

CURRICULUM PROGRESSION MAP
SUBJECT – WORD READING

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • I can read and understand simple sentences. • I can use phonic knowledge to decode regular words and read them aloud accurately. • I can read some common exception words. • I can read simple words/sentences to my friends. • I can demonstrate understanding when talking with others about what they have read. 	<ul style="list-style-type: none"> • I can apply phonic knowledge and skills as the route to decode words. • I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • I can read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • I can read other words of more than one syllable that contain taught GPCs • I can read words with contractions, e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s) 	<ul style="list-style-type: none"> • I am continuing to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • I can read accurately words of two or more syllables that contain the same graphemes as above • I can read words containing common suffixes • I can read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • I can read most words quickly and accurately without overt sounding and blending when they have been frequently encountered 	<ul style="list-style-type: none"> • I can read an increasing number of exception words. • I can read aloud with intonation and expression, taking into account higher grade punctuation. • I can apply increasing knowledge of root words, prefixes and suffixes • I can test out different pronunciations of longer words • I can read many (Year 3/4 common exception words understanding the correspondence between spelling and sound. 	<ul style="list-style-type: none"> • I can read aloud with pace, fluency and expression, taking punctuation and author's intent into account. • I can explore potential meaning of ambitious vocabulary read in context (using knowledge of etymology-word origin), morphology-form and structure of the word, i.e. the root word plus prefix and/or suffix or the context of the word. • I can read most (Year 3/4 common exception words understanding the correspondence between spelling and sound. • I can read a range of appropriate texts fluently and accurately, including exception words. • I can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (un-important). • I can recognise prefixes and suffixes in words. 	<ul style="list-style-type: none"> • I can read confidently unknown words with prefixes and suffixes and begin to make connections between words. • I understand the history of words and the relationship between them to help read unknown polysyllabic words. • I understand the impact of prefixes and suffixes on root words. • I can read many Year 5/6 Common Exception Words 	<ul style="list-style-type: none"> • I know how to read most unfamiliar words and can predict the meaning of related words using my knowledge. (e.g. words with the prefix circum meaning around). • I can read almost all words accurately. • I can use knowledge of word history and the link between words to suggest meaning. • I can read accurately all words (including those containing suffixes and prefixes) and predict the meaning, using knowledge of the history of words and the relationship between them. • I can read all Year 5/6 Common Exception Words