



Bramhope Primary School

English- Reading Road Map



1. Word reading- decoding

Reception:

- Can read a range of familiar and common irregular words and simple sentences independently (Yellow book band)
- Can read the Reception CEWs (45 common exception words) e.g. I, go, like
- Can apply phonics knowledge (phase 3) to decode regular words
- Can read books with fluency (red/yellow bands)
- **Can read phonically regular words of more than 1 syllable as well as many irregular but high frequency words.**

Year 1:

- apply phonic knowledge to decode words
- speedily read all 40+ letters/groups for 40+ phonemes
- read accurately by blending taught GPC
- read common exception words
- read common suffixes (-s, -es, -ing, -ed, etc.)
- read multisyllable words containing taught GPCs
- read contractions and understanding use of apostrophe e.g. I'm, we'll
- read aloud phonically-decodable texts.

Year 2:

- secure phonic decoding until reading is fluent
- read accurately by blending, including alternative sounds for graphemes
- read multisyllable words containing these graphemes
- read common suffixes
- read exception words, noting unusual correspondences
- read most words quickly & accurately without overt sounding and blending.

Key Stage 2: *At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.*

Year 3:

- use their phonic knowledge to decode quickly and accurately
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- apply their growing knowledge of root words and prefixes, both to read aloud and to understand the meaning of new words they meet e.g. e.g. *in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto-*
- apply their growing knowledge of root words and suffixes, both to read aloud and to understand the meaning of new words they meet e.g. e.g. *-ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian*

Year 4:

- read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.
- apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Year 5:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud with speed and skill and to understand the meaning of new words that they meet including through contextual cues.
- To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including *-sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently*

Year 6:

- 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 including through contextual cues.