



# St William of York Catholic Primary School

## Progress in Skills and Knowledge: Phonics/ Reading



	Autumn			Spring			Summer			
<b>Nursery</b>	Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words.									
<b>Reception</b>	Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words.									
<b>Year 1</b>	Apply phonic knowledge and skills as the route to decode words.	Respond speedily with the correct sound to graphemes 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 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	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, e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s).	Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.	Re-read these books to build up their fluency and confidence in word reading.	
<b>Year 2</b>	Continue to apply phonic knowledge and skills as the route to decode words until automatic	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.	Read further common exception words, noting unusual correspondences between		Read accurately words of two or more syllables that contain the taught GPCs.	Read most words quickly and accurately, without overt sounding and blending, when they	Read aloud books closely matched to their improving phonic knowledge, sounding out	Re-read these books to build	Read words containing words to build	

	decoding has become embedded and reading is fluent		spelling and sound and where these occur in the word.			have been frequently encountered.	unfamiliar words accurately, automatically and without undue hesitation.	d up their fluency and confidence in word reading.	mon suffixes.
<b>Year 3</b>			Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.			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.			
<b>Year 4</b>	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.A								
<b>Year 5</b>	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.								
<b>Year 6</b>	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.								