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| **Year 1 Decoding grid.** |
| **Working Towards** |
| Can recognise initial sounds |  |  |  |  |  |  |
| Can read CVC words |  |  |  |  |  |  |
| Can blend and segment sounds |  |  |  |  |  |  |
| Can read some HF words for year group (phase 3-5) |  |  |  |  |  |  |
| Can recognise and read common digraphs  |  |  |  |  |  |  |
| **Standard** |
| Can read most HF words for year group (phase 3-5) |  |  |  |  |  |  |
| Can read CCVC and CVCC words |  |  |  |  |  |  |
| Can read words containing trigraphs |  |  |  |  |  |  |
| Can read words containing split digraphs |  |  |  |  |  |  |
| Observe full stops in reading |  |  |  |  |  |  |
| Can apply phonics knowledge to read a range of real and pseudowords containing common graphemes for all 40+ phonemes (32/40 phonics screening check) |  |  |  |  |  |  |
| Read accurately some words of two or more syllables |  |  |  |  |  |  |
| Read words containing -s -es -ing -ed -er and -est endings |  |  |  |  |  |  |
| Read words with contractions (Eg I’m, I’ll, We’ll) and understand the apostrophe represents a missing letter  |  |  |  |  |  |  |
| Read poems, fiction and nonfiction books. |  |  |  |  |  |  |
| **Greater Depth** |
| Read aloud many words quickly and accurately without overtly sounding and blending (high and medium frequency words) |  |  |  |  |  |  |
| Observe a greater range of punctuation in reading (pause for commas and intonation for question and exclamation) |  |  |  |  |  |  |
| Can independently segment longer phonetically decodable 2 and 3 syllable words to read accurately |  |  |  |  |  |  |
| Read many common exception words |  |  |  |  |  |  |
| Can recognise and use alternative ways of pronouncing different graphemes eg get and gem, how and show |  |  |  |  |  |  |

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| **Year 2 Decoding grid.** |
| **Working Towards** |
| Can read most HF words for year group (phase 3-5) |  |  |  |  |  |  |
| Can read CCVC and CVCC words |  |  |  |  |  |  |
| Can read words containing trigraphs |  |  |  |  |  |  |
| Can read words containing split digraphs |  |  |  |  |  |  |
| Observe full stops in reading |  |  |  |  |  |  |
| Can apply phonics knowledge to read a range of real and pseudowords containing common graphemes for all 40+ phonemes (32/40 phonics screening check) |  |  |  |  |  |  |
| Read accurately some words of two or more syllables |  |  |  |  |  |  |
| Read words containing -s -es -ing -ed -er and -est endings |  |  |  |  |  |  |
| Read words with contractions (Eg I’m, I’ll, We’ll) and understand the apostrophe represents a missing letter  |  |  |  |  |  |  |
| **Standard** |
| Read aloud many words quickly and accurately without overtly sounding and blending Eg. At over 90 words per minute at correct text level |  |  |  |  |  |  |
| Observe a greater range of punctuation in reading (pause for commas and intonation for question and exclamation) |  |  |  |  |  |  |
| Read accurately most words of two or more syllables |  |  |  |  |  |  |
| Read many common exception words |  |  |  |  |  |  |
| Can recognise and use alternative ways of pronouncing different graphemes eg get and gem, how and show |  |  |  |  |  |  |
| Read most words containing common suffixes |  |  |  |  |  |  |
| Read a range of non-fiction, fairy stories, traditional tales, modern fiction and poetry. |  |  |  |  |  |  |
| **Greater Depth** |
| Observe a full range of punctuation when reading aloud including speech marks, question marks, exclamation marks, commas and parenthesis |  |  |  |  |  |  |
| Decode most new words outside of spoken vocabulary making a good approximation to the words pronunciation |  |  |  |  |  |  |
| Read further exception words, noting unusual correspondences between spelling and sound |  |  |  |  |  |  |
| Read at fluency of 100 wpm with no more than 1% errors at correct text level |  |  |  |  |  |  |

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| **Year 3 Decoding grid.** |
| **Working Towards** |
| Read aloud many words quickly and accurately without overtly sounding and blending Eg. At over 90 words per minute at correct text level |  |  |  |  |  |  |
| Observe a greater range of punctuation in reading (pause for commas and intonation for question and exclamation) |  |  |  |  |  |  |
| Read accurately most words of two or more syllables |  |  |  |  |  |  |
| Read many common exception words |  |  |  |  |  |  |
| Can recognise and use alternative ways of pronouncing different graphemes eg get and gem, how and show |  |  |  |  |  |  |
| Read most words containing common suffixes |  |  |  |  |  |  |
| **Standard** |
| Observe a full range of punctuation when reading aloud including speech marks, question marks, exclamation marks, commas and parenthesis |  |  |  |  |  |  |
| Decode most new words outside of spoken vocabulary making a good approximation to the words pronunciation |  |  |  |  |  |  |
| Read further exception words, noting unusual correspondences between spelling and sound |  |  |  |  |  |  |
| Read at fluency of 95 wpm with no more than 3% errors at correct text level |  |  |  |  |  |  |
| Read all prefixes and suffixes as listed in English appendix accurately |  |  |  |  |  |  |
| Read a range of stories and books including fiction, nonfiction, fairy stories, poetry and plays. |  |  |  |  |  |  |
| **Greater Depth** |
| Observe a full range of punctuation when reading aloud including speech marks, question marks, exclamation marks, commas, semicolons, colons, ellipses and parentheses |  |  |  |  |  |  |
| Read poetry with confidence ensure emphasis and rhythm for desired effect. |  |  |  |  |  |  |
| Use context to confirm pronunciation Eg. present - gift present - introduce |  |  |  |  |  |  |
| Read at fluency of 110 wpm with no more than 1% errors at correct text level |  |  |  |  |  |  |

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| **Year 4 Decoding grid.** |
| **Working Towards** |
| Observe a full range of punctuation when reading aloud including speech marks, question marks, exclamation marks, commas and parenthesis |  |  |  |  |  |  |
| Decode most new words outside of spoken vocabulary making a good approximation to the words pronunciation |  |  |  |  |  |  |
| Read further exception words, noting unusual correspondences between spelling and sound |  |  |  |  |  |  |
| Read at fluency of 90 wpm with no more than 5% errors at correct text level |  |  |  |  |  |  |
| Read all prefixes and suffixes as listed in English appendix accurately |  |  |  |  |  |  |
| **Standard** |
| Observe a full range of punctuation when reading aloud including speech marks, question marks, exclamation marks, commas, semicolons, colons, ellipses and parentheses |  |  |  |  |  |  |
| Read poetry with confidence ensure emphasis and rhythm for desired effect. |  |  |  |  |  |  |
| Use context to confirm pronunciation Eg. present - gift present - introduce |  |  |  |  |  |  |
| Read at fluency of 105 wpm with no more than 3% errors at correct text level |  |  |  |  |  |  |
| Read a range of books and novels including myths and legends, fiction, nonfiction, poetry and plays. |  |  |  |  |  |  |
| **Greater Depth** |
| Read at fluency of 120 wpm with less than 1% errors at correct text level |  |  |  |  |  |  |
| Read for 20 minutes without breaking concentration |  |  |  |  |  |  |
| Read novels and longer chapter books regularly and for pleasure |  |  |  |  |  |  |

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| **Year 5 Decoding grid.** |
| **Working Towards** |
| Observe a full range of punctuation when reading aloud including speech marks, question marks, exclamation marks, commas, semicolons, colons, ellipses and parentheses |  |  |  |  |  |  |
| Read poetry with confidence ensure emphasis and rhythm for desired effect. |  |  |  |  |  |  |
| Use context to confirm pronunciation Eg. present - gift present - introduce |  |  |  |  |  |  |
| Read at fluency of 100 wpm with no more than 5% errors at correct text level |  |  |  |  |  |  |
| **Standard** |
| Read at a fluency of 110 wpm year 5 with no more than 3% errors at correct text level. |  |  |  |  |  |  |
| Read for 20 minutes without breaking concentration |  |  |  |  |  |  |
| Read age-appropriate modern fiction, traditional stories, fiction from our literary heritage, books from other cultures, nonfiction, poetry, and plays and novels. |  |  |  |  |  |  |
| **Greater Depth** |
| Read at a fluency of 115 wpm with less than 1% errors |  |  |  |  |  |  |
| Read challenging texts with unfamiliar vocabulary, context and grammatical structures  |  |  |  |  |  |  |

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| **Year 6 Decoding grid.** |
| **Working Towards** |
| Observe a full range of punctuation when reading aloud including speech marks, question marks, exclamation marks, commas, semicolons, colons, ellipses and parentheses |  |  |  |  |  |  |
| Read poetry with confidence ensure emphasis and rhythm for desired effect. |  |  |  |  |  |  |
| Use context to confirm pronunciation Eg. present - gift present - introduce |  |  |  |  |  |  |
| Read at fluency of 100 wpm with no more than 5% errors at correct text level |  |  |  |  |  |  |
| **Standard** |
| Read at a fluency of 115 wpm with no more than 3% errors at correct text level. |  |  |  |  |  |  |
| Read for 30 minutes without breaking concentration |  |  |  |  |  |  |
| Read age-appropriate modern fiction, traditional stories, fiction from our literary heritage, books from other cultures, nonfiction, poetry, and plays and novels. |  |  |  |  |  |  |
| **Greater Depth** |
| Read at a fluency of 120 wpm with less than 1% errors |  |  |  |  |  |  |
| Read classic novels and challenging texts with unfamiliar vocabulary, context and grammatical structures  |  |  |  |  |  |  |