

Larkrise Primary School Progression of Skills

Word Reading and Fluency

Pupils should learn how to:

Year 1

- Respond quickly with the correct sound for graphemes (using phonemes taught so far)
- Respond quickly with the correct sound for graphemes (for all 40+ phonemes)
- Blend GPCs to read accurately
- Remember high frequency phonically decodable words
- Read and remember high frequency words that cannot be easily decoded at this stage ('tricky' words)
- Read words containing taught GPCs and ending in -s, -es and ing
- Read words of more than one syllable
 - Read words containing taught GPCs and ending in -ed, -er and est
 - Read words with contractions and understand how apostrophes work in these words Apply phonic knowledge across the curriculum
- Read aloud accurately books that match their phonic knowledge and books which require them to use other reading strategies
- Re-read books to build fluency and confidence
- Listen to what they are reading to hear if it makes sense
- Read to the end of a sentence to help work out an unknown word
- Re-read when they have not understood
- Use the punctuation to get meaning from the text
- Use the context as an aid to decoding unknown words
- Look for words within words to aid decoding
- Break down large words into syllables to aid decoding

<p>Year 2</p>	<ul style="list-style-type: none"> • • Blend GPCs to read accurately • • Recognise alternative sounds for graphemes • • Apply phonic knowledge across the curriculum • Decrease reliance on 'sounding out' in common words • Increase the speed of reading Re-read books to build fluency and confidence Read fluently and confidently • Read and remember high frequency words that cannot be easily decoded at this stage ('tricky' words) • Read words of two or more syllables • Read words containing common suffixes (link to spelling) • Decode unfamiliar words without hesitation • Decode unfamiliar words automatically • Sound out unfamiliar words and use other reading strategies when reading aloud
----------------------	--

Larkrise Primary School Progression of Skills Word Reading and Fluency

	<ul style="list-style-type: none"> • Orchestrate a range of reading strategies to decode successfully • Self-correct when reading aloud
<p>Year 3</p>	<ul style="list-style-type: none"> • • Read words with unfamiliar spelling patterns Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand) • Continue to build a knowledge of unusual grapheme phoneme correspondences
<p>Year 4</p>	<ul style="list-style-type: none"> • • Try out different pronunciations to aid the decoding of unfamiliar, longer words Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand) • Continue to build a knowledge of unusual grapheme phoneme correspondences
<p>Year 5</p>	<ul style="list-style-type: none"> • Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)

Year 6	<ul style="list-style-type: none">• Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)
---------------	--

All objectives derived from the National Curriculum are typed in **black**.

Additional objectives are in **purple**. These identify gaps from the National Curriculum or provide smaller learning steps based on the broader objectives and therefore a more detailed progression. Teaching these will lead to a more rounded and complete English curriculum for the pupils at Meadgate Primary School.