

English – Reading Ladder of Progression – Word Reading

EYFS Word Reading ELG	Year 1	Year 2	Year 3/4	Year 5/6
say a sound for each letter in the alphabet and at least 10 digraphs	apply phonic knowledge and skills as the route to decode word	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent		
	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 the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for grapheme		
read words consistent with their phonic knowledge by sound-blending;	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read other words of more than one syllable that contain taught GPCs	read accurately words of two or more syllables that contain the same graphemes as above read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered		
read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	read further common exception words, noting 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.	
	read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings read words with contractions [for example, I’m, I’ll, we’ll, and understand that the apostrophe represents the omitted letter(s)]	read words containing common suffixes	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in – English appendix 1 , both to read aloud and to understand the meaning of new words they meet	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the me
	read books aloud, accurately, that are consistent with their	read aloud books closely matched to their improving		

	developing phonic knowledge and that do not require them to use other strategies to work out words reread these books to build up their fluency and confidence in word reading	phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation reread these books to build up their fluency and confidence in word reading		
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