

**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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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