



The Warren Wood Progression of Skills Model



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




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



Reading Assessment			
Expected by the End of Year 2			
Word Reading		Comprehension	
Below Expectations	Above Expectations	Below Expectations	Above Expectations