



Sherdley Primary School
Reading Progression Map - FLUENCY

2021-22

	Autumn	Spring	Summer	
Pre-School	<p>Letters and Sounds – Little Wandle Listening bingo games- indoor and outdoor sounds. Listening walk- inside and outside of school.</p>	<p>Early Reading Recognise name by sight Begin noticing print in the environment- text walk in and around pre-school</p> <p>Letters and Sounds – Little Wandle Baby bear game Rhyming to music Instrument games- copy the rhythm Finding rhyming pairs Come across the river when it rhymes... Rhyming words – play silly soup Come across the river when- sound talk Syllables- counting out Toy talk – segmenting and blending cvc words Find rhyming pairs Introduce sound talk Focus on identifying initial sounds Think of objects beginning with... Instrument game- think of your own rhythm Voice sounds</p>	<p>Early Reading Understand reading left to right</p> <p>Letters and Sounds- Little Wandle Daily segmenting and blending Focus on identifying initial sounds Bertha the bus Come across the river Metal Mike Toy talk Continue a rhyming string To begin to segment words</p> <p>Traditional Tales The Little Red Hen and the sly fox Hansel and Gretel The Pied Piper Little Red Riding Hood</p>	
Reception	<p>Early Reading Reading CVC words. Reading a simple captions.</p> <p>Letters and Sounds – Little Wandle Tuning into initial phonemes. Oral blending and segmenting.</p>	<p>Early Reading Reading CVC words with Phase 2 and 3 phonemes. Reading a simple captions and simple sentences. To read tricky words.</p>	<p>Early Reading To read words with short vowels and adjacent consonants. To read words with phase 3 long vowel sounds with adjacent consonants. To read longer words. To read compound words.</p>	<p>Early Learning Goals for Reception: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p>

	Sound Talk and read CVC words and plurals. Phase 2 phonemes/graphemes, GPCs and digraphs.	Letters and Sounds – Little Wandle Blending and Segmenting CVC words and 2 syllable words. Phase 3 phonemes/digraphs, trigraphs – GPCs.	To read words ending in suffixes. Reading tricky words. Reading sentences and short paragraphs. Letters and Sounds- Little Wandle Blending and Segmenting Phase 4 Compound words Words ending in suffixes	Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Phonics and Decoding	Common Exception Words	Fluency	Books and Range of Reading
Y1	To apply phonic knowledge and skills as the route to decode words To speedily read with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes To read unknown words accurately by blending taught GPCs To read common suffixes (–s, –es, –ing, –ed, –er –est) To read multisyllabic words contain taught GPCs To read words with contractions (eg I'm, I'll, we'll), and understand the use of the apostrophe	To read all of the Y1 common exception words Read the tricky words from Year One Little Wandle Revised Letter and Sounds Programme	To accurately read aloud books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words To reread these books to build up their fluency and confidence in word reading	To become very familiar with key stories and fairy stories To develop pleasure in reading, and motivation to read and traditional tales, retelling them and considering their particular characteristics To recognise and join in with predictable phrases To participate in discussion about what is read to them, taking turns and listening to what others say, being encouraged to link what they read or hear to their own experiences
Y2	To continue to apply phonic knowledge and skills until reading is fluent To read accurately by blending the sounds in words , includeing alternative sounds for graphemes	To read all of the Y1 and Y2 common exception words	To accurately read aloud books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words	Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Participate in discussion about books, poems and other works that are read to them and those that they can read for

	<p>To read accurately multisyllabic words</p> <p>To read words containing common suffixes</p> <p>To read most words quickly and accurately, without overt sounding and blending</p>		<p>To reread these books to build up their fluency and confidence in word reading</p>	<p>themselves, taking turns and listening to what others say listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p>
Y3	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes including: in-, im- il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto.</p> <p>To apply their growing knowledge of root words an suffixes/word endings including: -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian.</p>	<p>To read all of the Y3 and some of the Y4 common exception words.</p>	<p>Focus upon word reading should support the development of vocabulary.</p> <p>Read age appropriate books with confidence and fluency. Children in Y3 should be reading between levels 10 and 13 reading books.</p>	<p>Read and discuss a wide range of fiction and non-fiction texts.</p> <p>Make links between what they are reading and other texts.</p> <p>Increase familiarity with a range of books, including fairy stories and retell some orally.</p>
Y4	<p>To use their knowledge to decode words quickly and accurately.</p> <p>To apply their growing knowledge of root words and prefixes, including: in-, im-, il, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto.</p> <p>To apply their, growing knowledge of root words and suffixes/word endings including: -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cain.</p>	<p>To read Y3/4 common exception words (appendix 1: word list Y3 & Y4)</p>	<p>Focus on word reading should support the development of vocabulary.</p> <p>Read age appropriate books with confidence and fluency. Children in Y4 should be reading between levels 13 and 15 reading books.</p>	<p>Listen to and discuss a wide range of fiction, plays, non-fiction, and reference books or text books.</p> <p>Increase familiarity with a range of books,, including books from other cultures or traditions and retelling some of these orally.</p>
Y5	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p>	<p>To read most Y5 and Y6 exception words (Appendix 1, Y5&Y6 word list) discussing the unusual correspondences between spelling and sound and where these occur in the world.</p>	<p>Read age appropriate books with confidence and fluency. Children in Y5 should be reading between levels 15 and 17 reading books.</p>	<p>Continue listening to and discussing a wide range of fiction, plays, non-fiction, and reference books or text books.</p>

			<p>Children should begin developing a stamina when reading (building up to 90 words per minute by the end of Y6)</p>	<p>Read books that are structured in different ways for a range of different purposes.</p> <p>Identify and discuss themes and conventions.</p> <p>Increase familiarity with a wide range of books, including, myths, legends, traditional stories, modern stories, fiction from our literary heritage and books from other cultures and traditions.</p> <p>Recommend books that they have read to their peers, giving reasons for their choice.</p> <p>Make comparisons within and across books.</p>
Y6	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p>	<p>To read most Y5 and Y6 exception words (Appendix 1, Y5&Y6 word list) discussing the unusual correspondences between spelling and sound and where these occur in the world.</p>	<p>Read age appropriate books with confidence and fluency. Children in Y6 should be reading between levels 17 and 19 reading books.</p> <p>Children should begin developing a stamina when reading (90 words per minute by the end of Y6)</p>	<p>Continue listening to and discussing a wide range of fiction, plays, non-fiction, and reference books or text books.</p> <p>Continue to identify and discuss themes and conventions.</p> <p>Continue to increase familiarity with a wide range of books, including, myths, legends, traditional stories, modern stories, fiction from our literary heritage and books from other cultures and traditions.</p>

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