



## Warren Wood Progression Grid



### Reading Skills and Knowledge

Expected by the End of Year One

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



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

The graphic features a green cartoon snake with large eyes and a red tongue, positioned in front of a bookshelf filled with colorful books.



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Progression Grid**

