

Curriculum Progression - Core Content			
Focus	EYFS	Year 1	Year 2
Word Reading <ul style="list-style-type: none"> - Phoneme/ Grapheme - Phonemes - Grapheme s - Decoding/ Blending - Oral blending - CVC/CCV C words - Nonsense words - Spelling 	<ul style="list-style-type: none"> ● Early Learning Goal Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. ● Early Learning Goal Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. 	<ul style="list-style-type: none"> ● Apply phonic knowledge and skills as the route to decode words. ● 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 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 	<ul style="list-style-type: none"> ● Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. ● Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. ● Read accurately words of two or more syllables that contain the same graphemes as above. ● Read words containing common suffixes. Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. ● Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ● Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. ● Re-read these books to build up their fluency and confidence in word reading.

