



SANDRINGHAM INFANT AND NURSERY ACADEMY

Progression of Skills



ENGLISH ~ READING AND PHONICS

Phonics			
Nursery	Reception	Year 1	Year 2
<u>30-50 months</u> <ul style="list-style-type: none"> To enjoy rhyming and rhythmic activities To show awareness of rhyme and alliteration To recognise rhythm in spoken words. 	<u>40-60 months</u> <ul style="list-style-type: none"> To continue a rhyming string. To hear and say the initial sound in words. To segment the sounds in simple words and blend them together and know which letter represents some of them. To link sounds to letters, naming and sounding the letters of the alphabet. <u>ELG</u> <ul style="list-style-type: none"> To use phonic knowledge to decode regular words and read them aloud accurately. 	<ul style="list-style-type: none"> Apply phonic knowledge and skills as a route to decode words. To blend sounds in unfamiliar words containing taught GPCs. To respond speedily, giving the correct sound to graphemes for all the 40+ phonemes, including alternative sounds for graphemes. To read words containing taught GPCs and -s, -es, ing, -ed and -est endings. To read words with more than one syllable that contain taught GPCs. To read words with contractions and understand that the apostrophe represents the omitted letters e.g. I'm, I'll and we'll. 	<ul style="list-style-type: none"> To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes (for all 40+ phonemes) taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables containing the graphemes taught. To read most words containing common suffixes (-es, -ing, -ed, -er, -est, -y, -ment, -ness, -ful, -less, -ly)

Common Exception Words			
Nursery	Reception	Year 1	Year 2
	<ul style="list-style-type: none"> To read some common irregular words (phase 2 and 3) e.g. I, the, no, go, to, you, they, all, my, her etc 	<ul style="list-style-type: none"> To read the Year 1 common exception words, noting unusual correspondences between spelling and sound and where these occur in a word. E.g. said isn't spelt with the grapheme 'e' but it has the grapheme that would be used for the long 'a' sound 	<ul style="list-style-type: none"> To read most further Year 1 and 2 common exception words, noting unusual correspondences between spelling and sound and where these occur in a word.

Fluency			
Nursery	Reception	Year 1	Year 2
	<ul style="list-style-type: none"> • To show interest in illustrations and print in books and print in the environment • To recognise familiar words and signs such as own name/advertising logos • To look at and handle books independently, holding books the correct way up and turning the pages • To ascribe meanings to marks that they see in different places • To begin to break the flow of speech into words • To begin to read words and simple sentences • To read and understand simple sentences. 	<ul style="list-style-type: none"> • To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. • To re-read texts to build up fluency and confidence in word reading. 	<ul style="list-style-type: none"> • To read aloud books (closely matched to their improving phonic knowledge), sounding out many unfamiliar words accurately, automatically and without undue hesitation. • To re-read these books to build up their fluency and confidence in word reading. • To read most words fluently and accurately (in age-appropriate texts) without overt sounding and blending when they have been frequently encountered.