FLUENCY PATHWAY

EYFS		KEY STAGE 1		KEY STAGE 2	
3 & 4 year olds	Reception	Year 1	Year 2	Lower Key Stage 2	Upper Key Stage 2

To show interest in illustrations and print in books and print in the environment.

To recognise familiar
words and signs such as
own name and
advertising logos.

To begin to read words and
simple sentences.

To look and handle books independently.

To ascribe meaning to marks that they see in different places.

To accurately read texts that are consistent with their phonic knowledge that do not require them to use other strategies.

To re-read texts to build up fluency and confidence in word reading.

Children read confidently by decoding using sounds they have been taught so far.



Milestone ELG

To read and understand simple sentences.

To read aloud books (closely matched to their phonic knowledge).

Sounding out unfamiliar words accurately, automatically and without undue hesitation.

To rehearse books to build up fluency and confidence in word reading.

To read words accurately and fluently without overt sounding and blending. Aim for 90 – 100 words per minute in age-appropriate text.

To read aloud books (closely matched to their phonic knowledge).

Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Fluency is developed by choral reading in whole class and echo reading in small groups.

Children can read silently and aloud, reading fluently enough to gain the meaning from the text.

Children can read silently; they recognise words automatically and group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly with expression, reading sounds natural as if they are speaking.

At this stage teaching comprehension should take precedence over teaching word reading directly.



Milestone NC End Points

Year 1

- Apply phonic knowledge and skills as the rout to decode words.
- Respond speedily with the correct sound to graphemes.
- Read accurately by blending sounds in unfamiliar sords
- Read common exception words, noting unusual correspondences between spelling and sound.
- Read words containing taught GPCs.
- Read other words of more than one syllable.
- Read words with contractions.
- Read books aloud, accurately, that are consistent with their developing phonic knowledge.
- Reread these books to build up their fluency and confidence in word reading.





Milestone NC End Points

Year 2

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending the sounds in words that contain graphemes taught so
- Read accurately words of two or more syllables that contain the same graphemes as above.
- Read words containing common suffixes.
- Read further common exception words., noting unusual correspondences between spelling and sound.
- Read most words quickly and accurately, without overt sounding and blending.
- Read aloud books closely matched to thei improving phonic knowledge.
- Reread these books to build up Their fluency and confidence in Word reading.

Milestone NC End Points

Lower Key Stage 2

- Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Upper Key Stage 2

 Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.