervention Fast Track Phonics</p>	<p>Catch up intervention Fast Track Phonics</p>	<p>Catch up intervention Fast Track Phonics</p>
	<p>30-50 months: To show interest in illustrations and print in books and print in the environment.</p>	<p>To accurately read texts that are consistent with their developing phonics knowledge, that do not require them to</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically using 'Love to Read'. Any focus on word reading should support the development of vocabulary.</p>			

<p>Fluency</p>	<p>To recognise familiar words and signs such as own name and advertising logos.</p> <p>To look and handle books independently (holds books the correct way up and turns pages).</p> <p>40-60 moths: To ascribe meanings to marks that they see in different places.</p> <p>To begin to break the flow of speech into words.</p> <p>To begin to read words and simple sentences.</p> <p>ELG: To read and understand simple sentences.</p>	<p>use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>accurately, automatically and without due hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending.</p>	
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