# Our Reading Word Level Learning Journey

## YEAR 7

Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries

Study the effectiveness and impact of the grammatical features of the texts they read

Check their understanding to make sure that what they have read makes sense.

## YEAR 6

Combined knowledge of phonemes and word derivations to pronounce words correctly

Apply knowledge of suffixes, prefixes and root words to read aloud and to understand the meaning of unfamiliar words

Read fluently, using punctuation (. , ... ? ! : ; () ) to inform meaning

Attempt pronunciation of unfamiliar words

Pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.

Read further exception words, noting the unusual correspondences between spelling and sound E.g. silent letters, homophones

Know what to do when I see a range of punctuation including ellipses and brackets

Re-read and read ahead to check for meaning

## YEAR 5

Apply knowledge of root words, suffixes cious, tious, cial, tial, ant, ance, ancy, ent, ence, ency, able, ible, ably, ibly.

Can emphasise when I see words in bold or capitals

Apply knowledge of prefixes to read aloud and to understand the meaning of unfamiliar words. un, dis, mis, re, super, anti, sub, auto, in, il, im, ir, inter.

Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words

Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

## YEAR 4

Read further exception words, noting the unusual correspondences between spelling and sound.

Read further exception words

Know what to do when question marks and exclamation marks

## YEAR 3

Read common exception words

Know what to do when I see a comma and a full stop

Read words with common suffixes. E.g. ed, ing, er, ment, ful, less, ly, ness and est

Recognise and read alternative sounds for graphemes

## YEAR 2

Match most of the 44 graphemes to their phonemes

Blend sounds in unfamiliar words

Read words that end with s, ing, er, ed, est

Read compound words

Apply knowledge of root words, suffixes (cious, tious, cial, tial)

## YEAR 1

Read words consistent with their phonic knowledge by sound-blending

## EYFS

Say a sound for each letter in the alphabet and at least 10 digraphs

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.