

# Word Reading at Glasshoughton Infant Academy

## Nursery

I can recognise words that have the same initial sounds  
I orally sound out and blend simple cvc words

I can count and clap the syllables in my name



I can notice the first letter of my name

**Spring term**

**Autumn term**

**Summer term**

## Reception



I read phase 2 tricky words and some phase 3.  
I recognise and say phase 2 phonemes and some phase 3.  
I segment and blend simple cvc words containing phase 2 phonemes and 3 phonemes that I know.



**Guided Reading Sessions**  
Nursery – once a week in a small group  
Reception – once a week in a small group  
Year 1 – once a week in a small group initially, then as Year 2 when children are ready  
Year 2 – daily as whole class with an extra teacher read for fluency  
  
Texts include fiction, non-fiction and poetry from across the curriculum

**Autumn term**

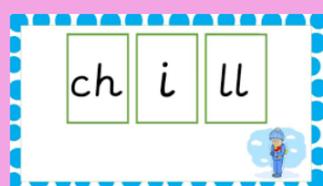
I read phase 5 tricky words.  
I read a series of sentences accurately.  
I read a series of sentences fluently.

I read phase 3 and phase 4 tricky words.  
I recognise and say all phase 3 phonemes (including digraphs and trigraphs).  
I read simple sentences.

**Spring term**

## Year 1

**Summer term**



**Autumn term**

I recognise and say some phase 5 phonemes (see GIA progression).  
I read some year 1 common exception words (see GIA progression).  
I divide words into syllables.  
I read phonetically decodable words.  
I use my phonic knowledge to decode unfamiliar words.  
I read compound words.

I recognise and say all of the phase 5 phonemes (see GIA progression).  
I read all of the year 1 common exception words (see GIA progression).  
I identify the prefix 'un' in a word.  
I identify the suffixes 'ing', 'ed' and 'est' in a word.  
I read words with contractions and understand that the apostrophe represents the missing letters.  
I identify the root word.

**Spring term**

**Summer term**

**Shared Reading**  
Carefully planned for daily shared reading sessions in all year groups, including fiction, non-fiction and poetry. Texts from across the curriculum included.

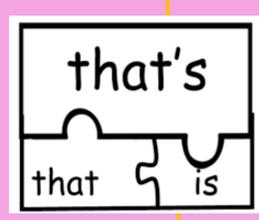
I recognise and say most of the phase 5 phonemes (see GIA progression).  
I read most of the year 1 common exception words (see GIA progression).  
I read words that end with s, ing, ed and est.  
I read words that start with un.



## Year 2

**Autumn term**

I read most of the year 2 common exception words (see GIA progression).  
I read most words quickly and accurately when I have read them before without sounding out and blending.  
I read age-appropriate books accurately and fluently.



**Learning to Read Sessions**  
4 times a week in all year groups.  
Children working on appropriate phonic phase for their ability. Opportunities planned to learn, practice and apply taught phonemes and spelling patterns.

**Spring term**

**Summer term**

I decode automatically and fluently when reading.  
I read all of the year 2 common exception words.  
I read and comment on unusual correspondence between grapheme and phoneme.  
I read age-appropriate books accurately, fluently and confidently.

I recognise and read alternative sounds for graphemes.  
I accurately read words of two or more syllables and contain the same GPCs.  
I read words with common suffixes.  
I read some year 2 common exception words (see GIA progression).  
I read age-appropriate books accurately and fluently.