Progression of Phonics and Word Reading

Common exception words in the read, write inc books and linked to National Curriculum appendices

Y1 Common Exception words Y2 Common Exception words Y2 alternative spelling patterns

	EYFS development matters– Literacy		**Read, write inc teaching order**	**Common exception words**	**Support to be sent home**	Reading in school
Nursery Foundation 1	Develop their phonological awareness so they can: -spot and suggest rhymes -count or clap syllables in a word -recognise words with the same initial sound Understand the 5 key concepts about print: -print has meaning -print can have different purposes -we read English text from left to right and from top to bottom -the names of the different parts of a book -page sequencing		Listening games and sound discrimination Initial sounds and letter recognition **Children who are ready will be taught the Set 1 sounds following the RWI scheme.	N/A	Reading corner books for shared reading at home.	Story time/Rhyme time
Reception Foundation 2	Read individual letters by saying the sounds for them.	Autumn 1	Set 1 sounds and word time lessons 1.1 – 1.4 **16 sounds** m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e,	N/A	Flashcards-Set 1 Reading corner book Lilac reading books-no words (More able children may take blending books home)	Daily story time
	Blend sounds into words, so they can read short words made up of known letter-sound correspondences.	Autumn 2	Able to blend orally Word time lesson 1.5 – 1.7 **25 sounds (16 above)**	N/A	Blending Books	Daily story time

	Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonics programme. Read simple phrases and sentences made up of words with known letter – sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. **ELG: Word Reading** Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.		l, h, r, j, v, y, w, z, x,			
		Spring 1	Ditty group Red ditty books **31 sounds (all set 1)** **Set 1 Special friends:** ch, th, ng, nk, qu, wh	I, of, my, to, the, no	Photocopiable ditty book sheets Red book bag books	Ditty sheets Red storybook Own reading book x 1 a week PPG x 3 a week
		Spring 2	Set 2 sounds **35 sounds-Set 1 plus:** ay, ee, igh, ow (blow), Green books	the, your, said, you, my, I, he, are, of, no	Set 2 flashcards Green book bag books Red word lists Green word lists	Green storybook Own reading book x 1 a week PPG x 3 a week
		Summer 1	Green books **35 sounds** **New Set 2 sounds** oo (boot), oo (book),		Set 2 flashcards Green book bag books Red word lists Green word lists	As above
		Summer 2	Purple books **41 sounds** **Set 1 Sounds** **Set 2 sounds**-ay, ee, igh, ow, oo, oo, ar, or, air, ir	the, of, to, I, my, me, go, he, baby, said, are, you, your, paint	Set 2 flashcards Green book bag books Red word lists Green word lists Storey green words and Red word pages from class storybook-each week.	Purple storybook Own reading book x 1 a week

Year 1	National curriculum guidance for Key Stage 1 Applying phonics in reading		Read, write inc teaching order	Common exception words	Support to be sent home	Reading in school
	Knows when to use phonics knowledge to decode words. Reads common words using phonics knowledge, where possible. Reads words of more than one syllable that contain taught GPCs.	Y1 Autumn 1	**47 sounds** **Set 1 + 2** Purple books Read, write inc books **Recap Set 2 sounds**	all, my, the, like, I've, want, you, call, we, be, no, her, are, of, me, said, he, she, to, washing, some, be, there, so	Purple books weekly red and green words from the book Set 2 Flashcard pack	Purple Story books Book bag book-read with an adult x 1 per week (PPG-3 X a week)
		Y1 Autumn 2	Pink books Begin Set 3 sounds **Recap Set 2** **56 sounds** **Set 1, 2 and Set 3**: ea, oi, a-e, i-e, o-e, u-e, aw, are, ur	I of all my to like the no I've me your want you said call he are we go baby be her so she some there	Set 3 sounds practise flashcards Pink book bag books weekly red and green words from the book	Pink Story books Book bag book-read with an adult x 1 per week (PPG-3 X a week)
	Knows which part of words can be decoded using phonics. Blends sounds in unfamiliar words based on known GPCs. Reads words with familiar endings –s, es, ing, ed, er, est. Reads words which have the prefix –un added. Reads phonically decodable texts, with confidence. Divides words into syllables.	Y1 Spring 1	Orange books **64 sounds** **Set 1, 2 and Set 3**: ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure	what, they, do, said, you, the, me, be, want, my, go, he, no, old, are, we, so, was, be, of, all, she, her	Orange book bag books weekly red and green words from the book	Orange Story books Book bag book-read with an adult x 1 per week (PPG-3 X a week)

		Y1 Spring 2	Yellow books **74 sounds** Set 1, 2, 3 Alternative sounds- ph, kn, ie, e-e, a, cious, tion	one, saw, her, to, go, the, all, was, some, she, be, he, they, watch, watches, me, said, my, want, you, school, are, of, small, do, by, wall, there, what, no, so, your, who, tall, call, brother, I'm, I've, their, any, fall, were	Yellow book bag books Weekly red and green words from the book just read	Yellow Story books Book bag book-read with an adult x 1 per week (PPG-3 X a week)
	Hears and recognises all 40+ phonemes. Matches all 40+ graphemes to their phonemes. Identifies all 40+ graphemes in reading. Knows that words can have omitted letters and that an apostrophe represents the omitted letters. Finds contractions in reading. Reads words with contractions. Reads compound words.	Y1 Summer 1	Yellow books **74 sounds** Set 1, 2 and 3	one, saw, her, to, go, the, all, was, some, she, be, he, they, watch, watches, me, said, my, want, you, school, are, of, small, do, by, wall, there, what, no, so, your, who, tall, call, brother, I'm, I've, their, any, fall, were	Yellow book bag books Weekly red and green words from the book just read Phonics screening check practise pack	Yellow Story books Book bag book-read with an adult x 1 per week (PPG-3 X a week)
		Y1 Summer 2	Blue books Set 1, 2 and 3 sounds Focus on fluency and intonation 60-70 words per minute when reading	any, other, two, one, all, her, there, said, could, they, would, want, their, watch, some, anyone, over, who, does, school, through, once, here, son, you're, here, why, brother, were, humans, whole, what, was, small, tall	Blue book bag books Weekly red and green words from the book just read	Blue Story books Book bag book-read with an adult x 1 per week (PPG-3 X a week)

Year 2	National curriculum guidance for Key Stage 1 Applying phonics in reading		Read, write inc teaching order	Common exception words	Support to be sent home	Reading in school
	Understands the importance of decoding words automatically. Understands that some words cannot be decoded with phonics strategies. Uses the graphemes taught to blend sounds. Knows that the phonemes may be represented by different graphemes. Knows that familiar words do not need to be sounded out and blended. Reads familiar words automatically and accurately without sounding out or blending.	Y2 Autumn 1	Blue books Set 1, 2 and 3 sounds Focus on fluency and intonation 60-70 words per minute when reading	any, other, two, one, all, her, there, said, could, they, would, want, their, watch, some, anyone, over, who, does, school, through, once, here, son, you're, here, why, brother, were, humans, whole, what, was, small, tall	Blue book bag books Weekly red and green words from the book just read	Blue Story books Book bag book-read with an adult x 1 per week (PPG-3 X a week)
		Y2 Autumn 2	Grey books Set 1, 2 and 3 sounds Focus on fluency and intonation 80-90 words per minute when reading	should, were, there, call, want, come, one, through, many, could, are, other, was, two, who, you, said, your, what, school, mother, to, they, father, watch, anyone, whole, water, great, brother, above, where, here, someone, another, walk, what, small, any, here, son, would	Grey book bag books Weekly red and green words from the book just read	Grey Story books Book bag book-read with an adult x 1 per week (PPG-3 X a week)
	Knows that the same grapheme may be read in different ways. Recognises alternatives and considers which will make more sense. Recognises syllables in words. Knows that breaking words into syllables helps fluent decoding.	Y2 Spring 1	Finished RWI Phonics Guided Reading Gold books	All Y2 common exception words for reading and spelling	Gold banded reading book	Gold guided reading texts Gold banded reading book-read

	Knows that other strategies can be used to read unfamiliar words. Uses other strategies to support fluent decoding.					with an adult x 1 per week (PPG-3 X a week)
		Y2 Spring 2	Finished RWI Phonics Guided Reading White books	All Y2 common exception words for reading and spelling	White banded reading book	White guided reading texts White banded reading book-read with an adult x 1 per week (PPG-3 X a week)
	Reads words of 2 or more syllables accurately. Reads aloud books closely matched to improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Reads books fluently and confidently.	Y1 Summer 1	Finished RWI Phonics Guided Reading Lime books	All Y2 common exception words for reading and spelling	Lime banded reading book	Lime guided reading texts Lime banded reading book-read with an adult x 1 per week (PPG-3 X a week)
		Y1 Summer 2	Finished RWI Phonics Guided Reading	All Y2 common exception words for reading and spelling	Lime banded reading book.	Lime guided reading texts

			Lime books			Lime banded reading book-read with an adult x 1 per week (PPG-3 X a week)

National curriculum guidance for Key Stage 2 **Applying phonics in reading** **Year 3/4** Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1), both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. **Common Exception Words Years 3 and 4** accident, accidentally, actual, actually, address, although, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy, business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight, eighth, enough, exercise, experience, extreme, famous, favourite, February, forward, forwards, fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural,	Year 3 Autumn Term Year 3 Spring Term	**<u>Applying Phonics</u>** Knowing that phonics is one strategy to help to read any unfamiliar word. Knowing when phonic strategies will help when reading a word and when they will not. Understand what a root word is. Understand how to use a root word to help read unfamiliar words. Use root words to help understand the meaning of unfamiliar words. Know what prefixes and suffixes are Understand how prefixes and suffixes can change the meaning of a word. Use prefixes and suffixes to read unfamiliar words. Use prefixes and suffixes to understand the meaning of unfamiliar words. Can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. Know that some words may have a similar pronunciation but may be written differently. Know that some of these are unusual. Use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words. Know that unfamiliar words can be read by using knowledge of similar words (analogy).

naughty, notice, occasion, occasionally, often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess, possession, possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though, thought, through, various, weight, woman, women	Year 3 Summer Term	Can use analogy, drawing on the pronunciation of similar known words to read others.
	Year 4 Autumn Term	Know that phonics is one strategy to read unfamiliar words. Know when phonic strategies will help to read a word and when they will not. Use knowledge of root words to help read unfamiliar words. Use root words to help understand the meaning of unfamiliar words. Use knowledge of learned prefixes and suffixes to help read unfamiliar words. Use prefixes and suffixes to help understand the meaning of unfamiliar words.
	Year 4 Spring Term	Apply knowledge of root words, prefixes and suffixes to help read aloud and to understand the meaning of unfamiliar words. Know that many words may have a similar pronunciation but may be written differently. Know that some of these are unusual. Use knowledge of unusual phoneme/grapheme correspondences to help read unfamiliar words. Know unfamiliar words can be read by using knowledge of known similar words (analogy). Use analogy drawing on the pronunciation of similar known words to read others.
National curriculum guidance for Key Stage 2 **Applying phonics in reading** **Year 5/6** 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 that they meet. **Common Exception Words Year 5 and 6** accommodate, accompany, according, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience,	Year 5	Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
	Year 6	Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

correspond, criticise, curiosity, definite, desperate, develop, dictionary, disastrous, embarrass, environment, equipment, equipped, especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate, individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere, sincerely, soldier, stomach, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht		