

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	<p><b>30-50 months</b>  Enjoys rhyming and rhythmic activities.  •Shows awareness of rhyme and alliteration.  •Recognises rhythm in spoken words.  •Listens to and joins in with stories and poems, one-to one and also in small groups.  •Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.  •Beginning to be aware of the way stories are structured.  •Suggests how the story might end.  • Listens to stories with increasing attention and recall.  •Describes main story settings, events and principal characters.  •Shows interest in illustrations and print</p>	<p>Read aloud accurately books that are consistent with their developing phonic knowledge. Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to grapheme for the 44 phonemes. Recognise and use the different ways of pronouncing the same grapheme; e.g. ow in snow and cow. Read accurately by blending sounds in unfamiliar words. Read common exception words, noting tricky parts. Read words containing –s, -es, -ing, -ed, -er, -est endings. Split two and three syllable words into the separate syllables to</p>	<p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Re-read books to build up fluency and confidence in word reading. Read frequently encountered words quickly and accurately without overt sounding and blending. Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. shoulder,</p>	<p>As Year 2 and: Read books at an age appropriate interest level. Use knowledge of root words to understand meanings of words. Use prefixes to understand meanings e.g. un-, dis-, mis-, re-, pre-, im-, in-. Use suffixes to understand meanings e.g. -ly, -ous. Read and understand words from the Year 3 list.</p>	<p>Read books at an age appropriate interest level. Use knowledge of root words to understand meanings of words. Use prefixes to understand meanings e.g. in-, ir-, sub-, inter-super-, anti-, auto-. Use suffixes to understand meanings e.g. -ation, -tion, -ssion, -cian, -sion. Read and understand words from the Year 4 list.</p>	<p>Read books at an age appropriate interest level. Use knowledge of root words to understand meanings of words. Use suffixes to understand meanings e.g. -ant, -ance, -ancy, -ent, ence, -ency, -ible, -able, -ibly, -ably. Read and understand words from the Year 5 list.</p>	<p>Read books at an age appropriate interest level. Work out unfamiliar words by focusing on all letters in the word, e.g. not reading invitation for imitation. Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment. Use suffixes to understand meanings e.g. -cious, -tious, -tial, -cial. Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below. Use etymology to help the pronunciation of new words e.g. chef, chalet, machine,</p>

	<p>in books and print in the environment.</p> <ul style="list-style-type: none"> <li>•Recognises familiar words and signs such as own name and advertising logos.</li> <li>•Looks at books independently.</li> <li>•Handles books carefully.</li> <li>•Knows information can be relayed in the form of print.</li> <li>•Holds books the correct way up and turns pages.</li> <li>•Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> </ul> <p><b><u>40-60 months</u></b></p> <p>Continues a rhyming string.</p> <ul style="list-style-type: none"> <li>•Hears and says the initial sound in words.</li> <li>•Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>•Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>•Begins to read words and simple</li> </ul>	<p>support blending for reading. Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter.</p> <p>Develop fluency, accuracy and confidence by re-reading books. Read more challenging texts using phonics and common exception word recognition</p>	<p>roundabout, grouping. Read longer and less familiar texts independently.</p> <p>Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.</p> <p>Work out unfamiliar words by focusing on all letters in the word, e.g. not reading place for palace. Read words containing common suffixes e.g. -ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y.</p> <p>Read further common exception words.</p>				<p>brochure – French in origin.</p>
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	<p>sentences. •Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Enjoys an increasing range of books.</p> <p>•Knows that information can be retrieved from books and computers.</p> <p><b><u>ELG Reading:</u></b></p> <p><i>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read</i></p>						