




The Warren Wood Progression of Skills Model



<h3>Reading Skills</h3> <p style="text-align: center;">Expected by the End of Year Four</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. • To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.* 	<ul style="list-style-type: none"> • Discuss vocabulary used to capture readers' interest and imagination.
Common Exception Words	Inference and Prediction
<p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p>	<ul style="list-style-type: none"> • To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. • To justify predictions from details stated and implied.
Comparing, Contrasting and Commenting	Poetry and Performance
<ul style="list-style-type: none"> • To discuss and compare texts from a wide variety of genres and writers. • To read for a range of purposes. • To identify themes and conventions in a wide range of books. • To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). • To identify how language, structure and presentation contribute to meaning. • To identify main ideas drawn from more than one paragraph and summarise these. 	<ul style="list-style-type: none"> • To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). • To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.
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 all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. • To use dictionaries to check the meaning of words that they have read. 	<p><i>*See spelling appendix in the national curriculum</i></p>

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise





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Reading Assessment Expected by the End of Year 4			
Word Reading		Comprehension	
Below Expectations	Above Expectations	Below Expectations	Above Expectations