**The Warren Wood**
**Progression Grid**

# Reading Skills and Knowledge

Expected by the End of Year Six

## Phonics and decoding

- **To read fluently** with full knowledge of all Y5/ Y6 exception words, root words, prefixes,suffixes/word endings* and **to decode** any unfamiliar words with increasing **speed and skill**, recognising their meaning through contextual cues.

## Words in Context and Authorial Choice

- **To analyse and evaluate** the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.

## Common Exception Words

- **To read all** Y5/ Y6 exception words*, discussing the unusual correspondences between spelling and sound and where these occur in the word.

## Inference and Prediction

- **To consider** different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).
- **To discuss** how characters change and develop through texts by drawing inferences based on indirect clues.

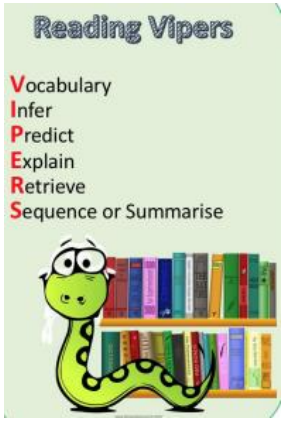
## Comparing, Contrasting and Commenting

- **To read for pleasure**, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.
- **To recognise** more complex themes in what they read (such as loss or heroism).
- **To explain and discuss** their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- **To listen to guidance and feedback** on the quality of their explanations and contributions to discussions and to
- **To make improvements** when participating in discussions.
- **To draw out** key information and to summarise the main ideas in a text.
- **To distinguish independently** between statements of fact and opinion, providing reasoned justifications for their views.
- **To compare** characters, settings and themes within a text and across more than one text.

## Poetry and Performance

- **To confidently perform** texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.

**VIPERS are to be evident throughout the teaching and learning of reading *(source Literacy Shed)***



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| **Non-Fiction** | |
|---|---|
| • **To retrieve, record and present** information from non-fiction texts.<br>• **To use** non-fiction materials for purposeful information retrieval (e.g in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated **to find out** information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review). | **See spelling appendix in the national curriculum* |