Reading Skills Progression

Northgate Primary School 2025/2026

Section 1: Word Reading

Decoding

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Three and Four-Year-Olds **Reception** **Early Learning Goals**. Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in words • recognise words with the same initial sound, such as money and mother Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	To apply phonic knowledge and skills as the route to decode words. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes, including, where applicable, the alternative sounds for graphemes To read accurately by blending sounds in unfamiliar words containing GPCs they have been taught. To read words containing taught GPCs. To read words containing GPCs and - -s, -es, -ing, -ed and –est endings. To read words of more than one syllable that contain taught GPCs. To read words with contractions, e.g. I'm, I'll and we'll and understand that the apostrophe represents omitted letters.	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 that contain taught graphemes. To read most words containing common suffixes (see appendix)	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud *1* To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud. **See Appendix 1*	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of all Year 3/4 root words, prefixes and suffixes to read aloud fluently	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 including -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently. (*see Appendix 1) To read words with silent letters accurately. To understand the use of a hyphen to make a compound word.	To read fluently applying their full knowledge of all Y5/ Y6 exception words, root words, prefixes, and Suffixes (see appendix 1) and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their full knowledge of root words, prefixes and suffixes covered in the KS2 curriculum.

Section 1: Word Reading						
Word Recognition - Common exception words						
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
To recognise familiar words and signs such as own name and advertising logos. To begin to read words and simple sentences. To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words Read a few common exception words matched to the school's phonic programme. Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences	To read Y1 common exception words noting unusual correspondences between spelling and sound and where these occur in words.	To read most Y1 and Y2 common exception words noting unusual correspondences between spelling and sound and where these occur in the word.	To begin to read Y3/Y4 exception words noting the unusual correspondences between spelling and sound, and where these occur in the word.	To read all Y3/Y4 exception words discussing the unusual correspondences between spelling and sound, and where these occur in the word.	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. To read and understand the meaning of homophones including: aisle/isle, aloud/allowed, affect/effect, ascent/assent. bridal/bridle, cereal/serial, compliment/complement, descent/dissent, desert/dessert, draft/draught, father/father, guessed/guest, heard/herd, led/lead, morning/mourning, past/passed, precede/proceed, principal/principle, profit/prophet, stationary/stationery, steal/steel, wary/weary, who's/whose To know that nouns end ce and verbs end se and use these to infer understanding of the words: advice/advise. device/devise, licence/license, practise/practise, prophecy/prophesy	To read all Y5/ Y6 exception words discussing the unusual correspondences between spelling and sound and where these occur in the word. To read and understand the meaning of homophones in context To know that nouns end ce and verbs end se and use these to infer understanding of the words

Section 1: Word Reading						
Fluency						
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Fluency can be described as the ability to read with speed, accuracy, and expression. To understand what they are reading, pupils must read fluently whether they are reading aloud or silently to themselves. Fluent readers will use intonation and expression reflecting the text. They will successfully use the punctuation in the text to aid the fluency.						
Understand the five key concepts about print: print has meaning • the names of different parts of a book • print can have different purposes • page sequencing • we read English text from left to right and from top to bottom Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	To accurately read aloud texts that are consistent with their developing phonic knowledge and which do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading.	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 when they have been frequently encountered, e.g. at over 90 words per minute, in age-appropriate texts.	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically for the majority of pupils. Any focus on word reading should support the development of vocabulary or using root words, suffixes and prefixes. However, adequate time should be given daily to allow pupils to develop reading fluency and stamina in age and ability appropriate texts and pupils should be given regular opportunities to read aloud with intonation that conveys understanding of what they are reading (whole class reading sessions). Children should be given opportunities to rehearse their reading.		

Section 1: Word Reading						
Reading for understanding and correcting inaccuracies						
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Enjoy listening to longer stories and can remember much of what happens. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions . Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	To check that a text makes sense to them as they read and to self- correct.	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 self-correct inaccurate reading.	To check that the text makes sense to them, discussing their understanding and explaining meaning as they read. To use their understanding to self-correct inaccurate reading. To ask questions to improve their understanding.		To check that the text makes sense to them, discussing their understanding and exploring the meaning of words in context. To use their understanding to self-correct inaccurate reading. To ask questions to improve their understanding.	

Section 2: Reading Comprehension						
Understanding including vocabulary						
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Enjoy listening to longer stories and can remember much of what happens. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions . Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	To understand what they have read and be able to answer questions using the stage-appropriate adapted content domains below: 1A) Draw on knowledge of vocabulary to understand texts 1B) Identify and explain key aspects of age-appropriate fiction and non-fiction texts such as characters, events, titles and information. 1C) Identify the sequence of events in texts 1D) Make inference from the text 1E) Predict what might happen based on what is said or done.	To understand what they have read and be able to answer the full range of SATS-style questions verbally and in writing linked to the KS1 Content Domains including: 1A) Draw on knowledge of vocabulary to understand texts 1B) Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information. 1C) Identify and explain the sequence of events in texts 1D) Make inference from the text 1E) Predict what might happen based on what has been read so far.	To understand what they have read and be able to answer questions using the stage-appropriate adapted content domains below: 2A) Give/ explain the meaning of words in context 2B) Retrieve and record information from a text 2C) Summarise the main ideas from one paragraph 2D) Make inferences from the text 2E) Predict what might happen from details stated 2F) Identify evidence 2G) Identify effective choices of words/phrases 2H) Make comparisons between texts.	To understand what they have read and be able to answer questions using the stage-appropriate adapted content domains below: 2A) Give/ explain the meaning of words in context 2B) Retrieve and record information from a text 2C) Summarise the main ideas from more than one paragraph 2D) Make inferences from the text and explain inferences from the text 2E) Predict what might happen from details stated and implied 2F) Identify evidence and explain how this contributes to the meaning as a whole 2G) Identify evidence and explain how meaning is enhanced by this choice of words/phrases 2H) Make comparisons between texts	To understand what they have read and be able to answer questions using the stage-appropriate content domains below: 2A) Give/ explain the meaning of words in context 2B) Retrieve and record information from a text 2C) Summarise the main ideas from more than one paragraph 2D) Make inferences from the text and explain and justify inferences from the text 2E) Predict what might happen from details stated and implied 2F) Identify evidence and explain how this contributes to the meaning as a whole 2G) Identify evidence and explain how meaning is enhanced by this choice of words/phrases 2H) Make comparisons within a text.	To understand what they have read and be able to answer the full range of SATS-style questions verbally and in writing linked to the KS2 Content Domains including: 2A) Give/ explain the meaning of words in context 2B) Retrieve and record information from a text 2C) Summarise the main ideas from more than one paragraph 2D) Make inferences from the text and explain and justify inferences from the text 2E) Predict what might happen from details stated and implied 2F) Identify evidence and explain how this contributes to the meaning as a whole 2G) Identify evidence and explain how meaning is enhanced by this choice of words/phrases 2H) Make comparisons within a text.

Section 2: Reading Comprehension						
Inference						
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Anticipate (where appropriate) key events in stories.	To make simple inferences based on what is being said and done.	To make inferences on the basis of what is being said and done.	To draw inferences from a text such as inferring characters' feelings, thoughts and motives from their actions. This may be independently or in response to a question.	To draw inferences from characters' feelings, thoughts and motives from their actions, supporting and justifying their views with evidence from the text.	To draw more complex and abstract inferences from characters' feelings, thoughts and motives from their actions, supporting and justifying their views with evidence from the text. To provide reasoned justifications for their views (PEE).	To draw inferences from characters' feelings, thoughts and motives from their actions, supporting and justifying their views with evidence from more than one location in the text. To consider different accounts of the same event and to infer and discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues from different locations within the same text. To provide reasoned justifications for their views using multiple pieces of evidence (PEEEE).

Section 2: Reading Comprehension						
Prediction						
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Anticipate (where appropriate) key events in stories.	To predict what might happen on the basis of what has been read so far. To recognise and join in with predictable phrases.	To predict what might happen on the basis of what has been read so far.	To make predictions about what might happen from details in the text, giving evidence.	To make predictions about what might happen from details in the text and details implied in the text, giving evidence.	To make predictions based on details stated and implied, justifying them in detail with evidence from the text which is fully explained. *To provide reasoned justifications for their views (PEE).*	To make predictions based on multiple details stated and implied, justifying them in detail with evidence from the text which is fully explained. *To provide reasoned justifications for their views using multiple pieces of evidence (PEEEE).*

Section 2: Reading Comprehension						
Sequencing and Summarising						
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
To begin to be aware of the way stories are structured. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	To become familiar with key stories, fairy stories and traditional tales. To retell familiar stories in increasing detail.	To discuss the sequence of events in books and how items of information are related.	To identify main ideas drawn from one paragraph and summarise these.	To identify the main ideas drawn from more than one paragraph and summarise these.	To identify main ideas drawn from more than one paragraph and summarise these giving clear evidence.	To summarise the main ideas drawn from more than one paragraph giving and explaining evidence which supports the main ideas.

Section 2: Reading Comprehension						
Discussion skills and recommendations						
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Use a wider range of vocabulary. Engage in extended conversations about stories, learning new vocabulary. Learn new vocabulary. Use new vocabulary throughout the day. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Demonstrate understanding of what	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 join in with discussions about a text, taking turns and listening to what others say. To discuss the significance of titles and events.	To participate in discussion about books, 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, taking turns and listening to others This should include fiction, non-fiction and classic and contemporary poetry. To become increasingly familiar with, and to retell, a wider range of stories, fairy stories and traditional tales. To ask and answer questions about a text.	To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To use appropriate terminology when discussing texts (plot, character, setting).	To participate in more detailed discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 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) in discussion.	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 read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference books and texts books, including books structured in different ways and for different purposes and myths and legends, traditional stories, modern fiction, fiction from our own literary heritage and from other cultures and traditions. To recommend texts to peers based on personal choice.	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 read, discuss, compare and evaluate an increasingly wide range of fiction, poetry, plays, non-fiction, reference books and texts books, including books structured in different ways and for different purposes and myths and legends, traditional stories, modern fiction, fiction from our own literary heritage and from other cultures and traditions. To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.						

Section 2: Reading Comprehension						
Identifying themes, comparing and contrasting						
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. Compare and contrast characters from stories, including figures from the past. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and	To link what they have read or have read to them to their own experiences.	To recognise simple recurring literary language in stories and poetry. To make links between the text they are reading and other texts they have read (in texts that they can read independently).	To compare themes and characters within a text. To identify the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and to compare differences between text types.	To identify themes and conventions in a wide range of books. To compare texts from a wide variety of genres and writers. To identify the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and to compare differences between text types.	To identify and discuss themes and conventions in and across a wide range of writing. To compare characters, settings and themes within a text. To identify the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and to compare	To recognise more complex themes in what they read (such as loss or heroism). To compare characters, settings and themes within a text and across texts. To identify the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and to compare differences

during whole class discussions and small group interactions. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Anticipate (where appropriate) key events in stories.					differences between text types.	between text types. To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.

Section 2: Reading Comprehension
Vocabulary: Words in Context and Authorial Choice

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use a wider range of vocabulary. Engage in extended conversations about stories, learning new vocabulary. Learn new vocabulary. Use new vocabulary throughout the day. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Demonstrate understanding	To discuss word meanings, linking new meanings to known vocabulary.	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To identify how the author's choices of language contributes to meaning.	Discuss words and phrases used to capture the readers' interest and imagination. To identify how the author's choice of language, structure and presentation contributes to meaning.	To identify how the use of authors' language, structure and presentation create meaning and **explain how** this impacts on the reader (including figurative language).	To identify and evaluate how the use of authors' language, structure and presentation create meaning and **explain how** this impacts on the reader (including figurative language), using technical terminology such as metaphor, simile, analogy, imagery, style and effect. Use multiple pieces of evidence to explain.

of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.						

Section 2: Reading Comprehension						
Poetry and Performance						
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Remember and sing entire songs. Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.	To learn to appreciate rhymes and poems and to recite some by heart.	To continue to build up a repertoire of poems learned by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	To prepare and perform poems and play scripts to read aloud showing awareness of the audience through intonation and action. To begin to use appropriate intonation and volume when reading aloud.	To prepare and perform poems and play scripts to read aloud showing awareness of the audience through intonation, action, tone and volume. To use appropriate intonation and volume when reading aloud.	To learn a wider range of poetry by heart. To continually show an awareness of audience when reading out loud using intonation, tone, volume and action. To confidently perform texts (including poems learnt by heart) using a wide range of devices (intonation, tone, volume etc.) to engage the audience and for effect.	

Create their own songs, or improvise a song around one they know. Engage in story times. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Learn rhymes, poems and songs. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with their peers and their teacher. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.			To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).	To recognise and discuss an increased range of different forms of poetry (e.g. Haiku, Kenning, Narrative, free verse).	

Section 2: Reading Comprehension						
Non-fiction						
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Listen to and discuss a wider range of poems, stories, and non-fiction at a level beyond which they can read independently.	To be introduced to non-fiction books and recognise that they are often structured in different ways.	To retrieve and record information from a variety of non- fiction texts. To read books that are structured in different ways and for a range of purposes. To use dictionaries to check the meaning of words that they have read.	To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information (tables, fact boxes, headings, photos, captions etc.). To use dictionaries to check the meaning of words that they have read and thesaurus to find synonyms.	To use knowledge of texts and their organisational devices (i.e. tables, fact boxes headings, photos, captions etc.) to retrieve, record and discuss information from fiction and non-fiction texts.	To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading in history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).

Section 3 Skills						
Question Types & direct skills teaching including sentence stems examples						
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
To listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. *Sentence Stems* I like.. I don't like One day.. Next.. In the end.. I think…because	Group work, activities linked to a text, play linked to a text and discussion exploring questions which look at: • Vocab questions • Inference • Prediction • Retrieval questions • Sequencing questions Sentence Stems I like/don't like…because.. I think..happened Because I feel that… Next time I First, next… I disagree/agree	• Vocab questions • Inference • Prediction • Retrieval questions • Sequencing questions Sentence Stems I think…because They are similar/different because… I know this because…I found It was interesting because… I like the part where… I predict that….	• Go fetch (retrieval) • Scan and skim (retrieval) • Highlight and underline (retrieval and clarification) • Solve it, switch it, search it (vocabulary) • Decide, check write (retrieval from tables/for tables) • Summarise • Find and copy (retrieval and inference) Sentence Stems Argument for/against is.. I enjoyed it because.. My opinion is.. Building on.. I remember that…	• Go fetch (retrieval) • Scan and skim (retrieval) • Highlight and underline (retrieval and clarification) • Solve it, switch it, search it (vocabulary) • Decide, check write (retrieval from tables/for tables) • Summarise • Referring to the text questions (inference and evidencing) • Find and copy (retrieval and inference) • PEE questions (inference & justification). Sentence Stems I understand your point of view however.. It was successful because… Subsequently..	• Go fetch (retrieval) • Scan and skim (retrieval) • Highlight and underline (retrieval and clarification) • Solve it, switch it, search it (vocabulary) • Decide, check write (retrieval from tables/for tables) • Summarise • Suggest and impression questions (inference) • Referring to the text questions (inference and evidencing) • Find and copy (retrieval and inference) • PEE questions (inference & justification). • Author, reader effect questions (inference and authorial choices) Sentence Stems Some people would argue I deduce that.. In conclusion… Therefore, in my opinion..	• Go fetch (retrieval) • Scan and skim (retrieval) • Highlight and underline (retrieval and clarification) • Solve it, switch it, search it (vocabulary) • Decide, check write (retrieval from tables/for tables) • Summarise • Suggest and impression questions (inference) • Referring to the text questions (inference and evidencing) • Find and copy (retrieval and inference) • PEE questions (inference & justification). • Author, reader effect questions (inference and authorial choices) Sentence Stems On the other hand.. The similarities/differences On reflection.. This is supported by..

	because					
Section 4 – Northgate Teaching Pedagogy						
Schemes, strategies and daily practice including timetabling						
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Phonics- Letters and Sounds from Phase 1 (Nursery) through to Phase 4 in Reception. These are timetabled in after carpet time in Nursery and at 10:30am each day in Nursery Reading books are aligned with Unlocking Letters and Sounds. They start with self-made books following the taught sounds (SATPIN etc). The children then progress to Reading Stars and Big Cat books which are aligned by the phonemes taught. Story times are undertaken twice daily in nursery where skills are practised. In Reception we undertake DEAR time after lunch daily. In Reception the children are read	Daily DEAR sessions (15 mins) Daily Phonics sessions (30 mins) Each child reads with an adult at school at least once a week. Daily readers used to target children working below ARE to support fluency and comprehension. Whole class reading sessions – will move to smaller groups as the year progresses.	DEAR every day for 15 minutes after lunch – Children vote for the book in the morning to further develop reading for pleasure. Daily 30-minute phonic session in the morning – Children are grouped according to ability across KS1. Every child in the class is heard reading their individual book at least twice a week. Daily 1:1 reading for targeted readers to boost fluency and confidence. 15-20 minute whole class shared reading session 4 times a week to focus on reading	Whole class reading activity following the VIPERS skills. Every child will: read a text with an adult twice (one with a focus on decoding, one comprehension), independent reading, complete a vocabulary/inference/prediction activity. Daily 1:1 reading for targeted readers to boost fluency and confidence. Group intervention for comprehension skills Monday, Tuesday, Wednesday Spelling intervention to fill gaps in understanding	Whole class reading activity following the VIPERS skills. Everyone has an independent reading comprehension to do once a week and everyone has an independent reading session once a week Phonics practise daily for those that need it	Whole class reading activity following the VIPERS skills. Explicit teaching of reading skills including within daily reading activities. Target readers identified and read with daily to promote progress.	Whole class reading activity following the VIPERS skills. Class read aloud book is shared daily. Target readers identified and read with at least 3 times per week in school. Phonics intervention takes place for those needing early reading strategies to progress.

with daily after lunch (DEAR time).		comprehension and SATS skills.				

Section 4 – Northgate Resourcing						
Resources (class, small group and individual)						
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
In Nursery there is an indoor book corner and also an outdoor book cave. There is also a DEAR box which is full of high quality texts which is also accessible at all times. There are also story sacks which can be used in Nursery and which are also taken home to share.	Rising Stars Phonetically decodable books for home reading aligned to Unlocking Letters and Sounds. Reading for pleasure books in book corner – some phonetically decodable. Coloured overlays, where needed. Library and Schools Library Service books. Working wall for	Rising Stars Phonetically decodable books for home reading aligned to Unlocking Letters and Sounds. Access to library books from Somerset Library Service. Wide range of phonetically decodable books for children to read at school and home.	Working walls/displays Class sets of DEAR books Overlays for children who need them Resources for learning access Dictionaries Visualiser for group sharing	Working walls/displays Somerset Library Service access Dictionaries Thesauruses Class sets of DEAR books Overlays for children who need them Visualiser for group sharing	Somerset Library Service library books to complement our stock of reading material. This includes fiction, non-fiction and poetry. Class sets of DEAR books First news subscription to promote reading of newspapers and help writing practise. Wide range of guided reading book sets to be used as part of interventions.	Class library split into bronze, silver and gold free reader books. There is also a section for the teacher's special stories which are age-appropriate books that are mostly new releases. Each individual child chooses a book from the class library to take home and read, ensuring it is at the level appropriate to their reading ability. Whole class sets of DEAR books for WCR and DEAR time. Access to Resources for Learning to supplement the books in the class library and provide non-fiction books

There are also lots of labels and pictures around the environment to encourage the children to link words to objects. In Reception the children have access to books in the reading corner and reading tent. They also have and outdoor book box. Each day they are read a high quality text (DEAR time)	commonly misspelt words and words of the week. A group set of dictionaries and thesauri. Sound families display.	A class set of dictionaries. A group set of thesauruses. Working wall with key vocabulary. Coloured overlays for children who need them.				related to the topics. Access to a range of dictionaries and thesauruses in the classroom to support children's vocabulary development. Display boards in the classroom display key vocabulary for all areas of learning. First News subscription to provide child-friendly newspapers to read. Group sets of guided reading books available for a range of different reading abilities.

Section 4- Northgate Wider Reading						
Reading environments, reading expectations and parental engagement						
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Parents are invited in for story mornings where they listen and undertake activities around a story. There are also story sacks which can be used in Nursery and which are also taken home to share. Parents are encouraged to share stories with their children as often as possible and to talk with them about it. In Reception children are given books at the level of their phonics knowledge and parents are encouraged to read with them 3 times a week as a	Welcoming book corner with cushions and rugs. 'Book buddies' for children to read to. Wide range of books for reading for pleasure in the book corner. Books forward facing for children to be able to choose from cover. Children expected to read at home 3 times a week. Books are changed after being read twice to help children to build fluency. Targeted readers read with daily. All children read with at least once a week. Expectations for home reading shared with parents during curriculum meeting.	Cosy book corner with rug and cushions. Age-appropriate reading quotes displayed around the book corner. Book corner has a range of genres including fiction, non-fiction and some of the children's own work in a class book. Books are forward facing. Children are expected to read at home at least 3 times a week. Reading records are checked daily and books are changed three times a week. Targeted readers are read with daily, and the rest of the class will be heard at least twice a week.	Reading area with rug, cushions, Resources for learning books (topic books) displayed as you walk in. Expected to read at least 5 times a week and names are put into draw for reward from the prize box. Raffle ticket also given if this is achieved. Target readers read in school every day when possible. Expectations discussed with parents at curriculum meeting.	Book corner with seating options Range of fiction and non-fiction books Books from R4L on all our topics for the term Quotes and book reviews stuck on the walls Expected to read at least 5 times a week. Reading records checked weekly and raffle tickets given out if read 4 times Target readers to read to an adult at school as often as possible. Reading expectations discussed with parents at curriculum meeting.	Book corner with cushions as a space for the children to read quietly. Around the book corner is famous quotes from authors and books as well as images relating to story settings. Book corner stocked with a range of text types including fiction, non-fiction and poetry. Children are expected to read 5 times a week and reading records are checked daily. Reading rainbow used to promote reading and displayed in the book corner. Target readers are read with daily in school. Parents are made aware of the expectation in class newsletter and through curriculum meetings. Expectations discussed with parents when necessary including during parents evenings.	Fully stocked class library that is updated half-termly to provide new books for children to read. Children's reading record checked daily and recorded on a daily Reading Register. Children expected to read at least 5 times a week at home and recorded in reading record book. If a child is not reading at home regularly enough, parents contacted. Children receive a team point every time they read and a raffle ticket for reading 5 times per week. Target readers read with at least 3 times per week in school. Class termly newsletter states reading expectations for parents.

minimum but more if possible. The children are read with daily in the afternoons in school to help develop the phonics skills further. Regular readers receive certificates and a small reward.	Children who read regularly at home receive reading certificates for number of books read and raffle tickets and prizes to those who read at home regularly.	Children get a raffle ticket when they read at home at least three times a week and at the end of a half term a raffle ticket will be chosen for a prize. Expectations with parents are discussed at curriculum meeting and in class newsletters.				

Section 5 Northgate Class texts

Recommended class reading books

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Commotion in the ocean I'll Take You to Mrs Cole Lost and Found My cat likes to hide in boxes The Night Pirates Little Beaver and the Echo	The Colour Monster by Anna Llenas Here we Are by Oliver Jeffers Elmer by David McKee Ruby's Worry by Tom Percival Ravi's Roar by Tom Percival Toby and the	Traction Man Superworm Snail and the Whale Who's Afraid of the Big Bad Book? The Day the Crayons Quit	DEAR books: The Sheep Pig The 13-Storey Treehouse Stig of the dump Charlie and the chocolate factory Harry Potter and the Philosopher's Stone The Accidental Prime Minister Additional texts: The Wild Robot	DEAR Books: The Lion, the Witch and the Wardrobe – C.S.Lewis The Demon Headmaster – Gillian Cross How to Train your Dragon – Cressida Cowell Run Wild – Gill Lewis When the Mountains Roared – Jess Butterworth	DEAR books War Horse – Michael Morpurgo A Boy Called Christmas – Matt Haig There's a Boy in the Girls' Bathroom – Louis Sachar The Nowhere Emporium – Ross McKenzie The Boy at the Back of the Class – Onjali Q Rauf TrooFriend – Kirsty Applebaum Additional texts used:	<u>DEAR books:</u> Pig Heart Boy by Malorie Blackman Cogheart by Peter Bunzl No Ballet Shoes in Syria by Catherine Bruton The Light Jar by Lisa Thompson The Island by Armin Greder The Star Outside my Window by Onjali Q.Rauf

Peace at last Whatever next! Oi dog! Oi frog! The snail and the whale Room on the broom How many legs? Here come the aliens!	Great Fire of London by Margaret Nash The Worrysaurus by Rachel Bright Ravi's Roar by Tom Percival The Koala Who Could by Rachel Bright Julian is a Mermaid by Jessica Love Beegu by Alexis Deacon How to Catch a Star by Oliver Jeffers. 10 Reasons to Love a Turtle Commotion in the Ocean Tiddler by Julia Donaldson The Very Hungry Caterpillar Jack and the Beanstalk	George's Marvellous Medicine The Giraffe and the Pelly and Me The Diary of the Killer Cat Gregory Cool Meerkat Mail The Owl who was Afraid of the Dark The Hodgeheg	The Bee Book The Egyptian Cinderella	The Animals of Farthing Wood – Clive Dann	Cinderella (for Twisted Fairy Tales) Escape from Pompeii Thor's Wedding Day/Thor's Lost Hammer	<u>Additional texts used for English lessons:</u> Malamander by Thomas Taylor Darwin's Dragons by Lindsey Galvin Crater Lake by Jennifer Killick The Hero Twins against the Lords of Death (Maya Myth) Journey to the River Sea by Eva Ibbotson Tom's Midnight Garden by Philippa Pearce