



Pathways to Read

Texts and Objectives Overview: Year 1 to Year 6

Year group	Autumn term		Spring term		Summer term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	No units in autumn to allow for focus on teaching word reading through SSP.	No units in autumn to allow for focus on teaching word reading through SSP.	The Koala who Could by Rachel Bright Genre – Fiction: adventure	The Friendly mammoth By Anna Terreros-Martin Genre – Fiction: adventure	Commotion in the Ocean by Giles Andrea Genre – Poetry	Little Red Riding Hood by Mara Alperin Genre - Fiction
2	Autumn 1 Troll by Julia Donaldson The Three Billy Goats Gruff by Mara Alperin Genre – Fiction: fantasy, Fiction: fairytale	Autumn 2 Above and Below by Patricia Hegarty Genre – Information	Spring 1 The Dragonsitter by Josh Lacey, Real Dragons! by Jennifer Szymanski (National Geographic Kids series) Genre – Recount: emails, Non-fiction	Spring 2 Owen and the Soldier by Lisa Thompson Genre – Fiction: story with a familiar setting	Summer 1 Fantastic Mr Fox by Roald Dahl Genre – Fiction: adventure	Summer 2 Grimm's Fairytales (Usborne Books) Genre – Fiction: fairytale
3	Autumn 1 The Sea Book by Charlotte Milner Genre – Information	Autumn 2 Ice Palace by Robert Swindells Genre – Fiction: adventure	Spring 1 The Iron Man by Ted Hughes, The Iron Giant (film, 1999) Genre – Fiction: fantasy	Spring 2 Blue by Britta Teckentrup Genre - Fiction	Summer 1 Usborne Illustrated Atlas of Britain and Ireland by Struan Reid, Up (film clip, Disney) Genre – Information	Summer 2 Egyptian Cinderella by Shirley Climo, Wonderful Things by The Literacy Company Genre – Recount, Fiction: historical/ traditional tale
4	Autumn 1 A World Full of Animal Stories: 50 Folk Tales and Legends by Angela McAllister Genre – Fiction: traditional tales	Autumn 2 The Train to Impossible Places by P.G. Bell Genre – Fiction: fantasy	Spring 1 DKfindout! Volcanoes by Maria Gill Genre – Information	Spring 2 Ariki and the Island of Wonders by Nicola Davies Genre – Fiction: adventure	Summer 1 Fantastically Great Women who Saved the Planet by Kate Pankhurst, Plastic Pollution by The Literacy Company Genre – Recount: biog, info	Summer 2 A Myth-Hunter's Travel Guide by The Literacy Company Genre – Information
5	Autumn 1 Good Night Stories for Rebel Girls by Elena Favilli Genre – Biography	Autumn 2 Hansel and Gretel by Neil Gaiman Genre – Fiction: traditional tale	Spring 1 Odd and the Frost Giants by Neil Gaiman Genre – Fiction: myths and legends	Spring 2 You are Awesome by Matthew Syed Genre - Information	Summer 1 The Last Wild by Piers Torday, Pollution by The Literacy Company Genre – Recount, Fiction: contemporary	Summer 2 African Tales: A Barefoot Collection by Gcina Mhlophe and Rachel Griffin Genre – Fiction: books from other cultures and traditions
6	Autumn 1 When we were Warriors by Emma Carroll Genre – Poetry, Fiction: historical	Autumn 2 Tyger by SF Said, Saving Stripes by The Literacy Company Genre – Fiction: fantasy, adventure/ information	Spring 1 The Happy Prince and Other Tales by Oscar Wilde Genre – Fiction: classic	Spring 2 The Explorer by Katherine Rundell, Exploring the Amazon by The Literacy Company Genre – Information, Fiction: contemporary	Summer 1 Great Adventurers by Alistair Humphreys Genre – Information	Summer 2 Sky Chasers by Emma Carroll Genre – Fiction: adventure

Year 1 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Set 1	No units in autumn to allow for focus on teaching word reading through SSP.	No units in autumn to allow for focus on teaching word reading through SSP.	The Koala who Could by Rachel Bright Genre – Fiction: adventure	The Friendly Mammoth by Anna Terreros-Martin Genre – Fiction: adventure	Commotion in the Ocean by Giles Andreae Genre – Poetry	Little Red Riding Hood by Mara Alperin Genre – Fiction
Mastery Keys						
			Mastery focus: Be encouraged to link what they read or hear read to their own experiences Explain clearly their understanding of what is being read to them Retell key stories, fairy stories and traditional tales, and consider their characteristics	Mastery focus: Make inferences on the basis of what is being said and done Be encouraged to link what they read or hear read to their own experiences Discuss the significance of the title and events	Mastery focus Explain clearly their understanding of what is being read to them Draw on vocabulary provided by the teacher	Mastery focus Draw on vocabulary provided by the teacher Explain clearly their understanding of what is being read to them Discuss the significance of the title and events



Pathways to Read

Overview of Objectives – Year 1

Reading skills	Au1	Au2	Sp1	Sp2	Su1	Su2
Ongoing skills:						
<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 						
Core skills:						
<ul style="list-style-type: none"> 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) 			✓	✓	✓	✓
Mastery focus:						
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)			✓			

This skill is covered through *Pathways to Write* and *Pathways to Write Poetry* units:

Learn to appreciate rhymes and poems, and to recite some by heart

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

Year 2 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Set 1	Troll by Julia Donaldson, The Three Billy Goats Gruff by Mara Alperin Genre – Fiction: fantasy, Fiction: fairytale	Above and Below by Patricia Hegarty Genre - Information	The Dragonsitter by Josh Lacey, Real Dragons! By Jennifer Szymanski (National Geographic Kids) Genre – Recount: emails, Non-fiction	Owen and the Soldier by Lisa Thompson Genre – Fiction: story with a familiar setting	Fantastic Mr Fox by Roald Dahl Genre – Fiction: adventure	Grimm's Fairytales (Usborne Books) Genre – Fiction: fairytale
Mastery Keys						
	Mastery focus: Make inferences on the basis of what is being said and done Discuss the sequence of events in books and how items of information are related	Mastery focus: Answer and ask questions Introduce non-fiction books that are structured in different ways	Mastery focus: Answer and ask questions Introduce non-fiction books that are structured in different ways Make inferences on the basis of what is being said and done	Mastery focus: Discuss their favourite words and phrases Make inferences on the basis of what is being said and done	Mastery focus Discuss the sequence of events in books and how items of information are related Make inferences on the basis of what is being said and done	Mastery focus Discuss their favourite words and phrases Answer and ask questions



Reading skills	Au1	Au2	Sp1	Sp2	Su1	Su2
Ongoing skills:						
<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 						
Core skills:						
<ul style="list-style-type: none"> 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) 	✓	✓	✓	✓	✓	✓
Mastery focus:						
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		✓	✓			

These skills are covered through *Pathways to Write* and *Pathways to Write Poetry* units:

Recognise simple recurring literary language in poetry
Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

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

Year 3 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Set 1	The Sea Book by Charlotte Milner Genre – Information	Ice Palace by Robert Swindells Genre – Fiction: adventure	The Iron Man by Ted Hughes, The Iron Giant (film, 1999) Genre – Fiction: fantasy	Blue by Britta Teckentrup Genre – Fiction: adventure, Information	Usborne Illustrated Atlas of Britain and Ireland by Struan Reid, Up (film clip, Disney) Genre - Information	Egyptian Cinderella by Shirley Climo, Wonderful Things by The Literacy Company Genre – Recount, Fiction: historical/traditional tale

Mastery Keys

	Mastery focus: Identify themes and conventions in a wide range of books Identify main ideas drawn from more than one paragraph and summarise Identify how language, structure and presentation contribute to meaning	Mastery focus: Discuss words and phrases that capture the reader's interest and imagination Ask questions to improve understanding Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	Mastery focus: Identify themes and conventions in a wide range of books Discuss words and phrases that capture the reader's interest and imagination Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	Mastery focus: Discuss words and phrases that capture the reader's interest and imagination Ask questions to improve understanding Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	Mastery focus Use dictionaries to check the meaning of words that they have read Identify how language, structure and presentation contribute to meaning Retrieve and record information from non-fiction	Mastery focus Use dictionaries to check the meaning of words that they have read Identify main ideas drawn from more than one paragraph and summarise Retrieve and record information from non-fiction



Pathways to Read

Overview of Objectives – Year 3

Reading skills	Au1	Au2	Sp1	Sp2	Su1	Su2
Ongoing skills:						
<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 						
Core skills:						
<ul style="list-style-type: none"> Predict what might happen from details stated and implied (2e) Explain meaning of words in context (2a) Retrieve and record information (2b) 	✓	✓	✓	✓	✓	✓
Mastery focus:						
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)					✓	✓

These skills are covered through *Pathways to Write* and *Pathways to Write Poetry* units:

Prepare poems and plays to read aloud and perform
Recognise some different forms of poetry

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

Year 4 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Set 1	A World Full of Animal Stories: 50 Folk Tales and Legends by Angela McAllister Genre – Fiction: traditional tales	The Train to Impossible Places by P.G. Bell Genre – Fiction: fantasy	DKfindout! Volcanoes by Maria Gill Genre – Information	Ariki and the Island of Wonders by Nicola Davies Genre – Fiction: adventure	Fantastically Great Women who Saved the Planet by Kate Pankhurst, Plastic Pollution by The Literacy Company Genre – Recount: biography, Information	A Myth-Hunter's Travel Guide by The Literacy Company Genre - Information

Mastery Keys

Mastery focus: Ask questions to improve understanding Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	Mastery focus: Discuss words and phrases that capture the reader's interest and imagination Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Identify main ideas drawn from more than one paragraph and summarise	Mastery focus: Use dictionaries to check the meaning of words that they have read Identify how language, structure and presentation contribute to meaning Retrieve and record information from non-fiction	Mastery focus: Discuss words and phrases that capture the reader's interest and imagination Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	Mastery focus Identify themes and conventions in a wide range of books Identify main ideas drawn from more than one paragraph and summarise Identify how language, structure and presentation contribute to meaning	Mastery focus Use dictionaries to check the meaning of words that they have read Ask questions to improve understanding Retrieve and record information from non-fiction
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Pathways to Read

Overview of Objectives – Year 4

Reading skills	Au1	Au2	Sp1	Sp2	Su1	Su2
Ongoing skills:						
<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 						
Core skills:						
<ul style="list-style-type: none"> Predict what might happen from details stated and implied (2e) Explain meaning of words in context (2a) Retrieve and record information (2b) 	✓	✓	✓	✓	✓	✓
Mastery focus:						
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)			✓			✓

These skills are covered through *Pathways to Write* and *Pathways to Write Poetry* units:

Prepare poems and plays to read aloud and perform
Recognise some different forms of poetry

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

Year 5 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Set 1	Good Night Stories for Rebel Girls by Elena Favilli and Francesca Cavallo Genre – Biography	Hansel and Gretel by Neil Gaiman Genre – Fiction: traditional tale	Odd and the Frost Giants by Neil Gaiman Genre – Fiction: myths and legends	You Are Awesome by Matthew Syed Genre – Information	The Last Wild by Piers Torday, Pollution by The Literacy Company Genre – Fiction: contemporary, Recount	African Tales: A Barefoot Collection by Gcina Mhlophe Genre – Fiction: books from other cultures and traditions
Mastery Keys						
	Mastery focus: Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Make comparisons within and across books	Mastery focus: Evaluate authors' language choice, including figurative language Identify and discuss themes and conventions Summarise main ideas from more than one paragraph, identifying key details	Mastery focus: Make comparisons within and across books Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	Mastery focus: Summarise main ideas from more than one paragraph, identifying key details Distinguish between fact and opinion Identify how language, structure and presentation contribute to meaning	Mastery focus Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Identify how language, structure and presentation contribute to meaning	Mastery focus Evaluate authors' language choice, including figurative language Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Identify and discuss themes and conventions



Pathways to Read

Overview of Objectives – Year 5

Reading skills	Au1	Au2	Sp1	Sp2	Su1	Su2
Ongoing skills:						
<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 						
Core skills:						
<ul style="list-style-type: none"> 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 	✓	✓	✓	✓	✓	✓
Mastery focus:						
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)		✓			✓	

These skills are covered through *Pathways to Write* and *Pathways to Write Poetry* units:

Learn poetry by heart

Prepare poems and plays for performance

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

Year 6 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Set 1	When we were Warriors by Emma Carroll Genre – Poetry, Fiction: historical	Tyger by SF Said, Saving Stripes by The Literacy Company Genre – Fiction: fantasy, adventure Information	The Happy Prince and Other Tales by Oscar Wilde Genre – Fiction: classic	The Explorer by Katherine Rundell, Exploring the Amazon by The Literacy Company Genre – Information, Fiction: contemporary	Great Adventurers by Alistair Humphreys Genre – Information	Sky Chasers by Emma Carroll Genre – Fiction: adventure
Mastery Keys						
	Mastery focus: Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Make comparisons within and across books Evaluate authors' language choice, including figurative language	Mastery focus: Identify and discuss themes and conventions Summarise main ideas, identifying key details Distinguish between fact and opinion	Mastery focus: Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Evaluate authors' language choice, including figurative language Make comparisons within and across books	Mastery focus: Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Identify how language, structure and presentation contribute to meaning Evaluate authors' language choice, including figurative language	Mastery focus Summarise main ideas, identifying key details Identify how language, structure and presentation contribute to meaning Distinguish between fact and opinion	Mastery focus Identify and discuss themes and conventions Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Evaluate authors' language choice, including figurative language



Pathways to Read

Overview of Objectives – Year 6

Reading skills	Au1	Au2	Sp1	Sp2	Su1	Su2
Ongoing skills:						
<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 						
Core skills:						
<ul style="list-style-type: none"> 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 	✓	✓	✓	✓	✓	✓
Mastery focus:						
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)		✓			✓	

These skills are covered through *Pathways to Write* and *Pathways to Write* poetry units:

Learn poetry by heart

Prepare poems and plays for performance

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