



## Warren Wood Progression Grid



<b>Reading Skills and Knowledge</b>	
Expected by the End of Year Two	
<b>Phonics and decoding</b>	<b>Fluency</b>
<ul style="list-style-type: none"> <li>• <b>To continue to apply</b> phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</li> <li>• <b>To read accurately</b> by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>• <b>To accurately read</b> most words of two or more syllables.</li> <li>• <b>To read most words</b> containing common suffixes.*</li> </ul>	<ul style="list-style-type: none"> <li>• <b>To read aloud</b> books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>• <b>To reread</b> these books to build up fluency and confidence in word reading.</li> <li>• <b>To read words accurately and fluently</b> without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</li> </ul>
<b>Common Exception Words</b>	<b>Words in Context and Authorial Choice</b>
<ul style="list-style-type: none"> <li>• <b>To read most</b> Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>To discuss and clarify</b> the meanings of words, linking new meanings to known vocabulary.</li> <li>• <b>To discuss</b> their favourite words and phrases.</li> </ul>
<b>Understanding and Correcting Inaccuracies</b>	<b>Comparing, Contrasting and Commenting</b>
<ul style="list-style-type: none"> <li>• <b>To show understanding</b> by drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>• <b>To check</b> that the text makes sense to them as they read and to correct inaccurate reading.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>To participate in discussion</b> about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</li> <li>• <b>To become increasingly familiar with and to retell</b> a wide range of stories, fairy stories and traditional tales.</li> <li>• <b>To discuss</b> the sequence of events in books and how items of information are related.</li> <li>• <b>To recognise</b> simple recurring literary language in stories and poetry.</li> <li>• <b>To ask and answer</b> questions about a text.</li> <li>• <b>To make links</b> between the text they are reading and other texts they have read (in texts that they can read independently).</li> </ul>



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Inference and Prediction	Poetry and Performance
<ul style="list-style-type: none"> <li>• <b>To make inferences</b> on the basis of what is being said and done.</li> <li>• <b>To predict</b> what might happen on the basis of what has been read so far in a text.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>To continue to build up</b> a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</li> </ul>
Non-Fiction	
<ul style="list-style-type: none"> <li>• <b>To recognise</b> that non-fiction books are often structured in different ways.</li> </ul>	<p><b>VIPERS are to be evident throughout the teaching and learning of reading</b> <i>(source Literacy Shed)</i></p> <p><i>*See spelling appendix in the national curriculum</i></p>

**Reading Vipers**

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

