



Lacewood Primary School - Reading Fluency Bridging Document between the Word Reading and Comprehension Curriculum

	EYFS	Year1	Year2	Year3 and 4	Year 5 and 6
Vocabulary	<p>Developing Vocabulary - meanings in context explained before reading (5 to 6 tier 2 words max)</p> <p>Explore the meaning and context of key vocabulary from the text through either explaining meaning, voice choice or gesture.</p>	<p>Practise reading words they may never have seen or heard before. Pupil reads -T tells meaning.</p> <p>Developing Vocabulary - meanings in context explained before reading</p> <p>Explore the meaning and context of key vocabulary from the text through either explaining meaning, voice choice or gesture.</p>	<p>Practise reading words they may never have seen or heard before. Pupil reads -T explores meaning.</p> <p>Whole books - to increase vocabulary and grammatical knowledge.</p> <p>Learn new vocabulary within context of the text.</p> <p>Develop vocabulary with an awareness of grammar to know the difference between spoken and written language. (explore root words and suffixes orally)</p> <p>Explore the meaning and context of key vocabulary from the text through either explaining meaning, voice choice or gesture.</p> <p>To use new vocabulary in oral sentences - different contexts (but the same meaning) - exploring tenses, root words and suffixes.</p>	<p>Teach to develop vocabulary and breadth of reading. Develop independent, fluent and enthusiastic readers.</p> <p>Discuss language and vocabulary - meanings and origins</p> <p>Understand figurative language, distinguish shades of meaning. Consider why an author chose a particular word. (partner work and T - ToL)</p> <p>Use new vocabulary in oral and/or written sentences - same meaning, different context.</p> <p>Practise and refine using prosody when applying new vocabulary to read aloud (performances of) texts.</p>	<p>Enjoyment and understanding of vocabulary</p> <p>All pupils should follow Up KS2 PoS when listening to books, hearing and learning new vocab and grammatical structures - have a chance to talk about. (Tuition for slow decoders)</p> <p>Understand nuances in vocabulary choices in texts.</p> <p>Describe and explain the effect particular vocabulary had on developing prosody when reading aloud.</p> <p>Explain why an author chose a particular word . Consider alternative words that would be as effective within the context of the text.</p> <p>Make use of new vocabulary when constructing sentences - both orally and in written work, to create effect.</p>
Word Reading - Accuracy	<p>Reading 3 sound words with Set 1 GPCs accurately and with increasing fluency. (fred in your head)</p> <p>Reading words with 4 and 5 sounds and word with Set 2 sounds in accurately.</p>	<p>Read words with root words/suffixes</p> <p>Read words with set 3 GPCs accurately.</p> <p>Decode nonsense words (unfamiliar words) with known GPCs accurately and with increasing fluency.</p>	<p>Syllable boundaries - multi-syllabic words</p> <p>Read suffixes</p> <p>Decode multi-syllabic and 5 sound words with Set 3 GPCs accurately and fluently (Fred in your head)</p> <p>Read nonsense words (unfamiliar words) with known GPCs accurately.</p>	<p>Root words, prefixes and suffixes.</p> <p>Read multi-syllabic, root words/suffixes and longer words by decoding speedily and fluently.</p>	<p>Decode unfamiliar words speedily without undue hesitation or disruption to flow.</p>



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<p>Word Reading - Automaticity</p>	<p>45 high frequency words (including Red words - common exception - up to green books)</p>	<p>Common exception words (SSP)</p> <p>Fluent word reading - known GPCs</p> <p>Read speedy green words and red words from red to pink books speedily.</p> <p>Reading words with Set 1 and 2 Gpcs fluently (fred in your head).</p>	<p>Read many common words</p> <p>Read many common exception words securely - automatically</p> <p>Read speedy green words and red words from yellow to grey books speedily (by sight)</p> <p>Reading words with Set 1, 2 and known set 3 Gpcs fluently (fred in your head).</p>	<p>Further exception words</p> <p>Increase automaticity of frequent high frequency words and common exception words from y1 +</p> <p>Read speedy green words and red words from grey books speedily (by sight)</p> <p>Read texts with fluency and pace at approx. 90WPM.</p>	<p>Read at a reasonable speaking pace</p> <p>Read most words effortlessly</p> <p>Increase automaticity of frequent high frequency words and common exception words from y3 +</p> <p>Read texts at a conversational rate of 90WPM. (or fluid conversational rate for slower speakers)</p>
<p>Developing Prosody</p>	<p>Listening to expert reading models - frequent listening to stories - supporting inference</p> <p>Joining in with repeated and key phrases and refrains from familiar stories.</p> <p>Talk Through stories to discuss characters feelings and motivations.</p> <p>MTYT - Repeating and refining the repetition of key phrases and refrains from stories following an adult model (echo reading orally)</p> <p>Re-reading of books</p>	<p>Listening to expert reading models - frequent listening to stories - supporting inference</p> <p>Understanding written language and grammatical structures</p> <p>Role play/drama to relate to characters</p> <p>Echo reading to hear, practise and refine what fluent expressive reading should sound like.</p> <p>TTYP and MTYT- Repeating and refining the repetition of key phrases and refrains from stories following an adult model</p> <p>Talk Through stories to discuss characters feelings and motivations.</p> <p>Re-reading of books</p>	<p>Think aloud to model fluency choices - language, punctuation, motive/feeling etc.</p> <p>Role play/drama to relate to characters</p> <p>Echo reading to hear, practise and refine a fluent expressive reading model.</p> <p>Partner practise to rehearse and refine reading aloud of passage from a chosen text after hearing an expert or adult model.</p> <p>Exercise choice in selecting books once off the SSP.</p> <p>Re-reading of books</p>	<p>Re-reading and rehearsing reading of poems and plays - performance (reader's theatre)</p> <p>Use drama to perform to support understanding - explore expression</p> <p>Partner practise to evaluate, rehearse and refine reading aloud of passage from a chosen text - using text marking completed in lessons.</p> <p>Choral Reading of passages and longer sections from chosen text.</p> <p>Read age-appropriate texts- accurately and at a speed that enable comprehension.</p> <p>Learn to read silently.</p>	<p>Re-reading and rehearsing reading of poems and plays - performance (reader's theatre)</p> <p>Prepare readings to show understanding</p> <p>Knowledge of language gained from stories, plays, poetry, non-fiction and textbooks to support fluency.</p> <p>Partner Practise to evaluate and refine re-reading of familiar passages with expression and intonation appropriately matched to the tone/context of the text - using text marking completed in lessons.</p> <p>Partner work to text mark an unseen passage from the chosen text (possibly the following passage from the supported one) - explain choices and prepare a reading aloud performance of the new passage based on text marking choices.</p> <p>Read silently with good understanding</p> <p>Fluent and effortless reading</p>
<p>Punctuation and sentence structure.</p>	<p>Read and follow texts from front to back, left to right, top to bottom.</p> <p>Begin to pause at full stops and use features such as ellipses.</p>	<p>Read texts from front to back, left to right, top to bottom.</p> <p>Pause at full stops and commas when reading aloud.</p>	<p>When reading aloud uses basic punctuation to phrase reading appropriately (. ! ? "" ... etc.)</p>	<p>When reading aloud reads fluently using punctuation appropriately to phrase with a good effect.</p>	<p>When reading aloud to others, makes effective and powerful use of punctuation and other textual features to read with appropriate intonation, fluency and phrasing.</p>



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	<p>exclamation marks, bold print, speech bubbles etc. for dramatic effect.</p>	<p>Use features such as ellipses, exclamation marks, bold print, speech bubbles etc. for dramatic effect.</p> <p>Begin to use speech marks to define the difference between narrative reading and character voice when reading aloud.</p>	<p>Pause appropriately at full stops, commas, lists and paragraphs when reading aloud.</p> <p>Begins to use character voice and narrative tone to create drama and build effect when reading aloud.</p>	<p>Uses punctuation and other text features to create drama or build effect when reading aloud to themselves and to others.</p> <p>Read different sentence structures with increasing prosody.</p>	<p>(including : ; - () / font shaping/size, speech bubbles, thought bubbles, captions etc.)</p> <p>Read a range of sentence structures, including complex sentences, with appropriate prosody and intonation.</p>
<p>Blending and decoding Grapheme/phonemes Develop a love of reading Common exception words in line with SSP Broaden their vocabulary Speed up word reading (decoding) Oral vocabulary, grammatical structures.</p>				<p>Read widely Increase vocabulary - words they would rarely hear in conversational speech, broader, deeper, richer vocab - wider range of topics and knowledge about language as a whole. Relationships between words - nuances in meaning, figurative language Correct grammatical terms</p>	