



## Round Hill

### Phonics Progression of Skills Ladder



	EYFS	KS1		KS2
	EYFS/Early Learning Goals	Year 1	Year 2	Year 3
Phonics and decoding	<ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</li> <li>Read some letter groups that each represent one sound and say sounds for them.</li> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> </ul>	<ul style="list-style-type: none"> <li>To apply phonic knowledge and skills as the route to decode words.</li> <li>To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li> <li>To read speedily with correct sound to graphemes for all 40+phonemes, including, where applicable, alternative sounds for graphemes.</li> <li>To read words containing GPCs and -s, -es, -ing, -ed, -er and -est endings.</li> <li>To read words with more than one syllable that contain GPCs.</li> </ul>	<ul style="list-style-type: none"> <li>To continue to apply phonic knowledge and skills as the route to decide words until automatic decoding has become embedded and reading is fluent.</li> <li>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>To read accurately words of two or more syllables that contain the same graphemes as above.</li> <li>To read words containing common suffixes.</li> <li>To read the Year 1 and Year 2 common exception words, noting unusual</li> </ul>	<ul style="list-style-type: none"> <li>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</li> <li>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti and auto -to begin to read aloud. <b>(Appendix 1 NC English)</b></li> <li>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud. <b>(Appendix 1 NC English)</b></li> <li>To begin to read Y3/Y4 exception words. <b>(Appendix 1 NC English)</b></li> </ul>



- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Read some common exception words matched to the school's phonic programme. (tricky words)
- To read some common irregular words.

- To read words with contractions e.g, I'm, I'll, we'll, etc.
- To read the Year 1 common exception words, noting unusual correspondence between spelling and sound and where these occur in the word. **(Appendix 1 NC English)**

correspondence between spelling and sound and where these occur in the word.  
**(Appendix 1 NC English)**

#### **Appendix 1 NC English**

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