



THREAD: Mechanics of reading

AOLE: LLC

Progression Step 1

Knowledge and Skills	Vocabulary	Experiences and Characteristics
<p>Phonics and Word Recognition</p> <ul style="list-style-type: none"> To be able to identify the initial sound of a word To be able to hear phonemes in words e.g. C-a-t To be able to recognise the graphemes for single letter sounds To be able to recognise the graphemes for some digraphs (e.g. ch, sh, ng, nk, th, qu) To be able to orally segment and blend VC and CVC words To be able to segment and blend VC and CVC words using grapheme-phoneme correspondence e.g. the, that, phone To be able to start to segment and blend some longer words including known phonemes e.g. stomp To match graphemes for single letter sounds to text To match lower case and upper case letters to the sound e.g. l and It To match upper case and lower case to each other. To recognise some CVC words To recognise important names eg own name, family To identify familiar brands by their logo e.g. McDonald's To begin to recognise some hfw eg the, and, l <p>Book knowledge</p> <ul style="list-style-type: none"> To know where a book starts and ends To understand the difference between text and images To handle a book like a reader and start to turn the pages themselves To use context and picture cues to help me understand what I read To understand there is a 1:1 correspondence between the printed and spoken word 	<ul style="list-style-type: none"> Sounds Letter Digraph Phoneme Grapheme Blend Segment Capital letter 	<ul style="list-style-type: none"> Opportunities to experience a sound rich environment, hearing a range of different sounds Opportunities to join in with songs and rhymes Exposure to phonemes and graphemes throughout the learning environment Experience playing a range of listening and reading games Adult modelling of sounds, segmentation and blending Opportunities to read books matched to phonics knowledge Opportunities to participate in planned focused teaching sessions. Opportunities to practise and apply phonic learning through activities in the learning environment. Opportunities to apply phonic learning to reading and writing Opportunities to have a range of books at home.

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| <ul style="list-style-type: none">• To understand that words are separated by spaces.• To begin to understand how capital letters and full stops mark sentences. | | |
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Progression Step 2		
Knowledge and Skills	Vocabulary	Experiences and Characteristics
<ul style="list-style-type: none"> To be able to hear and join with sound patterns, including rhyme/alliteration/rhythm/syllables, e.g. in a range of poetic tasks To be able to recognise graphemes for all 44 phonemes To know that the same phoneme can be represented using different graphemes (e.g. ay/ai) and that the same grapheme can represent different phonemes (e.g. ea in head/bead) To be able to recognise split digraphs e.g. a-e, o-e To be able to segment and blend words using grapheme-phoneme correspondence To be able to apply phonic knowledge to decode in fluent independent reading To know and identify the words that cannot be decoded fully as they do not follow phonic rules Read words with suffixes e.g. (-ed, -er, -est, -ing) <p>Book knowledge</p> <ul style="list-style-type: none"> To understand the purpose and navigate a variety of fiction and non-fiction text (contents page, index, glossaries) To read simple sentences including one clause Recognise and name some basic features of texts they have studied, e.g. points to a title, an address in a letter To recognise the purpose of punctuation marks within a sentence to help meaning. To be able to find and use information from the different materials that I read. To use a range of strategies to make meaning – root words, decoding, reading ahead 	<p>Digraph Phoneme Grapheme Blend Segment Split digraph Rhyme Alliteration Prefix Suffix Root word</p> <p>Comma Full stop Pause</p> <p>Fiction Non-fiction Genre Poem Story Novel</p> <p>Non – fiction book features, e.g. Contents, index, glossary</p>	<ul style="list-style-type: none"> Opportunities to listen to modelled reading and storytelling. Experience playing a range of listening and reading games Adult modelling of sounds, segmentation and blending Opportunities to read books matched to their ability Opportunities to practise and apply phonological knowledge and reading strategies Opportunities to apply phonic learning to reading and writing Opportunities to have a range of books at home To read from a variety of sources e.g. computer, book, magazine, posters

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| <ul style="list-style-type: none">• To be able to read aloud with expression and fluency, taking account of punctuation.• To be able to identify when the text is not making sense and use a strategy to help. | | |
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Progression Step 3		
Knowledge and Skills	Vocabulary	Experiences and Characteristics
<p>Reading strategies</p> <ul style="list-style-type: none"> To continue to use phonetic knowledge to decode new or uncommon words. To use knowledge of prefixes, suffixes and root words to attempt to read and understand the meaning of unknown words. To be able to read multi-clause sentences taking account of the punctuation. To begin to understand the etymology of words and use your understanding to unpick new vocabulary. To be able to independently identify which strategy to use to help when the text doesn't make sense. To use self-correction strategies. To use skills confidently and independently to unseen (new to them) texts. To be able to use a dictionary to find the meaning of unknown words. 	<p>Etymology Dictionary Multi-clause Decode Re-reading</p>	<ul style="list-style-type: none"> Opportunities to listen to modelled reading and storytelling. Experience playing a range of listening and reading games Adult modelling of sounds, segmentation and blending Opportunities to read books matched to their ability Opportunities to practise and apply phonological knowledge and reading strategies Opportunities to apply phonic learning to reading and writing Opportunities to have a range of books at home To read from a variety of sources e.g. computer, book, magazine, posters

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Progression Step 4		
Knowledge and Skills	Vocabulary	Experiences and Characteristics
Reading Strategies <ul style="list-style-type: none">• To use a thesaurus to find a synonym• Reading a complex text for a period of time• Reads words and sentences from a variety of text and be able to make meaning of them• Identify what strategies are appropriate for understanding texts	Thesaurus Synonym Irony Intent Inference Empathy	<ul style="list-style-type: none">• Opportunities to listen to modelled reading and storytelling.• Experience playing a range of listening and reading games• Adult modelling of sounds, segmentation and blending• Opportunities to read books matched to their ability• Opportunities to practise and apply phonological knowledge and reading strategies• Opportunities to apply phonic learning to reading and writing• Opportunities to have a range of books at home• To read from a variety of sources e.g. computer, book, magazine, posters