

**Word Reading – Knowledge and Understanding**

Focus / Domain	FS1	Reception (FS2)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Decoding / Word reading</b></p>	<p>To know that print can be conveyed in different forms (signs, symbols, environmental print, digital screens, posters, books etc.)</p> <p>To understand and recognise rhyme and/or alliteration.</p> <p>To recognise rhythm in words, songs, poems, rhymes and stories.</p> <p>To hear and say the initial sounds in words.</p> <p>To hear and say the sounds in words in the order they occur. (cvc, fred talk)</p> <p>To know the key features of print and texts – left to right, top to bottom, parts of a book, page sequencing etc.</p> <p>To begin to link some sounds to letter shapes.</p>	<p>To know the sounds associated to letters/phoneme/graphemes (set 1 sounds, followed by set 2 and set 3)</p> <p>To segment the sounds in simple words and blend them together to hear the word.</p> <p>To segment and blend the sounds in words to read the word – using phoneme/grapheme.</p> <p>To read some high frequency words/common exception words.</p> <p>To read simple phrases, sentences and texts made up with known letter-sound correspondences and some common exception words.</p> <p>To re-read texts to build up word reading accuracy, confidence, fluency and expression.</p>	<p>To apply phonic knowledge and skills as the route to decode words – including pseudo (nonsense) words.</p> <p>To know the graphemes for all 44+ phonemes and some alternative sounds for graphemes.</p> <p>To know how to blend known GPCs to read a range of decodable words (real and fake)</p> <p>To learn how to read common exception words – noting the unusual phoneme/spelling correspondence.</p> <p>To know read root words (with known GPCs) with added suffixes (s, es, ing, Ed, er, est)</p> <p>To learn how to break down the reading of multi-syllabic words.</p> <p>To learn how to read words with contractions.</p> <p>To learn how to read aloud decodable texts that match their growing phonic knowledge</p> <p>To learn how to re-read texts to develop accuracy, fluency and expression.</p>	<p>To develop expertise in applying phonic knowledge to decode words with accuracy and fluency – including known GPCs and alternative sounds.</p> <p>To read accurately words of two or more syllables that contain the same graphemes as above</p> <p>To learn to read words with a range of common suffixes</p> <p>To learn to read an increasingly wider range of common exception words - noting the unusual phoneme/spelling correspondence.</p> <p>To further refine the fluency, accuracy and pace of reading by quick sight recognition of common exception words and speedy decoding.</p> <p>To learn how to refine reading aloud – by re-reading and showing fluency and expression</p>	<p>To read with fluency a range of age appropriate text types – including fairy stories, myths and legends, poetry, plays, non-fiction books - reading at a speed sufficient for them to focus on understanding with some support</p> <p>To read most common exception words by sight – including all those in the Y2 spelling appendix – noting unusual correspondence between spelling and sound</p> <p>To know the full range of GPCs and use phonic skills consistently and automatically to address unfamiliar or challenging words</p> <p>To determine the meaning of new words by sometimes applying knowledge of root words and their affixes eg: disagree, misbehave, incorrect</p>	<p>To read with fluency a range of age appropriate text types – including fairy stories, myths and legends, poetry, plays, non-fiction books – reading at speed sufficient for them to focus on understanding.</p> <p>To read most common exception words effortlessly – noting unusual correspondence</p> <p>To read most common exception words effortlessly – noting unusual correspondence between spelling and sound</p> <p>To know the full range of GPCs and use phonic skills consistently and automatically to address unfamiliar or challenging words with few errors</p> <p>To determine the meaning of new words by sometimes applying knowledge of root words and their affixes eg information, enclosure, mountainous</p>	<p>To fluently and automatically read a range of age-appropriate texts including both modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books</p> <p>To determine the meaning of new words by applying morphological knowledge of root words and affixes eg: suspect/suspicious, change/changeable, receive/reception</p> <p>To know securely the different pronunciations of words with the same letter-string eg: bought, rough, cough, though, plough</p>	<p>To fluently and effortlessly read the full range of age-appropriate texts including both modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books</p> <p>To determine the meaning of new words by applying morphological knowledge of root words and affixes eg: ambitious, infectious, observation, innocence</p>
<p><b>Word meanings and vocabulary</b></p>	<p>To learn the meaning and context of new vocabulary from stories and poems.</p> <p>To learn new vocabulary – including tier 2 vocabulary from stories, books, poems (C&amp;L)</p> <p>To learn and understand vocabulary</p>	<p>To learn the meaning and context of new vocabulary (including tier 2) and forms of speech from stories, poems and non-fiction texts.</p> <p>To learn about the features of a text that influence fluency and expression e.g. speech marks, speech bubbles, exclamation marks, bold print etc.</p>	<p>To Learn new word meanings and connect new words to words already known.</p> <p>To learn how to read to check for meaning (read back and forward and self-correct)</p>	<p>To start noticing and talking about interesting words and/or phrases found or heard from texts.</p> <p>To continue to Learn an increasing range of new word meanings and connect new words to words already known.</p>	<p>To explain the meaning of words in context; use dictionaries to check meanings</p> <p>To discuss words and phrases that capture the reader's interest and imagination</p>	<p>To explain the meaning of more words in context with greater precision; using dictionaries to check meanings independently</p> <p>To discuss and explain words and phrases that capture the reader's interest and imagination</p>	<p>To discuss their understanding of the meaning of words in context – finding other words which are similar</p>	<p>To explore finer meanings of words</p> <p>To show, discuss and explore their understanding of the meaning of vocabulary in context</p>

	linked to key concepts from all areas of learning e.g. prepositional language, comparison language etc. (C&L)	To extend their spoken vocabulary, exploring the meaning of new words (C&L)						
<b>End Point – Word Reading</b>	<p>Recognises familiar words, signs and symbols (own name, logos, screen icons)</p> <p>Spots and suggests rhymes/rhyming strings.</p> <p>Spots and sorts words/pictures/objects with the same initial sound.</p> <p>Claps or taps the syllables in a word.</p> <p>Continues or repeats a simple rhythm/beat.</p> <p>Reads texts showing awareness of directionality and page sequencing.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge and sound blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Match all 44 graphemes to their phonemes. (set 1, 2 and 3 sounds)</p> <p>Blend sounds to read unfamiliar words.</p> <p>Read multisyllabic words and a range of root words/suffixes that contain taught GPCs.</p> <p>Confidently read phonetically decodable texts.</p> <p>Read phonetically decodable compound words.</p> <p>Read some words with contractions</p> <p>Read at least 100 high frequency and common exception words speedily.</p> <p>Achieve at least the minimum pass score for the PSC.</p>	<p>Read words and match graphemes to phonemes for all 44+ GPCs and their alternative representations (Set 3 sounds + additional sounds)</p> <p>Confidently decode a range of familiar and unfamiliar, multisyllabic words plus roots words and suffixes with pace and fluency.</p> <p>Read a range of compound words and words with contractions.</p> <p>Read at least 100+ high frequency and common exception words speedily.</p> <p>Read age appropriate texts with accuracy, pace and fluency utilising a range of skills such as speedy decoding, high frequency words, common exception words, identifying root words/suffixes and breaking down multi-syllabic words into manageable chunks.</p>	<p>Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly; (English Appendix 1).</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)</p>	<p>Children apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; (English Appendix 1).</p> <p>Children read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1).</p>	<p>Children read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling.</p>	<p>Children read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling.</p>