

Apply phonic knowledge and skills to read unfamiliar words.						
Year 6	Year 5	Year 4	Year 3	Year 2	Year 1	Reception
To apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.	To apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.	To know that phonics is only one strategy to read unfamiliar words.	To know that phonics is just one strategy you can use to read unfamiliar words.	To understand the importance of decoding words with automaticity.	To be able to hear and recognise all 40+ phonemes	To say a sound for each letter in the alphabet and at least 10 digraphs;
To read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word.	To read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word.	To know when phonic strategies will help to read an unfamiliar word and when it is not an appropriate strategy.	To recognise when using phonic strategies will help to read a word and when they will not.	To understand that some words are irregular and cannot be decoded using phonic strategies.	To be able to match all 40+ graphemes to their phonemes	To read words consistent with their phonic knowledge by sound-blending
To attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.	To attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.	To use knowledge of root words to help read unfamiliar words.	To know and explain what a root word is.	To use graphemes to blend sounds accurately.	To identify all 40+ graphemes when reading books closely matched to their level of phonics knowledge	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
		To use words to help understand the meaning of unfamiliar words.	To understand how to use a root word to help read unfamiliar words encountered in a text.	To know that phonemes may be represented by different graphemes and identify them when reading.	To know when to use phonic knowledge to decode words	
		To use the knowledge of learned prefixes and suffixes to read unfamiliar words.	To use root words to read unfamiliar words.	To know that the same grapheme may be read in a number of different ways.	To know which parts of words can be decoded using phonics strategies	
		To use prefixes and suffixes to understand the meaning of unfamiliar words.	To use root words to help understand the meaning of unfamiliar words.	To recognise alternative words and consider methodically which will make sense (meaning).	To blend sounds in unfamiliar words using phonic knowledge	
			To know and explain what prefixes and suffixes are.	To apply all of the knowledge above, so that reading is fluent and developing automaticity.	To read common high frequency words using phonic knowledge where appropriate	
			To understand that prefixes and suffixes can change the meaning of a word.	To recognise syllables in words when reading independently or listening aloud.	To read words with familiar endings which have been taught – s, es, ing, ed, er, est	
			To use prefixes and suffixes to read unfamiliar words.	To know that breaking words into syllables helps to fluently decode words.	To read words which contain more than one syllable and taught GPC (grapheme, phoneme correspondence)	
			To use prefixes and suffixes to understand the meaning of unfamiliar words.	To read words with two or more syllables accurately and with increasing fluency and automaticity.		
			To apply knowledge of root words, prefixes, suffixes to read aloud and to understand the meaning of unfamiliar words.			To know that words can have letters omitted and that an apostrophe represents the letters in a word which are omitted
			To know that some words may have similar pronunciation but may be written differently.			
			To use knowledge of unusual phoneme/grapheme correspondences to read unfamiliar words.	To know that some words have unusual correspondence between phoneme and grapheme.	To find and identify contraction when reading	
			To know that unfamiliar words can be read by using knowledge of known similar words (analogy).	To identify unusual correspondence when reading and decode to retain meaning.		
				To understand that some words cannot be decoded with phonic strategies.		
				To know that familiar words do not need to be sounded out and blended.		
				To read the Year 2 list of familiar words automatically without the need to sound out or blend.		
				To understand, know and use a range of strategies to read unfamiliar words.		
				To use a range of strategies to support fluency when decoding words.		
				To read aloud books which are closely matched to their phonic knowledge.		