



WORD READING	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and decoding	<ul style="list-style-type: none"> Develop their phonological awareness so they can; spot and suggest rhymes Count and clap syllables Recognise words with the same initial sound 	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that 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. Say a sound for each letter in the alphabet and at least 10 digraphs. <ul style="list-style-type: none"> Read words consistent with their phonic knowledge by sound-blending. 	<ul style="list-style-type: none"> To apply phonic knowledge and skills as the route to decode words To blend sounds in unfamiliar words using the sounds they have learnt in RWI Learn to read phonically regular words of more than one syllable as well as many irregular but high frequency words To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words containing -s, -es, -ing, -ed and -est endings. To read words with contractions, 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 taught so far, especially recognising alternative sounds for graphemes To accurately read most words of two or more syllables To read most words containing common suffixes.* 	<ul style="list-style-type: none"> To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words) 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. 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.* 	<ul style="list-style-type: none"> To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently 	<ul style="list-style-type: none"> To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently 	<ul style="list-style-type: none"> To read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings To decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.





<p>Common Exception Words</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Read a few common exception words matched to the school’s phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> • To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words 	<ul style="list-style-type: none"> • To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word 	<ul style="list-style-type: none"> • To begin to read Y3/Y4 exception words 	<ul style="list-style-type: none"> • To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. 	<ul style="list-style-type: none"> • To read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. 	<ul style="list-style-type: none"> • To read all Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.
<p>Fluency</p>		<ul style="list-style-type: none"> • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<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 • Children can read phonically regular 	<ul style="list-style-type: none"> • To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation 	<ul style="list-style-type: none"> • <i>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically.</i> • <i>Any focus on word reading should support the development of vocabulary.</i> • <i>Children should read fluently with expression and tone</i> 			





			<p>words of more than one syllable as well as many irregular but high frequency words.</p> <ul style="list-style-type: none"> To reread texts to build up fluency and confidence in word reading Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. 	<ul style="list-style-type: none"> To reread these books to build up fluency and confidence in word reading To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. 	
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