


STRAND	FOUNDATION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
WORD READING - PHONICS AND DECODING	<u>ELG: Word Reading</u> - Say a sound for each letter in the alphabet and at least 10 digraphs - read words consistent with their phonic knowledge by sound-blending	- 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 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)	- 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 that contain the same graphemes as above - read words containing common suffixes	 - using phonic knowledge to decode quickly and accurately (may still need support to reading longer words) - apply their 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	- using phonic knowledge to decode quickly and accurately (may still need support to reading longer words) - apply their 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	- 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. - encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. - Word meaning: When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.	- 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. - encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. - Word meaning: When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.
				Note: Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.		Note: At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so.	
WORD READNIG - COMMON EXCEPTION WORDS	<u>ELG: Word Reading</u> - read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.		
FLUENCY	<u>ELG: Word Reading</u> - read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	- 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.	- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered - read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without	- read books written at an age-appropriate interest level. - read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. - decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. - developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently.		- read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. - read most words effortlessly - work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly. - be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their	