

Skill	Reception *25 wpm	Year 1 * 70 wpm	Year 2 *90 wpm	
<p>Fluency and Phrasing</p> <p>*Reading speeds are approximate guides to average words per minute; pace of reading is only one indicator of fluency.</p>	<p>Children learn to: recognise and read their name automatically;</p> <p>join in with a refrain during group recitation; recite some familiar rhymes and songs by heart; recite rhymes to a given rhythm, perhaps marching or clapping to the beat;</p> <p>sing the alphabet with support;</p> <p>begin to read words and simple sentences, showing understanding by the way they say it;</p> <p>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.</p>	<p>Children learn to: recite some familiar complete rhymes and songs by heart; use body percussion or instruments to hold the beat; recognise and join in with predictable phrases; read on sight the CE words for Y1; say or sing the alphabet in sequence; sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills; read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation; re-read favourite books to themselves, to gain confidence with word reading and fluency.</p>	<p>Children learn to: 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>); 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; recite familiar poems by heart; read many Y2 CE words automatically by sight; read most words quickly and accurately when they have been frequently encountered, without overt sounding and blending; check that the text makes sense to them as they read, and correct inaccurate reading; use expression appropriately to support the meaning of sentences, including those which use subordination.</p>	
Skill	Year 3 *110wpm	Year 4 *140 wpm	Year 5 * 150 wpm	Year 6 *150-200+ wpm
<p>Fluency and Phrasing</p>	<p>Children can recite some poems (or songs) by heart, in groups and sometimes alone, building confidence and fluency; 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>Children learn to: read words speedily by working out the pronunciation of unfamiliar printed words (decoding) and recognising familiar words; sight-read a wide range of exception words (Y3-4 list and similar); with support, notice where commas create phrasing within</p>	<p>Read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace; read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity;</p>	<p>Children show that they can: read age-appropriate texts fluently and with confidence; learn and recite a wider range of poetry, sometimes by heart; read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audience;</p>

	<p>read new words outside their spoken vocabulary, making a good guess at pronunciation; when reading aloud, speak audibly and with growing fluency; read on sight all Y2 CE words and some further exception words for Y3-4; gradually internalise the reading process to read silently.</p>	<p>sentences; read with expression, using the punctuation to support meaning, including multi-clause sentences; recite whole poems with growing awareness of the listener; as decoding becomes more secure, become independent, fluent and enthusiastic readers.</p>	<p>prepare readings using appropriate intonation to show their understanding; notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly; read silently and then discuss what they have read; sight-read all Y3-4 exception words and some Y5-6 words (and similar) with automaticity.</p>	<p>notice and respond to punctuation and phrasing when reading aloud; gain, maintain and monitor the interest of the listener; automatically read a wide range of exception words, including the Y5-6 list and similar words which occur in texts.</p>
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Progression of **Fluency and Phrasing** through the Primary School