Haughton School Reading Word Progression Map (Skills)

E

I can read words by blending sounds with known graphemes, with help from their teacher (Read-PK2)

I can say a single sound for 10+ graphemes (Read-PK2)

I begin to sound out unknown words based on my phonic knowledge and reading of high frequency whole words.

I can hear and say short vowel sounds in a word and can use phonological knowledge to sound out CVC words

I can indicate or sign the correct picture or object (when 3 are presented) when the adult says or signs the first sound

I can hear and say initial sounds in words and know which letters represent each sound.

I can indicate or sign the correct letter (when 3 are presented) when the adult says or signs the sound

I can read a range of familiar words and common simple sentences independently.

I recognise at least half the letters of the alphabet by shape, name and sound.

I recognise some letters of the alphabet by their name.

I can recognise some letters / words by their sound.

In familiar stories, I can anticipate words / signs / symbols and / or phrases with support.

I can select and recognise or read a small number of words or symbols linked to familiar vocabulary

I begin to identify which letter makes an identified sound and begin to match letters / short words with support.

S

I understand the concept of a word.

I can derive meaning from matching pictures / objects to symbols / words.

I can hear and say the initial sounds in words.

I can identify the visual unit of a word and understands that it is a 'word'.

I can read words containing taught GPCs and -ing endings

I can read words containing taught GPCs and -s, -es endings (Read-PK5)

I can sound out words accurately in a book closely matched to the known grapheme phoneme correspondences (GPCs)

I can blend the sounds for all letters of the alphabet into words (Read-PK5)

I recognise print structures of some words, individual letters and spaces between words.

I can establish meaning and I take notice of simple punctuation when reading aloud.

I can identify initial and final sounds in unfamiliar words. (Read-PK5)

I can read most common exception words (Read-PK5)

I can self-correct when reading aloud

I can follow print with my eyes, looking for familiar words and known letter clusters to decode text.

I can apply phonic knowledge and skills as the route to decode words. (Read-PK4)

I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. (Read-PK4)

I can read accurately by blending the sounds in words with up to five known graphemes (Read-PK4)

I can say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes (Read-PK4)

I can respond speedily with the correct sound to graphemes (letters or groups of letters) for

I recognise familiar words / signs / symbols in simple texts using sight vocabulary strategies when reading. (Read-PK3)

I can say or sign (or a close approximation to) every letter of the alphabet

I can re-read books to build up my fluency and confidence in word reading (5-6 year level).

HAUGHTON SCHOOL

I can read aloud, with pace and fluency, unfamiliar texts at 7 year reading level.

I re-read books to build up my fluency and confidence in word reading (6-7 year level).

I can read aloud books sounding out unfamiliar words accurately, automatically and without undue hesitation. (Read-PK6)

I can read most words quickly and accurately when they have been frequently encountered without overt sounding and blending. (Read-PK6)

I read accurately by blending the sounds in words that contain the graphemes I know.

I apply my phonic knowledge as the route to decode words until automatic decoding has become embedded and reading is fluent.

I can read words of more than one syllable that contain GPCs.

I can read words containing common suffixes. (Read-PK6)

I can read accurately most words of 2 or more syllables (Read-PK6)

I can read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word (Read-PK6)

I can read aloud accurately books that are consistent with my developing phonic knowledge.

I can apply phonic knowledge and skills to decode unknown words.

I understand that the apostrophe represents the omitted letter(s) in words with contractions.

I can read words with contractions, e.g. I'm, I'll, we'll.

I can read words containing taught GPCs and -ed endings

I can read words containing taught GPCs and -er endings

I can read words containing taught GPCs and -est endings

I can read other words of more than one syllable that contain taught GPCs.

N

E

I sustain confidence and perseverance when reading larger, more demanding texts unaided.

I can read familiar and unfamiliar texts aloud confidently and competently.

D

I use more sophisticated phonic knowledge and morphemic knowledge to decode complex words.

I can use phonemic, graphemic, morphemic knowledge of word structure to decode words.

I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

I have a competent grasp of phonics.

I can read independently a range of texts fluently and accurately.

I use a wide range of decoding skills to read unfamiliar words, using appropriate strategies when reading fails to make sense.

N

I can use knowledge of the alphabet to locate information in dictionaries, glossaries etc.

I can use existing knowledge of known words to apply to the spelling of unfamiliar words in order to read them.

My morphemic knowledge helps me to 'chunk' words for reading.