

**English Reading End points Aspect: Applying Phonics**

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|  | **Autumn** | **Spring** | **Summer** |
| **Reception** | Recognise their own name.  Hear and say initial sounds in words and match to the corresponding grapheme.  Continue a rhyming string.  Recognise **most** Phase 2 sounds, matching phonemes to graphemes accurately.  Read **most** Phase 2 Tricky Words.  Blend a CVC word containing Phase 2 sounds and read a simple sentence independently. | * Link sounds to letters of the alphabet. * Confidently recognise and recall **all** Phase 2 phonemes and their graphemes. * Read **all** Phase 2 Tricky Words. * Recognise **most** Phase 3 phonemes.   Read **some** Phase 3 High Frequency Words and Tricky Words. | * Confidently use phonic knowledge to read and understand simple sentences.   Use a variety of strategies to read unfamiliar words, including using phonic and syntactic knowledge. |
| **Year 1** | * Know when to use phonic knowledge to decode words. * Read common words using phonic knowledge, where possible. * Read words of more than one syllable that contain taught GPCs. * Read phonically decodable texts. | * Know which parts of words can be decoded using phonics. * Blend sounds in unfamiliar words based on known GPCs. * Read words with familiar endings -s, es, ing, ed, er, est. * Read words which have the prefix –un added. * Read phonically decodable texts, with confidence. * Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset. | * Hear and recognise all 40+ phonemes. * Match all 40+ graphemes to their phonemes (Phase 3). * Identify all 40+ graphemes in my reading. * Know that words can have omitted letters and that an apostrophe represents the omitted letters. * Find contractions in my reading. * Read words with contractions. * Read compound words, for example, football, playground, farmyard, bedroom. |
| **Year 2** | * Understand the importance of decoding words automatically. * Understand that some words cannot be decoded with phonic strategies. * Use the graphemes taught to blend sounds. * Know that phonemes may be represented by different graphemes. * Know that familiar words do not need to be sounded out and blended. * Read these familiar words automatically and accurately without sounding or blending. | * Know that the same grapheme may be read in different ways. * Recognise alternatives and consider which will make more sense. * Recognise syllables in words. * Know that breaking words into syllables helps fluent decoding. * Know that other strategies can be used to read unfamiliar words. * Use other strategies to support fluent decoding. | * Read words of two or more syllables accurately. * Read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. * Read these books fluently and confidently. |
| **Year 3** | * Know that phonics is one strategy to help me read unfamiliar words. * Know when phonic strategies will help me to read a word and when they will not. * Know what a root word is. * Understand how to use a root word to help me read unfamiliar words. * Use root words to help me read unfamiliar words. * Use root words to help me understand the meaning of unfamiliar words. * Know what prefixes and suffixes are. * Understand how prefixes and suffixes can change the meaning of a word. * Use prefixes and suffixes to read unfamiliar words. * Use prefixes and suffixes to understand the meaning of unfamiliar words. | * Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. * Know that some words may have a similar pronunciation but may be written differently. * Know that some of these are unusual. * Use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words. * Know that unfamiliar words can be read by using knowledge of similar words (analogy). | * Use analogy, drawing on the pronunciation of similar known words to read others. |
| **Year 4** | * Know that phonics is one strategy to read unfamiliar words. * Know when phonic strategies will help to read a word and when they will not. * Use knowledge of root words to help me read unfamiliar words. * Use root words to help me understand the meaning of unfamiliar words. * Use knowledge of learned prefixes and suffixes to help me read unfamiliar words. * Use prefixes and suffixes to help me understand the meaning of unfamiliar words. | * Apply knowledge of root words, prefixes and suffixes to help me read aloud and to understand the meaning of unfamiliar words. * Know that many words may have a similar pronunciation but may be written differently. * Know that some of these are unusual. * Use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words. * Know that unfamiliar words can be read by using knowledge of known similar words (analogy). * Use analogy drawing on the pronunciation of similar known words to read others. |  |
| **Year 5** | * Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. * Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. * Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. |  |  |
| **Year 6** | * Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. * Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. * Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. |  |  |