



READING SKILLS TO BE TAUGHT

AREA	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Word Reading	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes (Letters or groups of letters) for all 40+ phonemes, including alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar ways</p> <p>Read common exception words</p> <p>Read words with very common suffixes</p> <p>Read words containing –s, -ing, -ed, -er and –est endings</p>	<p>Continue to apply phonic knowledge and skills as the route to decoding words until automatic deciding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far</p> <p>Read accurately words of two or more syllables that contain the same graphemes</p> <p>Read words containing common suffixes</p> <p>Read further common exception words</p>	<p>Apply growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Secure decoding of unfamiliar words</p> <p>Apply growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Apply knowledge of morphology and etymology when reading new words</p> <p>Apply growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet</p>	<p>Apply growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet</p>



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	<p>Read words of more than one syllable</p> <p>Read words with contractions (I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter</p> <p>Read phonics books aloud (books that don't require them to use another strategy to work out words)</p> <p>Re-read books to build up fluency and confidence</p> <p>All objectives are ongoing throughout the year</p>	<p>Read most words quickly and accurately without overt sounding and blending when they have been frequently encountered</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately</p> <p>Re-read these books to build up their fluency and confidence in word reading</p>				
Evidence	Forge Assessment sheets Assessment papers Parent workshops Staff training					



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	<p>Planning Reading books Book bands Running reading records Schonell reading ages Daily story sessions Books as writing stimulus Recommended reading list in diaries Author visits/photos World Book Day/reading raffle Scholastic book fair Reading corners Home School Diaries Word of the Day Displays PRP in Year 1/reading interventions Reading mentors in Year 6 Book reviews Library Quality texts in each year group Reading volunteers Higher ability ICP (Individual Challenge Plans) Assemblies – Values stories Analysing school performance Cracking Comprehension Foundation reading mornings Working walls Home Learning Whole School Target setting document</p>
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