

Reading Skills in Year 1

During the early years of compulsory schooling, much of the focus is to develop confident readers, mainly using the phonics approach.

Phonics is the relationship between printed letters and the sounds they make. Children will first learn the most common letter sounds, and then look at more difficult patterns such as recognising that 'ow' sounds different in 'cow' than in 'low', or that both 'ai' and 'ay' make the same sound in different words.

Reading Skills taught in Year 1:

- Learn the 40+ main speech sounds in English and the letters that represent them
- Blend sounds together to form words
- Read aloud when reading books that contain familiar letter sound patterns
- Listen to, and talk about a range of stories, poems and non-fiction texts
- Learn about popular fairy tales and folk stories, and retell the stories
- Join in with repeated phrases in familiar books
- Make predictions about what might happen next in a book
- Explain clearly what has happened in a book they've read or listened to

Rankin Readers Colour Band	Phonics Phase
Lilac	1
Pink	2
Red	3
Yellow	3
Blue	4
Green	5
Orange	5/6
Turquoise	
Purple	
Gold	
White	
Lime	

Below is a chart showing the order that children will be taught the sounds

Phase 1	<ul style="list-style-type: none"> • Listening to and for sounds. • Rhythm and rhyme • Alliteration
Phase 2	<ul style="list-style-type: none"> • Sounds taught: s, a, t, p, l, n, m, d, g, o, c, k, e, u, r, h, b, f, ff, ll, ss • Tricky words: the, to, go, no,
Phase 3	<ul style="list-style-type: none"> • Sounds taught: j, v, w, x, y, z, zz, qu • ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er • Tricky words: no, go, l, the, to, he, she, we, me, be, was, my, you, they, her, all, are
Phase 4	<ul style="list-style-type: none"> • Recap all previous sounds. • Teach reading and spelling tricky words: said, so, he, we, me, be, have, like, some, come, was, you, were, little, one, they, all, are, do, when, out, what, my, her • Read and write words with initial and/or final blends: st, nd, mp, nt, nk, ft, sk, lt, lp, tr, dr, gr, cr, br, fr, bl, fl, gl, pl, cl, sl, sp, st, tw, sm, nch, shr, str, thr
Phase 5	<ul style="list-style-type: none"> • Learn new phoneme zh • Teach new graphemes for reading ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e • Teach reading words oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please. • Teach spelling words said, so, have, like, some, were, there, oh, their, people, Mr, Mrs, looked, called, asked. • Teach alternative spellings for ch, j, m, n, r, s, z, u, i, ear, ar, air, or, ur, oo, ai, ee, igh, oa, y/oo, oo, sh
Phase 6	<ul style="list-style-type: none"> • Understand and apply suffixes – ed, ing, ful, est, er, ment, ness, en, s, es • Understand the rules for adding ing, ed, er, est, ful, ly, y • Investigate how adding suffixes and prefixes changes words • Introduce the past tense

Glossary.
Phoneme- the smallest unit of speech-sounds which make up a word.
Grapheme- the written representation of sounds.
Tricky word- word which cant be sounded out
Keywords- high frequency words
vc word- vowel consonant word (it, as)
cvc word- word made up of a consonant, vowel, consonant (cat, dog)
Initial sound- first sound in word

Reading Skills in Year 2

As children move through Key Stage 1, the new curriculum intends that almost all children will secure the basic skills of decoding so that they can become fluent readers. As their reading confidence grows they can begin to write their own ideas down.

Decoding is the ability to read words aloud by identifying the letter patterns and matching them to sounds. Once children are able to 'decode' the writing, they can then start to make sense of the words and sentences in context. Watch out for hard-to-decode words such as 'one' and 'the'. These just have to be learned by heart.

Reading Skills taught in Year 2:

- Read words aloud confidently, without obvious blending or rehearsal
- Learn letter patterns so that decoding becomes fluent and secure by end of year
- Blend letter sounds, including alternative patterns, e.g. recognising 'ue' as the 'oo' sound
- Read aloud words which contain more than one syllable
- Recognise common suffixes, such as -ing and -less
- Read words which don't follow phonetic patterns, such as 'one', 'who'
- Become familiar with a wide range of fairy stories and traditional tales
- Discuss favourite words and the meaning of new words
- Check that what has been read makes sense, and selfcorrect reading where necessary
- Make predictions about what might happen next in a story

Children will be expected to read aloud books which are appropriate for their reading ability. During Year 2 their increasing knowledge of decoding should allow them to read a wide range of children's books.

Reading Skills in Years 3 and 4

In lower Key Stage 2, your child will build on their work from the infants to become more independent in their reading. Most children will be confident at decoding most words, so will focus more on developing their comprehension skills and they will now begin to use their reading to support their learning about other subjects. Children who are not yet fluent readers will be supported with intervention programmes such as 'Catch-up'.

Specific coverage taught in reading from National Curriculum in years 3 & 4:

- Extend skills of decoding to tackle more complex words, including words with unusual spelling;
- Read a wide range of fiction and non-fiction books;
- Recognise some different forms of poetry;
- Use dictionaries to find meanings of words;
- Become familiar with a range of traditional and fairy tales including telling some orally (we do this regularly and you might hear this referred to as 'Talk for Writing');
- Identify words which have been chosen to interest the reader;
- Ask questions about what they have read;
- Draw simple inferences about events in a story, such as how a character might be feeling;
- Make predictions about what might happen next in a story;
- Summarise ideas from several paragraphs of writing;
- Find and record information from non-fiction texts;
- Take part in discussions about reading and books.

Reading Skills in Years 5 and 6



In upper Key Stage 2, there is an expectation that children will be fluent at reading aloud different texts. (Any children who are not yet fluent will be supported with intervention programmes such as 'Catch-up'.) There is a continued focus on higher level comprehension skills such as information retrieval, contrasting and comparing and the use of technical vocabulary and the application of these skills for a range of purposes to support learning.

Specific coverage taught in reading from National Curriculum in years 5 & 6:

- Extend skills of decoding to tackle complex words by applying knowledge of spelling to help read and understand words.
- Maintain a positive attitude to reading by continuing to read and discuss an increasingly wide range of fiction and non-fiction books, preparing poems and plays to read aloud and recommending books;
- Learning some different forms of poetry by heart;
- Making sure they understand what they read by checking the meaning of new words, asking questions, drawing inferences, making predictions, summarising ideas and identifying features of the text;
- Discuss and evaluate impact of language (including figurative language) on the reader;
- Know the difference between fact and opinion;
- Use non-fiction texts to find information and present this;
- Have discussions about books they have read or have been read to them, explaining their ideas with reasoned justifications and understanding and challenging the views of others;
- Take part in formal presentations and debates, maintaining focus.