

## Progression of Fluency and Phrasing

Skill	Reception *25 wpm	Year 1 * 70 wpm	Year 2 *90 wpm
<p><b>Fluency and Phrasing</b></p> <p><i>*Reading speeds are approximate guides to average words per minute; pace of reading is only one indicator of fluency.</i></p>	<p>Children learn to:</p> <ul style="list-style-type: none"> <li>recognise and read their name automatically;</li> <li>join in with a refrain during group recitation;</li> <li>recite some familiar rhymes and songs by heart; recite rhymes to a given rhythm, perhaps marching or clapping to the beat;</li> <li>sing the alphabet with support;</li> <li>begin to read words and simple sentences, showing understanding by the way they say it;</li> <li>sight-read familiar labels and words in the environment e.g. Class 1, crayons, Toilets; recognise and independently read some common exception words with automaticity.</li> </ul>	<p>Children learn to:</p> <ul style="list-style-type: none"> <li>recite some familiar complete rhymes and songs by heart; use body percussion or instruments to hold the beat;</li> <li>recognise and join in with predictable phrases;</li> <li>read on sight the CE words for Y1;</li> <li>say or sing the alphabet in sequence;</li> <li>sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills;</li> <li>read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation;</li> <li>re-read favourite books to themselves, to gain confidence with word reading and fluency.</li> </ul>	<p>Children learn to:</p> <ul style="list-style-type: none"> <li>continue to apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent (<i>e.g. purple-gold book band</i>);</li> <li>read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge;</li> <li>recite familiar poems by heart;</li> <li>read many Y2 CE words automatically by sight;</li> <li>read most words quickly and accurately when they have been frequently encountered, without overt sounding and blending;</li> <li>check that the text makes sense to them as they read, and correct inaccurate reading;</li> <li>use expression appropriately to support the meaning of sentences, including those which use subordination.</li> </ul>

Skill	Year 3 *110wpm	Year 4 *140 wpm	Year 5 * 150 wpm	Year 6 *150-200+ wpm
<p><b>Fluency and Phrasing</b></p>	<p>Children can recite some poems (or songs) by heart, in groups and sometimes alone, building confidence and fluency;</p> <p>read age-appropriate books (<i>e.g. lime book band</i>) accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words;</p> <p>read new words outside their spoken vocabulary, making a good guess at pronunciation;</p> <p>when reading aloud, speak audibly and with growing fluency;</p> <p>read on sight all Y2 CE words and some further exception words for Y3-4;</p> <p>gradually internalise the reading process to read silently.</p>	<p>Children learn to:</p> <ul style="list-style-type: none"> <li>read words speedily by working out the pronunciation of unfamiliar printed words (decoding) and recognising familiar words;</li> <li>sight-read a wide range of exception words (Y3-4 list and similar);</li> <li>with support, notice where commas create phrasing within sentences; read with expression, using the punctuation to support meaning, including multi-clause sentences;</li> <li>recite whole poems with growing awareness of the listener;</li> <li>as decoding becomes more secure, become independent, fluent and enthusiastic readers.</li> </ul>	<p>Read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace;</p> <p>read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity;</p> <p>prepare readings using appropriate intonation to show their understanding;</p> <p>notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly;</p> <p>read silently and then discuss what they have read;</p> <p>sight-read all Y3-4 exception words and some Y5-6 words (and similar) with automaticity.</p>	<p>Children show that they can:</p> <ul style="list-style-type: none"> <li>read age-appropriate texts fluently and with confidence;</li> <li>learn and recite a wider range of poetry, sometimes by heart;</li> <li>read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audience;</li> <li>notice and respond to punctuation and phrasing when reading aloud;</li> <li>gain, maintain and monitor the interest of the listener;</li> <li>automatically read a wide range of exception words, including the Y5-6 list and similar words which occur in texts.</li> </ul>