

Progression Map

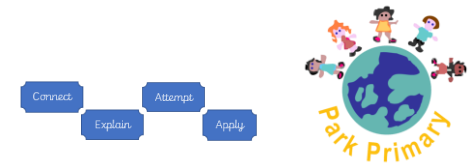


<p><u>Essential Knowledge for a reader.</u></p> <ul style="list-style-type: none"> • Knowledge of grapheme phoneme correspondence • Knowledge of sight words 	<p><u>Essential Skills for a reader</u></p> <ul style="list-style-type: none"> • To accurately decode and unfamiliar words. • To be able to accurately blend a word to read new and unfamiliar words. • To be able to fluently read words for meaning.
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	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Phonics and Decoding</p>	<p><u>Nursery</u> Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> Spot and suggest rhymes Count or clap syllables in words Recognise words with the same initial sound such as money and mother <p><u>FS2</u></p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<p><u>Year 1</u> Apply phonic knowledge and skills as the route to decode words</p> <ul style="list-style-type: none"> 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 sounds in unfamiliar words containing GPCs that have been taught read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings read other words of more than one syllable that contain taught GPCs read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) <p><u>Year 2</u> Continue to apply phonic knowledge and skills as the route to decode</p>	<p>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>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet</p>

Together we **R.O.A.A.R.R!**

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		<p>words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above</p> <p>Read words containing common suffixes</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p>		
Common exception words	To read phase 2 and 3 tricky words.	<p><u>Year 1</u></p> <p>Read phase 4 and phase 5 tricky words.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p><u>Year 2</u></p>	Read further exception words, noting the 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.

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		Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word		
Fluency	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p><u>Year 1</u> Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p> <p><u>Year 2</u> Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p>	<p>Read words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Read aloud books sounding out unfamiliar words accurately, automatically and without undue hesitation.</p>	<p>Read words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Read aloud books sounding out unfamiliar words accurately, automatically and without undue hesitation.</p>

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		Re-read these books to build up their fluency and confidence in word reading.		
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