



Pathways to Read

Texts and Objectives Overview: Year 1 to Year 6

**Please note that information in brackets shows where the national curriculum statements link specifically to the end of key stage content domain.*



Pathways to Read Overview of objectives – Year 1

Reading skills	Au1	Au2	Sp1	Sp2	Su1	Su2
<ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding Listen to, discuss and express views about a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Recognise and join in with predictable phrases Check that the text makes sense as they read and correct inaccurate reading Participate in discussions about what is read to them, taking turns and listening to what others say Predict what might happen on the basis of what has been read so far (1e) Discuss word meanings, linking new meanings to those already known (1a) Explain clearly their understanding of what is being read to them (1b) Draw on vocabulary provided by the teacher (1a) Discuss the significance of the title and events (1b) Be encouraged to link what they read or hear read to their own experiences (1d) Make inferences on the basis of what is being said and done (1d) Explain clearly their understanding of what is being read to them (1b) Retell key stories, fairy stories and traditional tales, and consider their characteristics (1c) 						



Pathways to Read
Overview of objectives – Year 2

Reading skills	Au1	Au2	Sp1	Sp2	Su1	Su2
<ul style="list-style-type: none"> • Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales • Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves • Recognise simple recurring literary language in stories and poetry • Draw on what they already know or on background information and vocabulary • Check that the text makes sense to them as they read and correct inaccurate reading • Recognise simple recurring literary language in stories and poetry • Predict what might happen on the basis of what has been read so far (1e) • Discuss and clarify the meaning of words, linking new meanings to known vocabulary (1a) • Discuss the sequence of events in books and how items of information are related (1c) • Answer and ask questions (1b) • Make inferences on the basis of what is being said and done (1d) • Discuss their favourite words and phrases • Introduce non-fiction books that are structured in different ways 						



Pathways to Read
Overview of objectives – Year 3

Reading skills	Au1	Au2	Sp1	Sp2	Su1	Su2
<ul style="list-style-type: none"> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Read books that are structured in different ways and read for a range of purposes • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Check that the text makes sense to them and discuss their understanding • Participate in discussion about books • Predict what might happen from details stated and implied (2e) • Explain meaning of words in context (2a) • Retrieve and record information (2b) • Use dictionaries to check the meaning of words that they have read • Identify themes and conventions in a wide range of books • Discuss words and phrases that capture the reader’s interest and imagination(2g) • Ask questions to improve understanding • Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence (2d) • Identify main ideas drawn from more than one paragraph and summarise (2c) • Identify how language, structure and presentation contribute to meaning (2f) • Retrieve and record information from non-fiction (2b) 						



Pathways to Read
Overview of objectives – Year 4

Reading skills	Au1	Au2	Sp1	Sp2	Su1	Su2
<ul style="list-style-type: none"> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Read books that are structured in different ways and read for a range of purposes • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Check that the text makes sense to them and discuss their understanding • Participate in discussion about books • Predict what might happen from details stated and implied (2e) • Explain meaning of words in context (2a) • Retrieve and record information (2b) • Use dictionaries to check the meaning of words that they have read • Identify themes and conventions in a wide range of books • Discuss words and phrases that capture the reader’s interest and imagination (2g) • Ask questions to improve understanding • Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence (2d) • Identify main ideas drawn from more than one paragraph and summarise (2c) • Identify how language, structure and presentation contribute to meaning (2f) • Retrieve and record information from non-fiction (2b) 						



Pathways to Read
Overview of objectives – Year 5

Reading skills	Au1	Au2	Sp1	Sp2	Su1	Su2
<ul style="list-style-type: none"> • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Read books that are structured in different ways and read for a range of purposes • Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Participate in discussion about books • Explain and discuss understanding of reading • Provide reasoned justifications for views • Recommend books to peers • Predict what might happen from details stated and implied (2e) • Explore meaning of words in context (2a) • Retrieve, record and present information (2b) • Ask questions to improve understanding • Identify and discuss themes and conventions • Make comparisons within and across books (2h) • Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence (2d) • Summarise main ideas from more than one paragraph, identifying key details (2c) • Identify how language, structure and presentation contribute to meaning (2f) • Evaluate authors' language choice, including figurative language (2g) • Distinguish between fact and opinion (2d) 						

Pathways to Read
Overview of objectives – Year 6

Reading skills	Au1	Au2	Sp1	Sp2	Su1	Su2
<ul style="list-style-type: none"> • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Read books that are structured in different ways and read for a range of purposes • Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Participate in discussion about books • Explain and discuss understanding of reading • Provide reasoned justifications for views • Recommend books to peers • Predict what might happen from details stated and implied (2e) • Explore meaning of words in context (2a) • Retrieve, record and present information (2b) • Ask questions to improve understanding • Identify and discuss themes and conventions (2d) • Make comparisons within and across books (2h) • Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence (2d) • Summarise main ideas, identifying key details (2c) • Identify how language, structure and presentation contribute to meaning (2f) • Evaluate authors' language choice, including figurative language (2g) • Distinguish between fact and opinion (2d) 						