



# 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"> <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> <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> <li>Draw on vocabulary provided by the teacher (1a)</li> <li>Discuss the significance of the title and events (1b)</li> <li>Be encouraged to link what they read or hear read to their own experiences (1d)</li> <li>Make inferences on the basis of what is being said and done (1d)</li> <li>Explain clearly their understanding of what is being read to them (1b)</li> <li>Retell key stories, fairy stories and traditional tales, and consider their characteristics (1c)</li> </ul>						



**Pathways to Read**  
**Overview of objectives – Year 2**

Reading skills	Au1	Au2	Sp1	Sp2	Su1	Su2
<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> <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> <li>• Discuss the sequence of events in books and how items of information are related (1c)</li> <li>• Answer and ask questions (1b)</li> <li>• Make inferences on the basis of what is being said and done (1d)</li> <li>• Discuss their favourite words and phrases</li> <li>• Introduce non-fiction books that are structured in different ways</li> </ul>						



**Pathways to Read**  
**Overview of objectives – Year 3**

Reading skills	Au1	Au2	Sp1	Sp2	Su1	Su2
<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> <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> <li>• Use dictionaries to check the meaning of words that they have read</li> <li>• Identify themes and conventions in a wide range of books</li> <li>• Discuss words and phrases that capture the reader’s interest and imagination(2g)</li> <li>• Ask questions to improve understanding</li> <li>• Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence (2d)</li> <li>• Identify main ideas drawn from more than one paragraph and summarise (2c)</li> <li>• Identify how language, structure and presentation contribute to meaning (2f)</li> <li>• Retrieve and record information from non-fiction (2b)</li> </ul>						



**Pathways to Read**  
**Overview of objectives – Year 4**

Reading skills	Au1	Au2	Sp1	Sp2	Su1	Su2
<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> <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> <li>• Use dictionaries to check the meaning of words that they have read</li> <li>• Identify themes and conventions in a wide range of books</li> <li>• Discuss words and phrases that capture the reader’s interest and imagination (2g)</li> <li>• Ask questions to improve understanding</li> <li>• Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence (2d)</li> <li>• Identify main ideas drawn from more than one paragraph and summarise (2c)</li> <li>• Identify how language, structure and presentation contribute to meaning (2f)</li> <li>• Retrieve and record information from non-fiction (2b)</li> </ul>						



**Pathways to Read**  
**Overview of objectives – Year 5**

Reading skills	Au1	Au2	Sp1	Sp2	Su1	Su2
<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> <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> <li>• Identify and discuss themes and conventions</li> <li>• Make comparisons within and across books (2h)</li> <li>• Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence (2d)</li> <li>• Summarise main ideas from more than one paragraph, identifying key details (2c)</li> <li>• Identify how language, structure and presentation contribute to meaning (2f)</li> <li>• Evaluate authors’ language choice, including figurative language (2g)</li> <li>• Distinguish between fact and opinion (2d)</li> </ul>						



**Pathways to Read**  
**Overview of objectives – Year 6**

Reading skills	Au1	Au2	Sp1	Sp2	Su1	Su2
<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> <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> <li>• Identify and discuss themes and conventions (2d)</li> <li>• Make comparisons within and across books (2h)</li> <li>• Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence (2d)</li> <li>• Summarise main ideas, identifying key details (2c)</li> <li>• Identify how language, structure and presentation contribute to meaning (2f)</li> <li>• Evaluate authors' language choice, including figurative language (2g)</li> <li>• Distinguish between fact and opinion (2d)</li> </ul>						