**Progression of teaching in reading: 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

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|  | **EYFS development matters– Literacy** |  | **Read, write inc teaching order** | **Common exception words** | **Support to be sent home** |  |
| 3 and 4 years olds | 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 |  | Reading activities home ie story sacks, language games |  |
| Children in reception | Read individual letters by saying the sounds for them. | F2 Autumn 1 | Set 1 sounds and word time lessons 1.1 – 1.4  m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh |  | Homework – letter recognition and sounds  Reading activities home ie story sacks, language games |  |
| Blend sounds into words, so they can read short words made up of known letter-sound correspondences.  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. | F2 Autumn 2 | Able to blend orally  Word time lesson 1.5 – 1.7  r, j, v, y, w, z, x, Special friends: ch, th, ng, nk, qu |  | Homework - CVC games and activities |  |
| F2 Spring 1 | Ditty group  Red ditty books | I, of, my, to, the, no | Photocopiable ditty book sheets |  |
| F2 Spring 2 | Set 2 sounds (3 weeks)  ay, ee, igh, ow (blow), oo (boot), oo (book), ar, or, air, ir, ou, oy  Green read, write inc books | the, your, said, you, my, I, he, are, of, no | Set 2 sounds practise /  green read, write inc book bag books / weekly red and green words from the book just read |  |
| F2 Summer 1 | Green read, write inc books |  | Homework – green books for bags / weekly red and green words from the book just read |  |
| F2 Summer 2 | Purple read, write inc group | the, of, to, I, my, me, go, he, baby, said, are, you, your, paint | Homework – purple books for bags / weekly red and green words from the book just read |  |

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| **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 | Pink read, write inc books | 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 | Homework – pink books for bags / weekly red and green words from the book just read |  |
| Y1 Autumn 2 | Set 3 sounds (4 weeks)  and practise sounds  ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow (cow), ai, oa, ew, ire, ear, ure, tion, tious / cious |  | Set 3 sounds practise /  Pink and orange books for bags |  |
| 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 read, write inc group | what, they, do, said, you, the, me, be, want, my, go, he, no, old, are, we, so, was, be, of, all, she, her | Homework – orange books for bags / weekly red and green words from the book just read | Guided reading at green book band level |
| Y1 Spring 2 | Application of all sounds in words for reading |  | Homework –weekly red and green words from the book just read  Green book band | Guided reading at orange book band level |
| 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 read, write inc books | 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 | Homework – weekly red and green words from the book just read  Orange book band | Phonics screen  Guided reading at turquoise book band level |
| Y1 Summer 2 | Blue read, write inc books | 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 | Homework – weekly red and green words from the book just read  Turquoise book band | Turquoise book band  Guided reading at purple book band level |

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| **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 | Grey read, write inc books | 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 | Homework – weekly red and green words from the book just read  Spelling Y2 common exception words. | Turquoise book band  Guided reading at purple book band level |
| Y2 Autumn 2 |  | All Y2 common exception words for reading and spelling | Use reading comprehension cards for those behind.  Spelling Y2 common exception words. | Purple book band  Guided reading at gold book band level |
| 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.  Knows that other strategies can be used to read unfamiliar words.  Uses other strategies to support fluent decoding. | Y2 Spring 1 |  |  |  | Gold book band  Guided reading at white book band level |
| Y2 Spring 2 |  |  |  | White book band  Guided reading at lime book band level |
| 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. | Y2 Summer 1 |  |  |  | Reading SATs |
| Y2 Summer 2 |  |  |  | Lime book band  Guided reading at topaz book band level |
| **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, 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  Autumn Term  Year 3  Spring  Term | Applying Phonics  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). | | | |
| 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, 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 | Year 5  Autumn Term | 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  Autumn Term | 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. | | | |