



# Pathways to Read

## Texts and Objectives Overview: Year 1 to Year 6

Year group	Autumn term		Spring term		Summer term	
1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	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.	<b>The Koala who Could by Rachel Bright</b>  Genre – Fiction: adventure	<b>The Friendly mammoth By Anna Terreros-Martin</b>  Genre – Fiction: adventure	<b>Commotion in the Ocean by Giles Andrea</b>  Genre – Poetry	<b>Little Red Riding Hood by Mara Alperin</b>  Genre – Fiction
2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Troll by Julia Donaldson</b> <b>The Three Billy Goats Gruff by Mara Alperin</b> Genre – Fiction: fantasy, Fiction: fairytale	<b>Above and Below by Patricia Hegarty</b> Genre – Information	<b>The Dragonsitter by Josh Lacey, Real Dragons! by Jennifer Szymanski (National Geographic Kids series)</b> Genre – Recount: emails, Non-fiction	<b>Owen and the Soldier by Lisa Thompson</b>  Genre – Fiction: story with a familiar setting	<b>Fantastic Mr Fox by Roald Dahl</b> Genre – Fiction: adventure	<b>Grimm’s Fairytales (Usborne Books)</b> Genre – Fiction: fairytale
3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>The Sea Book by Charlotte Milner</b>  Genre – Information	<b>Ice Palace by Robert Swindells</b>  Genre – Fiction: adventure	<b>The Iron Man by Ted Hughes, The Iron Giant (film, 1999)</b>  Genre – Fiction: fantasy	<b>Blue by Britta Teckentrup</b>  Genre - Fiction	<b>Usborne Illustrated Atlas of Britain and Ireland by Struan Reid, Up (film clip, Disney)</b> Genre – Information	<b>Egyptian Cinderella by Shirley Climo, Wonderful Things by The Literacy Company</b> Genre – Recount, Fiction: historical/ traditional tale
4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>A World Full of Animal Stories: 50 Folk Tales and Legends by Angela McAllister</b> Genre – Fiction: traditional tales	<b>The Train to Impossible Places by P.G. Bell</b>  Genre – Fiction: fantasy	<b>DKfindout! Volcanoes by Maria Gill</b>  Genre – Information	<b>Ariki and the Island of Wonders by Nicola Davies</b>  Genre – Fiction: adventure	<b>Fantastically Great Women who Saved the Planet by Kate Pankhurst, Plastic Pollution by The Literacy Company</b> Genre – Recount: biog, info	<b>A Myth-Hunter’s Travel Guide by The Literacy Company</b> Genre – Information
5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Good Night Stories for Rebel Girls by Elena Favilli</b> Genre – Biography	<b>Hansel and Gretel by Neil Gaiman</b> Genre – Fiction: traditional tale	<b>Odd and the Frost Giants by Neil Gaiman</b> Genre – Fiction: myths and legends	<b>You are Awesome by Matthew Syed</b> Genre - Information	<b>The Last Wild by Piers Torday, Pollution by The Literacy Company</b> Genre – Recount, Fiction: contemporary	<b>African Tales: A Barefoot Collection by Gcina Mhlophe and Rachel Griffin</b> Genre – Fiction: books from other cultures and traditions
6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>When we were Warriors by Emma Carroll</b> Genre – Poetry, Fiction: historical	<b>Tyger by SF Said, Saving Stripes by The Literacy Company</b> Genre – Fiction: fantasy, adventure/ information	<b>The Happy Prince and Other Tales by Oscar Wilde</b> Genre – Fiction: classic	<b>The Explorer by Katherine Rundell, Exploring the Amazon by The Literacy Company</b> Genre – Information, Fiction: contemporary	<b>Great Adventurers by Alistair Humphreys</b> Genre – Information	<b>Sky Chasers by Emma Carroll</b> Genre – Fiction: adventure

## Year 1 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Set 1</b>	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.	<b>The Koala who Could by Rachel Bright</b> <b>Genre – Fiction: adventure</b>	<b>The Friendly Mammoth by Anna Terreros-Martin</b> <b>Genre – Fiction: adventure</b>	<b>Commotion in the Ocean by Giles Andreae</b> <b>Genre – Poetry</b>	<b>Little Red Riding Hood by Mara Alperin</b> <b>Genre – Fiction</b>
<b>Mastery Keys</b>						
			<b>Mastery focus:</b> 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	<b>Mastery focus:</b> 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	<b>Mastery focus</b> Explain clearly their understanding of what is being read to them Draw on vocabulary provided by the teacher	<b>Mastery focus</b> Draw on vocabulary provided by the teacher Explain clearly their understanding of what is being read to them Discuss the significance of the <b>title</b> and events



## Pathways to Read Overview of Objectives – Year 1

Reading skills	Au1	Au2	Sp1	Sp2	Su1	Su2
<b>Ongoing skills:</b>						
<ul style="list-style-type: none"> <li>Develop pleasure in reading, motivation to read, vocabulary and understanding</li> <li>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</li> <li>Recognise and join in with predictable phrases</li> <li>Check that the text makes sense as they read and correct inaccurate reading</li> <li>Participate in discussions about what is read to them, taking turns and listening to what others say</li> </ul>						
<b>Core skills:</b>						
<ul style="list-style-type: none"> <li>Predict what might happen on the basis of what has been read so far (1e)</li> <li>Discuss word meanings, linking new meanings to those already known (1a)</li> <li>Explain clearly their understanding of what is being read to them (1b)</li> </ul>			✓	✓	✓	✓
<b>Mastery focus:</b>						
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
<b>Set 1</b>	<b>Troll by Julia Donaldson,</b> <b>The Three Billy Goats Gruff by Mara Alperin</b> <b>Genre</b> – Fiction: fantasy, Fiction: fairytale	<b>Above and Below by Patricia Hegarty</b> <b>Genre</b> - Information	<b>The Dragonsitter by Josh Lacey, Real Dragons! By Jennifer Szymanski (National Geographic Kids)</b> <b>Genre</b> – Recount: emails, Non-fiction	<b>Owen and the Soldier by Lisa Thompson</b> <b>Genre</b> – Fiction: story with a familiar setting	<b>Fantastic Mr Fox by Roald Dahl</b> <b>Genre</b> – Fiction: adventure	<b>Grimm's Fairytales (Usborne Books)</b> <b>Genre</b> – Fiction: fairytale
<b>Mastery Keys</b>						
	<b>Mastery focus:</b> 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	<b>Mastery focus:</b> Answer and ask questions Introduce non-fiction books that are structured in different ways	<b>Mastery focus:</b> 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	<b>Mastery focus:</b> Discuss their favourite words and phrases Make inferences on the basis of what is being said and done	<b>Mastery focus</b> 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	<b>Mastery focus</b> Discuss their favourite words and phrases Answer and ask questions



## Pathways to Read

### Overview of Objectives – Year 2

Reading skills	Au1	Au2	Sp1	Sp2	Su1	Su2
<b>Ongoing skills:</b>						
<ul style="list-style-type: none"> <li>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</li> <li>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</li> <li>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</li> <li>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> <li>Recognise simple recurring literary language in stories and poetry</li> <li>Draw on what they already know or on background information and vocabulary</li> <li>Check that the text makes sense to them as they read and correct inaccurate reading</li> <li>Recognise simple recurring literary language in stories and poetry</li> </ul>						
<b>Core skills:</b>						
<ul style="list-style-type: none"> <li>Predict what might happen on the basis of what has been read so far (1e)</li> <li>Discuss and clarify the meaning of words, linking new meanings to known vocabulary (1a)</li> </ul>	✓	✓	✓	✓	✓	✓
<b>Mastery focus:</b>						
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

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## Year 3 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Set 1</b>	<b>The Sea Book by Charlotte Milner</b> <b>Genre – Information</b>	<b>Ice Palace by Robert Swindells</b> <b>Genre – Fiction: adventure</b>	<b>The Iron Man by Ted Hughes, The Iron Giant (film, 1999)</b> <b>Genre – Fiction: fantasy</b>	<b>Blue by Britta Teckentrup</b> <b>Genre – Fiction: adventure, Information</b>	<b>Usborne Illustrated Atlas of Britain and Ireland by Struan Reid, Up (film clip, Disney)</b> <b>Genre - Information</b>	<b>Egyptian Cinderella by Shirley Climo, Wonderful Things by The Literacy Company</b> <b>Genre – Recount, Fiction: historical/traditional tale</b>
<b>Mastery Keys</b>						
	<b>Mastery focus:</b> 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	<b>Mastery focus:</b> 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	<b>Mastery focus:</b> 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	<b>Mastery focus:</b> 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	<b>Mastery focus</b> 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	<b>Mastery focus</b> 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
<b>Ongoing skills:</b>						
<ul style="list-style-type: none"> <li>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Read books that are structured in different ways and read for a range of purposes</li> <li>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>Check that the text makes sense to them and discuss their understanding</li> <li>Participate in discussion about books</li> </ul>						
<b>Core skills:</b>						
<ul style="list-style-type: none"> <li>Predict what might happen from details stated and implied (2e)</li> <li>Explain meaning of words in context (2a)</li> <li>Retrieve and record information (2b)</li> </ul>	✓	✓	✓	✓	✓	✓
<b>Mastery focus:</b>						
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

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## Year 4 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Set 1</b>	<b>A World Full of Animal Stories: 50 Folk Tales and Legends by Angela McAllister</b> <b>Genre – Fiction: traditional tales</b>	<b>The Train to Impossible Places by P.G. Bell</b> <b>Genre – Fiction: fantasy</b>	<b>DKfindout! Volcanoes by Maria Gill</b> <b>Genre – Information</b>	<b>Ariki and the Island of Wonders by Nicola Davies</b> <b>Genre – Fiction: adventure</b>	<b>Fantastically Great Women who Saved the Planet by Kate Pankhurst, Plastic Pollution by The Literacy Company</b> <b>Genre – Recount: biography, Information</b>	<b>A Myth-Hunter's Travel Guide by The Literacy Company</b> <b>Genre - Information</b>
<b>Mastery Keys</b>						
	<b>Mastery focus:</b> Ask questions to improve understanding Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	<b>Mastery focus:</b> 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	<b>Mastery focus:</b> 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	<b>Mastery focus:</b> 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	<b>Mastery focus</b> 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	<b>Mastery focus</b> Use dictionaries to check the meaning of words that they have read Ask questions to improve understanding Retrieve and record information from non-fiction



## Pathways to Read Overview of Objectives – Year 4

Reading skills	Au1	Au2	Sp1	Sp2	Su1	Su2
<b>Ongoing skills:</b>						
<ul style="list-style-type: none"> <li>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Read books that are structured in different ways and read for a range of purposes</li> <li>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>Check that the text makes sense to them and discuss their understanding</li> <li>Participate in discussion about books</li> </ul>						
<b>Core skills:</b>						
<ul style="list-style-type: none"> <li>Predict what might happen from details stated and implied (2e)</li> <li>Explain meaning of words in context (2a)</li> <li>Retrieve and record information (2b)</li> </ul>	✓	✓	✓	✓	✓	✓
<b>Mastery focus:</b>						
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

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## Year 5 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Set 1</b>	<b>Good Night Stories for Rebel Girls by Elena Favilli and Francesco Cavallo</b> <b>Genre – Biography</b>	<b>Hansel and Gretel by Neil Gaiman</b> <b>Genre – Fiction: traditional tale</b>	<b>Odd and the Frost Giants by Neil Gaiman</b> <b>Genre – Fiction: myths and legends</b>	<b>You Are Awesome by Matthew Syed</b> <b>Genre – Information</b>	<b>The Last Wild by Piers Torday, Pollution by The Literacy Company</b> <b>Genre – Fiction: contemporary, Recount</b>	<b>African Tales: A Barefoot Collection by Gcina Mhlophe</b> <b>Genre – Fiction: books from other cultures and traditions</b>
<b>Mastery Keys</b>						
	<b>Mastery focus:</b> Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Make comparisons within and across books	<b>Mastery focus:</b> Evaluate authors' language choice, including figurative language Identify and discuss themes and conventions Summarise main ideas from more than one paragraph, identifying key details	<b>Mastery focus:</b> Make comparisons within and across books Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	<b>Mastery focus:</b> 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	<b>Mastery focus</b> Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Identify how language, structure and presentation contribute to meaning	<b>Mastery focus</b> 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
<b>Ongoing skills:</b>						
<ul style="list-style-type: none"> <li>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Read books that are structured in different ways and read for a range of purposes</li> <li>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</li> <li>Participate in discussion about books</li> <li>Explain and discuss understanding of reading</li> <li>Provide reasoned justifications for views</li> <li>Recommend books to peers</li> </ul>						
<b>Core skills:</b>						
<ul style="list-style-type: none"> <li>Predict what might happen from details stated and implied (2e)</li> <li>Explore meaning of words in context (2a)</li> <li>Retrieve, record and present information (2b)</li> <li>Ask questions to improve understanding</li> </ul>	✓	✓	✓	✓	✓	✓
<b>Mastery focus:</b>						
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
<b>Set 1</b>	<b>When we were Warriors by Emma Carroll</b> <b>Genre</b> – Poetry, Fiction: historical	<b>Tyger by SF Said, Saving Stripes by The Literacy Company</b> <b>Genre</b> – Fiction: fantasy, adventure Information	<b>The Happy Prince and Other Tales by Oscar Wilde</b> <b>Genre</b> – Fiction: classic	<b>The Explorer by Katherine Rundell, Exploring the Amazon by The Literacy Company</b> <b>Genre</b> – Information, Fiction: contemporary	<b>Great Adventurers by Alistair Humphreys</b> <b>Genre</b> – Information	<b>Sky Chasers by Emma Carroll</b> <b>Genre</b> – Fiction: adventure
<b>Mastery Keys</b>						
	<b>Mastery focus:</b> 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	<b>Mastery focus:</b> Identify and discuss themes and conventions Summarise main ideas, identifying key details Distinguish between fact and opinion	<b>Mastery focus:</b> 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	<b>Mastery focus:</b> 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	<b>Mastery focus:</b> Summarise main ideas, identifying key details Identify how language, structure and presentation contribute to meaning Distinguish between fact and opinion	<b>Mastery focus:</b> 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
<b>Ongoing skills:</b>						
<ul style="list-style-type: none"> <li>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Read books that are structured in different ways and read for a range of purposes</li> <li>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</li> <li>Participate in discussion about books</li> <li>Explain and discuss understanding of reading</li> <li>Provide reasoned justifications for views</li> <li>Recommend books to peers</li> </ul>						
<b>Core skills:</b>						
<ul style="list-style-type: none"> <li>Predict what might happen from details stated and implied (2e)</li> <li>Explore meaning of words in context (2a)</li> <li>Retrieve, record and present information (2b)</li> <li>Ask questions to improve understanding</li> </ul>	✓	✓	✓	✓	✓	✓
<b>Mastery focus:</b>						
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.*