

Meadgate 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

Year 2

- 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

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	<ul style="list-style-type: none">• Orchestrate a range of reading strategies to decode successfully• Self-correct when reading aloud
Year 3	<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
Year 4	<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
Year 5	<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.