



Warren Wood Progression Grid



Reading Skills and Knowledge

Expected by the End of Year One

Reading Skills and Knowledge Expected by the End of Year One	
Phonics and decoding	Fluency
<ul style="list-style-type: none">To apply phonic knowledge and skills as the route to decode words.To blend sounds in unfamiliar words using the GPCs that they have been taught.To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.To read words containing taught GPCs.To read words containing -s, -es, -ing, -ed and -est endings.To read words with contractions, e.g. I'm, I'll and we'll.	<ul style="list-style-type: none">To accurately read texts that are consistent with their developing phonic knowledge, which don't require them to use other strategies to work out words.To reread texts to build up fluency and confidence in word reading.
Common Exception Words	Words in Context and Authorial Choice
<ul style="list-style-type: none">To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	<ul style="list-style-type: none">To discuss word meaning and link new meanings to those already known.
Understanding and Correcting Inaccuracies	Comparing, Contrasting and Commenting
<ul style="list-style-type: none">To check that a text makes sense to them as they read and to self-correct	<ul style="list-style-type: none">To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.To link what they have read or have read to them to their own experiences.To retell familiar stories in increasing detail.To join in with discussions about a text, taking turns and listening to what others say.To discuss the significance of titles and events.



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Inference and Prediction	Poetry and Performance
<ul style="list-style-type: none"> To begin to infer -make simple inferences. To predict what might happen on the basis of what has been read so far. 	<ul style="list-style-type: none"> To recite simple poems by heart.
Non-Fiction	
<ul style="list-style-type: none"> To engage in non-fiction books. To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<p>VIPERS are to be introduced 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





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