

 **Childwall CE Primary School – Progression of Learning: Word Reading** 

Reception	Year 1	Year 2
<ul style="list-style-type: none"> • enjoy rhyming and rhythmic activities • show an awareness of rhyme and alliteration • recognise rhythm in spoken words • continue a rhyming string • hear and say the initial sound in words • segment the sounds in simple words and blend them together and know which letter represents some of them • link sounds to letters, naming and sounding the letters of the alphabet • use phonic knowledge to decode regular words and read them aloud accurately • can read some irregular common words • read and understand simple sentences 	<ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • re-read these books to build up their fluency and confidence in word reading 	<ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending in age-appropriate texts • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • re-read these books to build up their fluency and confidence in word reading

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<p>Year 3</p> <ul style="list-style-type: none">• use phonic knowledge to decode quickly and accurately• apply their growing knowledge of root words, prefixes (in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti-, auto-) and suffixes (-ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion, -cian), both to read aloud and to understand the meaning of new words they meet	<p>Year 5</p> <ul style="list-style-type: none">• read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues• apply their growing knowledge of root words, prefixes and suffixes (-sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably, -ible, -ibly) both to read aloud and to understand the meaning of new words that they meet.
<p>Year 4</p> <ul style="list-style-type: none">• read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill• apply knowledge of root words, prefixes and suffixes to read aloud fluently• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	<p>Year 6</p> <ul style="list-style-type: none">• read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes and decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues.