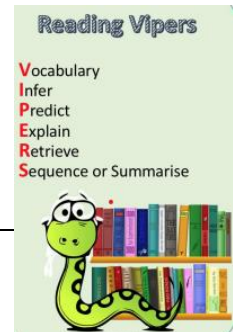




The Warren Wood Progression of Skills Model



<h3>Reading Skills</h3> <p style="text-align: center;">Expected by the End of Year Five</p>	
Phonics and decoding	Words in Context and Authorial Choice
<ul style="list-style-type: none"> • To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. • To apply their growing knowledge 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.* 	<ul style="list-style-type: none"> • To discuss vocabulary used by the author to create effect including figurative language. • To evaluate the use of authors' language and explain how it has created an impact on the reader.
Common Exception Words	Inference and Prediction
<ul style="list-style-type: none"> • To read most Y5/ Y6 exception words*, discussing the unusual correspondences between spelling and sound and where these occur in the word. 	<ul style="list-style-type: none"> • To draw inferences from characters' feelings, thoughts and motives. • To make predictions based on details stated and implied, justifying them in detail with evidence from the text.
Comparing, Contrasting and Commenting	Poetry and Performance
<ul style="list-style-type: none"> • To read a wide range 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. • To participate in discussions 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. • To identify main ideas drawn from more than one paragraph and to summarise these. • To recommend texts to peers based on personal choice. 	<ul style="list-style-type: none"> • To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.
Non-Fiction	VIPERS are to be evident throughout the teaching and learning of reading (source Literacy Shed)
<ul style="list-style-type: none"> • To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. 	<p style="text-align: center;">*See spelling appendix in the national curriculum</p>





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Reading Assessment Expected by the End of Year 5			
Word Reading		Comprehension	
Below Expectations	Above Expectations	Below Expectations	Above Expectations