




## Warren Wood Progression Grid



<h3 style="margin: 0;">Reading Skills and Knowledge</h3> <p style="margin: 0; font-size: small;">Expected by the End of Year Five</p>	
<b>Phonics and decoding</b>	<b>Words in Context and Authorial Choice</b>
<ul style="list-style-type: none"> <li><b>To read most words fluently and attempt to decode</b> any unfamiliar words with increasing speed and skill, <b>recognising their meaning</b> through contextual cues.</li> <li><b>To apply their growing knowledge</b> of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</li> </ul>	<ul style="list-style-type: none"> <li><b>To discuss vocabulary</b> used by the author to create effect including figurative language.</li> <li><b>To evaluate the use</b> of authors' language and explain how it has created an impact on the reader.</li> </ul>
<b>Common Exception Words</b>	<b>Inference and Prediction</b>
<ul style="list-style-type: none"> <li><b>To read most</b> Y5/ Y6 exception words*, <b>discussing the unusual correspondences</b> between spelling and sound and where these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li><b>To draw inferences</b> from characters' feelings, thoughts and motives.</li> <li><b>To make predictions</b> based on details stated and implied, justifying them in detail with evidence from the text.</li> </ul>
<b>Comparing, Contrasting and Commenting</b>	<b>Poetry and Performance</b>
<ul style="list-style-type: none"> <li><b>To read a wide range</b> of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</li> <li><b>To participate in discussions</b> about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</li> <li>To identify main ideas drawn from more than one paragraph and to summarise these.</li> <li>To recommend texts to peers based on personal choice.</li> </ul>	<ul style="list-style-type: none"> <li><b>To continually show an awareness of audience</b> when reading out loud using intonation, tone, volume and action.</li> </ul>
<b>Non-Fiction</b>	<b>VIPERS are to be evident throughout the teaching and learning of reading (source Literacy Shed)</b>
<ul style="list-style-type: none"> <li><b>To use knowledge of texts and organisation devices to retrieve, record and discuss information</b> from fiction and non-fiction texts.</li> </ul>	<p style="font-size: small; font-style: italic;">*See spelling appendix in the national curriculum</p>

**Reading Vipers**

- Vocabulary
- Infer
- Predict
- Explain
- Retrieve
- Sequence or Summarise





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