

Ashtree Primary School and Nursery Unit Progression Plan for Reading

Reading Word Reading

Year Group	Key Skills
Nursery (please also refer to the Little Wandle Phonics Scheme)	Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, such as money and mother
Reception (please also refer to the Little Wandle Phonics Scheme)	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. 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.
Y1 (please also refer to the Little Wandle Phonics Scheme)	<ul style="list-style-type: none"> apply phonic knowledge and skills as the route to decode words accurately read left-to-right through words, attending to known GPCs in order 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 words containing previously taught GPCs (grapheme/ phoneme correspondence) without overt sounding and blending after a few encounters read accurately by blending sounds within unfamiliar words containing GPCs (grapheme/ phoneme correspondence) that have been taught read common exception words [according to school’s chosen phonics programme], noting unusual correspondences between spelling and sound and where these occur in the word read words containing taught GPCs (grapheme/phoneme correspondence) and –s, –es, –ing, –ed, –er and –est endings read words with suffixes by being helped to build on the root words that they can read already 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 read age-appropriate texts fluently (including pausing appropriately, reading in phrases, responding to punctuation)
Y2 (please also refer to the Little Wandle Phonics Scheme)	<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 all the words in a sentence and do this accurately, so that their understanding of what they read is not hindered by imprecise decoding (for example, by reading ‘place’ instead of ‘palace’) re-read word groups that are tricky to read aloud smoothly on first attempt read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read unfamiliar words containing previously taught GPCs (grapheme/phoneme correspondence), accurately and without undue hesitation read accurately by blending the sounds in unfamiliar words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately by blending the sounds in unfamiliar words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read words containing common suffixes read suffixes by building on the root words that they have already learnt read accurately words of two or more syllables that contain the graphemes taught so far use syllable boundaries to read each syllable separately before they combine them to read longer words use morphology (such as prefixes) to work out unknown words read further words with contractions [for example, couldn’t, wouldn’t, shouldn’t, can’t], and understand that the apostrophe represents the omitted letter(s) 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 read age-appropriate texts fluently (including pausing appropriately, reading in phrases, responding to punctuation)
Y3	<ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words which are outside their spoken vocabulary begin to match what they decode to words they may have already heard but may not have seen in print [for example, in reading ‘technical’, the pronunciation /tɛtʃnɪkəl/ (‘tetchnical’) might not sound familiar, but /tɛknɪkəl/ (‘teknical’) should] with support, re-read and refine reading of phrases or clauses that are tricky to read aloud smoothly on first attempt so that fluency is improved increasingly read words accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words begin to test out different plausible pronunciations for less familiar words read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word with support, can 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 read longer words, using syllable boundaries and reading each syllable separately before they combine them to read the word read aloud unfamiliar words or challenging sections of text, to support accuracy and automaticity with support, can re-read words or challenging sections of text to ensure understanding through fluency read age-appropriate texts fluently (including pausing appropriately, reading in phrases, responding to punctuation)
Y4	<ul style="list-style-type: none"> use strategies such as recognising syllables /phonemes to decode most new words outside their spoken vocabulary match what they decode to words they may have already heard but may not have seen in print [for example, in reading ‘technical’, the pronunciation /tɛtʃnɪkəl/ (‘tetchnical’) might not sound familiar, but /tɛknɪkəl/ (‘teknical’) should] re-read and refine reading of phrases or clauses that are tricky to read aloud smoothly on first attempt so that fluency is improved read most words accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words

	<ul style="list-style-type: none"> • test out different plausible pronunciations for less familiar words • fluently read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word • beginning to 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 • read longer words, using syllable boundaries where needed • continue to read aloud unfamiliar words or challenging sections of text, where needed, to support accuracy and automaticity • beginning to re-read words or challenging sections of text to ensure understanding through fluency • read age-appropriate texts fluently (including pausing appropriately, reading in phrases, responding to punctuation)
Y5	<ul style="list-style-type: none"> • use strategies such as recognising syllables /phonemes to decode new or unfamiliar words • focus on all the letters in unfamiliar words so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word • chooses to re-read, as needed to take account of especially challenging word order and phrasing • read most words effortlessly and with increasing automaticity • chooses to test out different plausible pronunciations for less familiar words • 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 • confidently read longer words, using syllable boundaries where needed • chooses to read aloud unfamiliar words or challenging sections of text, where needed, to support accuracy and automaticity • re-read words or challenging sections of text to ensure understanding through fluency • read age-appropriate texts fluently (including pausing appropriately, reading in phrases, responding to punctuation)
Y6	<ul style="list-style-type: none"> • independently use strategies such as recognising syllables /phonemes to decode new or unfamiliar words • independently focus on all the letters in unfamiliar words so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word • independently re-reads, as needed to take account of especially challenging word order and phrasing • read words effortlessly and with increasing automaticity • independently tests out different plausible pronunciations for less familiar words • independently 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 • independently read longer words, using syllable boundaries where needed • independently read aloud unfamiliar words or challenging sections of text, where needed, to support accuracy and automaticity • independently re-read words or challenging sections of text to ensure understanding through fluency • read age-appropriate texts fluently (including pausing appropriately, reading in phrases, responding to punctuation)