

Battling Brook Reading Progression - Word Level

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>
apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word use phonetic knowledge to decode words that they may have heard but haven't seen in print before ensure reading comprehension takes precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary	apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word teach pupils to read longer words, and support children to test out different pronunciations ensure reading comprehension takes precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary	pupils should be encouraged to work out any unfamiliar word in reading children should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word Read accurately, individual words, which might be key to the meaning of a sentence or paragraph, improving comprehension draw attention to vocabulary when reading with or to pupil, focussing on correct pronunciation	pupils should be encouraged to work out any unfamiliar word in reading children should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word Read accurately, individual words, which might be key to the meaning of a sentence or paragraph, improving comprehension draw attention to vocabulary when reading with or to pupil, focussing on correct pronunciation

read other words of more than one syllable that contain taught GPCs read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words re-read books to build up their fluency and confidence in word reading.	read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading.				
---	---	--	--	--	--