

Core learning in literacy by strand

Read and write for a range of purposes on paper and on screen

5. Word recognition: decoding (reading) and encoding (spelling)

Most children learn to:

- » read fluently and automatically by using phonic knowledge of grapheme–phoneme correspondences and the skills of blending as their prime approach for decoding unfamiliar words, and thereby:
 - build up a store of words that are instantly recognised and understood on sight
 - segment words into their constituent phonemes and understand that spelling is the reverse of blending phonemes into words for reading

Foundation Stage

Explore and experiment with sounds, words and texts

Link sounds to letters, naming and sounding the letters of the alphabet

Recognise letter shapes and say a sound for each

Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly

Hear and say sounds in words in the order in which they occur¹

Read simple words by sounding out and blending the phonemes all through the word from left to right

Children move from reading simple consonant–vowel–consonant (CVC) words such as 'cat' and 'bus' to longer CCVC words such as 'clap' and 'stop', and CVCC words such as 'fast' and 'milk'

Recognise common digraphs

Read some high frequency words

Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words

Read a range of familiar and common words and simple sentences independently

Read texts compatible with their phonic knowledge and skills

Read and write one grapheme for each of the 44 phonemes

Year 1

Recognise and use alternative ways of pronouncing the graphemes already taught, for example, that the grapheme 'g' is pronounced differently in 'get' and 'gem'; the grapheme 'ow' is pronounced differently in 'how' and 'show'

Recognise and use alternative ways of spelling the phonemes already taught, for example that the /ae/ sound can be spelt with 'ai', 'ay' or 'a-e'; that the /ee/ sound can also be spelt as 'ea' and 'e'; and begin to know which words contain which spelling alternatives

Identify the constituent parts of two-syllable and three-syllable words to support the application of phonic knowledge and skills

Recognise automatically an increasing number of familiar high frequency words

Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable

Read more challenging texts which can be decoded using their acquired phonic knowledge and skills, along with automatic recognition of high frequency words

Read and spell phonically decodable two-syllable and three-syllable words

Foundation Stage objectives in bold refer to the Early Learning Goals.

¹ The wording of this objective may change depending upon the outcomes of the consultation on changes to the Early Learning Goals pending parliamentary approval.

Most children learn to:

Year 2

Read independently and with increasing fluency longer and less familiar texts

Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns

Know how to tackle unfamiliar words that are not completely decodable

Read and spell less common alternative graphemes including trigraphs

Read high and medium frequency words independently and automatically

Note

Some of the spelling objectives appear in both strands 5 and 6. This reflects that phonics should be the prime approach children use in both learning to read and learning to spell. The objectives in strand 6 also cover the wider approaches children need to learn and deploy to spell words accurately.

The development of children's phonic knowledge, skills and understanding is time limited and the majority of children will usually achieve the learning objectives for strand 5 by the end of Key Stage 1. This means that the emphasis of the reading curriculum shifts over time from learning to read to reading to learn, as children secure the alphabetic code, become confident in decoding and recognising words, and begin to read for purpose and pleasure. However, spelling (also covered in strand 6) takes longer to secure and teaching needs to continue rigorously throughout primary school, and beyond if necessary.

Year 3 is a significant year for moving the emphasis on teaching from word recognition to language comprehension. *The Rose Report: Independent review of the teaching of early reading (2006)* makes clear that the two dimensions of reading – word recognition processes and language comprehension processes – are both necessary to achieve fluent reading. However, the balance between word recognition and language comprehension should change as children acquire secure and automatic decoding skills.

Children working significantly above or below age-related expectations will need differentiated support, which may include tracking forward or back in terms of learning objectives. EAL learners should be expected to work within the overall expectations for their year group.

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