

Maltese Road 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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Word Reading and Fluency

	- Orchestrate a range of reading strategies to decode successfully - Self-correct when reading aloud
Year 3	- 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	- 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	Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)
Year 6	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.