Reading Comprehension – Word Reading
The Federation of Nettlestone & Newchurch

Reading: Word Reading					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• I can read accurately by blending sounds in unfamiliar words including GPCs (Grapheme Phoneme Correspondences) that have been taught. KPI • I can accurately read aloud books consistent with my developing phonic knowledge and do not require me to use other strategies to work out words. KPI • I can read common exception words, noting unusual correspondences between spellings and sound and where these occur in the word. KPI • I can respond speedily with the correct sound to graphemes for all 40+ phonemes including alternative	• I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. KPI • I can read accurately words of two or more syllables that contain the same graphemes as above. KPI • I can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. KPI • I can read most words at an instructional level (i.e. 93-95% of words) quickly and accurately without overt sounding and blending when they have been	• I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. KPI • I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words I meet. • I can apply Hampshire Core Spelling Curriculum knowledge when reading. • I can read accurately root words, prefixes, suffixes and exception words from Hampshire Core Spelling Curriculum.	• I can apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met. KPI • I can read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word. KPI • I can apply the Hampshire Core Spelling Curriculum knowledge when reading. • I can read accurately root words, prefixes, suffixes and exception words from the Hampshire Core Spelling Curriculum.	• I can apply a growing knowledge of root words, prefixes and suffixes (morphology and etymology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met. KPI • I can apply Hampshire Core Spelling Curriculum knowledge when reading.	• I can apply a growing knowledge of root words, prefixes and suffixes (morphology and etymology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met. KPI • I can apply Hampshire Core Spelling Curriculum knowledge when reading.

sounds for graphemes. KPI • I can apply my knowledge from the Hampshire Core Spelling Curriculum when reading. • I can read other words of more than one syllable that contain taught GPCs. • I can read words contain taught GPCs and -s, -es, -ing, -ed, -er and -est endings. • I can reread books to build up my fluency and confidence in word reading. • I can read words with contractions (e.g. I'm, I'll, we'll) and understand that the apostrophe represents the omitted letters.	**frequently encountered. KPI** • **I can reread books to build up my fluency and confidence in word reading. KPI** • I can apply the Hampshire Core Spelling Curriculum knowledge when reading. • I can read words that contain common suffixes. • I can further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.				