



Decoding progression map

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">- To spot and suggest rhymes- To count or clap syllables in a word- To recognise words with the same initial sound, such as money and mother	<ul style="list-style-type: none">- To read individual letters by saying the sounds for them- To blend sounds into words, so that they can read short words made up of known letter– sound correspondences.- To read some letter groups that each represent one sound and say sounds for them.- To read a few common exception words matched to the school's phonic programme.	<ul style="list-style-type: none">- To apply phonic knowledge to decode words- Speedily reads all 40+ letters/groups for 40+ phonemes- Recognise and use alternative ways of spelling phonemes- Recognise and use alternative ways of pronouncing graphemes already taught e.g 'g' in 'get' compared to 'g' in 'gem.'- read multisyllabic words containing taught GPCs- Read aloud phonically decodable texts-Apply phonic knowledge and skills to read non-decodable words	<ul style="list-style-type: none">- Embed phonic knowledge for fluency, accuracy and speed- Read accurately including alternative sounds for graphemes- read multisyllabic words containing taught GPCs- read most words accurately without the need for overt sounding and blending- Use skills to tackle unfamiliar words that are not fully decodable	<ul style="list-style-type: none">- To use phonic knowledge to decode quickly and accurately- To apply knowledge of root words, prefixes, suffixes both to read aloud and understand meaning of new words- Read further common exception words noting unusual correspondence between spelling and sound	<ul style="list-style-type: none">- Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill- To apply knowledge of root words, prefixes, suffixes both to read aloud and understand meaning of new words- Read further common exception words noting unusual correspondence between spelling and sound	<ul style="list-style-type: none">- To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skills, recognising meaning through context- To apply knowledge of root words, prefixes, suffixes (morphology and etymology) to read aloud and understand meaning	<ul style="list-style-type: none">- To read fluently with full knowledge of all exception words, root words, suffixes, prefixes and endings; decoding any unfamiliar words with increasing speed and skill recognising meaning through contextual cues.



<p>See Development matters page 79</p>	<p>See Development matters pages 81-83</p> <p><u>Progression for RWI</u> October- most of set 1 December – all of set 1 (blending/word time) February- ditties July- green</p>	<p>See English appendix pages 1-6</p> <p><u>Progression for RWI</u> September- green/purple December- pink (set 2) February- orange April- Yellow May- yellow (Most on set 3) July- blue</p> <p><u>Phonics screening checks</u> November- 19+ February- 25+ April- 30+</p>	<p>See English appendix pages 7-10</p> <p><u>Progression for RWI</u> October- December- grey</p> <p><u>Phonics screening checks</u> November- 19+ February- 25+ April- 30+</p>	<p>See English appendix pages 11-15</p>	<p>See English appendix pages 11-15</p>	<p>See English pages 18-22</p>	<p>See English appendix pages 18-22</p>
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