



# Curriculum Progression Map Reading- Phonics and Decoding



## Curriculum intent:

At Shawclough, we want children to establish an appreciation and love of reading at all stages of their learning journey. We are committed to sharing high quality and vocabulary rich texts across the curriculum so that children may develop knowledge of themselves and the world in which they live. We encourage our pupils to discover new information and develop their comprehension skills by reading widely using both fiction and non-fiction texts which (where possible) are linked to their topics across the curriculum. We are lucky to have a wide range of books in school and class teachers select books to read aloud based on personal choices or suggestions from pupils. By the time our pupils leave Shawclough, we envisage that they will be competent readers who can recommend books to their peers, seek out books from a range of different genres including poetry and engage in discussion about authorial choices or impact on the reader. Once our pupils have unlocked the key to reading here with us at Shawclough, it is our intention that they will be able to apply their reading skills in order to access any subject in their secondary education and beyond.



## Curriculum Progression Map Reading- Phonics and Decoding

### Year 6

<p><b>National curriculum</b></p>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</li> </ul>
<p><b>How it looks at Shawclough</b></p>	<p>Children should reading 90+ Words per minute.</p> <p>Prefixes e.g.- micro-, mini-</p> <p>Suffixes e.g.- -ant, -ance, -ancy, -ent, -ence, -ency</p> <p>Fix it strategies:</p> <ul style="list-style-type: none"> <li>Read out loud</li> <li>Look for words within words</li> <li>Slow down</li> <li>Read on and back a sentence</li> <li>Use context clues</li> <li>Making connections about what you have already read.</li> <li>Look at what type of word it could be e.g. Noun, adjective, verb</li> <li>Thinking of author's purpose</li> </ul> <p>By the end of T3- Reading P3 Silver books</p>
<p><b>Phonics and Decoding</b></p>	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>



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<b>Common Exception Words</b>	To read all Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.
<b>Fluency</b>	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.
<b>How it looks at Shawclough</b>	<p>Children should reading 90+ Words per minute.</p> <p>Prefixes e.g.- micro-, mini-</p> <p>Suffixes e.g.- -ant, -ance, -ancy, -ent, -ence, -ency</p> <p>Fix it strategies:</p> <ul style="list-style-type: none"><li>• Read out loud</li><li>• Look for words within words</li><li>• Slow down</li><li>• Read on and back a sentence</li><li>• Use context clues</li><li>• Making connections about what you have already read.</li><li>• Look at what type of word it could be e.g. Noun, adjective, verb</li><li>• Thinking of author's purpose</li></ul> <p>By the end of T3- Reading P3 Silver books</p>