



# Pathways to Read

**Texts and Objectives Overview:**

**Year 2 to Year 6**

## Overview of texts: Year 2 to Year 6

Year group	Autumn term		Spring term		Summer term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2	<p><b>Troll</b> by Julia Donaldson <b>The Three Billy Goats Gruff</b> by Mara Alperin <b>Genre</b> – Fiction: fantasy, Fiction: fairytale</p>	<p><b>Above and Below</b> by Patricia Hegarty <b>Genre</b> – Information</p>	<p><b>The Dragonsitter</b> by Josh Lacey, <b>Real Dragons!</b> by Jennifer Szymanski (National Geographic Kids series) <b>Genre</b> – Recount: emails, Information</p>	<p><b>Owen and the Soldier</b> by Lisa Thompson <b>The Steadfast Tin Soldier</b> (free online version) <b>Genre</b> – Fiction: story with a familiar setting</p>	<p><b>Fantastic Mr Fox</b> by Roald Dahl <b>Genre</b> – Fiction: adventure</p>	<p><b>Grimm’s Fairytales</b> (Usborne Books) <b>Genre</b> – Fiction: fairytale</p>
3	<p><b>The Sea Book</b> by Charlotte Milner <b>Genre</b> – Information</p>	<p><b>Ice Palace</b> by Robert Swindells <b>Genre</b> – Fiction: adventure</p>	<p><b>The Iron Man</b> by Ted Hughes, <b>The Iron Giant</b> (film, 1999) <b>Genre</b> – Fiction: fantasy</p>	<p><b>The Morning I Met a Whale</b> by Michael Morpurgo, <b>Why would anyone hurt a whale?</b> by The Literacy Company <b>Genre</b> – Fiction: adventure, Information</p>	<p><b>Usborne Illustrated Atlas of Britain and Ireland</b> by Struan Reid, <b>Up</b> (film clip, Disney) <b>Genre</b> – Information</p>	<p><b>Egyptian Cinderella</b> by Shirley Climo, <b>Wonderful Things</b> by The Literacy Company <b>Genre</b> – Recount, Fiction: historical/ traditional tale</p>
4	<p><b>A World Full of Animal Stories: 50 Folk Tales and Legends</b> by Angela McAllister <b>Genre</b> – Fiction: traditional tales</p>	<p><b>The Train to Impossible Places</b> by P.G. Bell <b>Genre</b> – Fiction: fantasy</p>	<p><b>DKfindout! Volcanoes</b> by Maria Gill <b>Genre</b> – Information</p>	<p><b>Ariki and the Island of Wonders</b> by Nicola Davies <b>Genre</b> – Fiction: adventure</p>	<p><b>Fantastically Great Women who Saved the Planet</b> by Kate Pankhurst <b>Plastic Pollution</b> by The Literacy Company <b>Genre</b> – Recount: biography, Information</p>	<p><b>A Myth-Hunter’s Travel Guide</b> by The Literacy Company <b>Genre</b> – Information</p>
5	<p><b>Goodnight Stories for Rebel Girls</b> by Elena Favilli <b>Genre</b> – Biography</p>	<p><b>Hansel and Gretel</b> by Neil Gaiman <b>Genre</b> – Fiction: traditional tale</p>	<p><b>Odd and the Frost Giants</b> by Neil Gaiman <b>Genre</b> – Fiction: myths and legends</p>	<p><b>Exploring Space</b> by The Literacy Company, <b>Planet Unknown</b> by Shawn Wang (film) <b>Genre</b> – Information, Film</p>	<p><b>The Last Wild</b> by Piers Torday, <b>Rubbish – a look behind the scenes</b> by The Literacy Company <b>Genre</b> – Persuasion/ information Fiction: contemporary</p>	<p><b>African Tales: A Barefoot Collection</b> by Gcina Mhlophe and Rachel Griffin <b>Genre</b> – Fiction: books from other cultures and traditions</p>
6	<p><b>Poems from the Second World War</b> selected by Gaby Morgan, <b>When we were Warriors</b> by Emma Carroll <b>Genre</b> – Poetry, Fiction: historical</p>	<p><b>Jungle Book</b> by Rudyard Kipling (Macmillan), <b>Martha’s Suitcase</b> by The Literacy Company <b>Genre</b> – Fiction: classic Information</p>	<p><b>The Happy Prince and Other Tales</b> by Oscar Wilde <b>Genre</b> – Fiction: classic</p>	<p><b>The Explorer</b> by Katherine Rundell, <b>Exploring the Amazon</b> by The Literacy Company <b>Genre</b> – Information, Fiction: contemporary</p>	<p><b>Great Adventurers</b> by Alistair Humphreys <b>Genre</b> – Information</p>	<p><b>Sky Chasers</b> by Emma Carroll <b>Genre</b> – Fiction: adventure</p>

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>	<b>Above and Below by Patricia Hegarty</b>	<b>The Dragonsitter by Josh Lacey</b>  <b>Real Dragons! by Jennifer Szymanski (National Geographic Kids series)</b>	<b>Owen and the Soldier by Lisa Thompson</b>  <b>The Steadfast Tin Soldier (free online version)</b>	<b>Fantastic Mr Fox by Roald Dahl</b>	<b>Grimm's Fairytales (Usborne Books)</b>
	<b>Genre:</b> Fiction: fantasy Fiction: fairytale	<b>Genre:</b> Information	<b>Genre:</b> Recount: emails Information	<b>Genre:</b> Fiction: story with a familiar setting	<b>Genre:</b> Fiction: adventure	<b>Genre:</b> Fiction: fairytale
<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>Predict:</b> Predict what might happen on the basis of what has been read so far						
<b>Clarify vocabulary:</b> Discuss and clarify meaning of words, linking new meanings to known vocabulary						
<b>Retrieve:</b> Answer and ask questions						
	<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	Answer and ask questions  Introduce non-fiction books that are structured in different ways	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	Discuss their favourite words and phrases  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  Make inferences on the basis of what is being said and done	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

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

3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Sea Book by Charlotte Milner	Ice Palace by Robert Swindells	The Iron Man by Ted Hughes  The Iron Giant (film, 1999)	This Morning I Met a Whale by Michael Morpurgo  Why would anyone hunt a whale? by The Literacy Company	Usborne Illustrated Atlas of Britain and Ireland by Struan Reid  Up (film clip, Disney)	Egyptian Cinderella by Shirley Climo  Wonderful Things by The Literacy Company
	<b>Genre:</b> Information	<b>Genre:</b> Fiction – adventure	<b>Genre:</b> Fiction – fantasy	<b>Genre:</b> Fiction – adventure Information	<b>Genre:</b> Information	<b>Genre:</b> Fiction – historical/ traditional tale Recount
<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 retell 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>Predict:</b> Predict what might happen from details stated and implied						
<b>Clarify vocabulary:</b> Explain meaning of words in context						
<b>Retrieve:</b> Retrieve and record information						
<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	Identify themes and conventions in a wide range of books	Discuss words and phrases that capture the reader’s interest and imagination	Use dictionaries to check the meaning of words that they have read	Use dictionaries to check the meaning of words that they have read	
Identify main ideas drawn from more than one paragraph and summarise	Ask questions to improve understanding	Discuss words and phrases that capture the reader’s interest and imagination	Ask questions to improve understanding	Identify how language, structure and presentation contribute to meaning	Identify how language, structure and presentation contribute to meaning	Identify main ideas drawn from more than one paragraph and summarise
Identify how language, structure and presentation contribute to meaning	Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence	Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence	Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence	Retrieve and record information from non-fiction	Retrieve and record information from non-fiction	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

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

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</b> by Angela McAllister	<b>The Train to Impossible Places</b> by P.G. Bell	<b>DK Findout! Volcanoes</b> by Maria Gill	<b>Ariki and the Island of Wonders</b> by Nicola Davies	<b>Fantastically Great Women who Saved the Planet</b> by Kate Pankhurst <b>Plastic Pollution</b> by The Literacy Company	<b>A Myth-Hunter's Travel Guide</b> by The Literacy Company by The Literacy Company
	<b>Genre:</b> Fiction: traditional tales	<b>Genre:</b> Fiction: fantasy	<b>Genre:</b> Information	<b>Genre:</b> Fiction: adventure	<b>Genre:</b> Recount: biography Information	<b>Genre:</b> Information
<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 retell 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>Predict:</b> Predict what might happen from details stated and implied						
<b>Clarify vocabulary:</b> Give / explain the meaning of words in context						
<b>Retrieve:</b> Retrieve and record information						
<b>Mastery focus:</b>						
<p>Ask questions to improve understanding</p> <p>Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</p>	<p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</p> <p>Identify main ideas drawn from more than one paragraph and summarise</p>	<p>Use dictionaries to check the meaning of words that they have read</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Retrieve and record information from non-fiction</p>	<p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</p>	<p>Identify themes and conventions in a wide range of books</p> <p>Identify main ideas drawn from more than one paragraph and summarise</p> <p>Identify how language, structure and presentation contribute to meaning</p>	<p>Use dictionaries to check the meaning of words that they have read</p> <p>Ask questions to improve understanding</p> <p>Retrieve and record information from non-fiction</p>	



**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

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

5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Goodnight Stories for Rebel Girls by Elena Favilli</b>	<b>Hansel and Gretel by Neil Gaiman</b>	<b>Odd and the frost giants by Neil Gaiman</b>	<b>Exploring Space by The Literacy Company</b>  <b>Planet Unknown by Shawn Wang (film)</b>	<b>The Last Wild by Piers Torday</b>  <b>Rubbish – a look behind the scenes by The Literacy Company</b>	<b>African Tales: A Barefoot Collection by Gcina Mhlophe and Rachel Griffin</b>
	<b>Genre:</b> Recount: biography	<b>Genre:</b> Fiction: traditional tale	<b>Genre:</b> Fiction: myths and legends	<b>Genre:</b> Information Film	<b>Genre:</b> Fiction: contemporary Persuasion/ Information	<b>Genre:</b> Fiction: books from other cultures and traditions
<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>Ask questions to improve understanding</li> <li>Explain and discuss understanding of reading</li> <li>Provide reasoned justifications for views</li> <li>Recommend books to peers</li> </ul>						
<b>Predict:</b> Predict what might happen from details stated and implied						
<b>Clarify vocabulary:</b> Explore the meaning of words in context						
<b>Retrieve:</b> Retrieve, record and present information						
	<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  Identify and discuss themes and conventions  Summarise main ideas from more than one paragraph, identifying key details	Make comparisons within and across books  Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	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	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  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.

6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Poems from the Second World War selected by Gaby Morgan</b>  <b>When we were Warriors by Emma Carroll</b>	<b>Jungle Book by Rudyard Kipling (Macmillan)</b>  <b>Martha's Suitcase by The Literacy Company</b>	<b>The Happy Prince and Other Tales by Oscar Wilde</b>	<b>The Explorer by Katherine Rundell</b>  <b>Exploring the Amazon by The Literacy Company</b>	<b>Great Adventurers by Alastair Humphreys</b>	<b>Sky Chasers by Emma Carroll</b>
	<b>Genre:</b> Poetry Fiction: historical	<b>Genre:</b> Fiction: classic Recount/Information	<b>Genre:</b> Fiction: classic	<b>Genre:</b> Fiction: contemporary Information	<b>Genre:</b> Information	<b>Genre:</b> Fiction: adventure
<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 reading 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>Ask questions to improve understanding</li> <li>Explain and discuss understanding of reading</li> <li>Provide reasoned justifications for views</li> <li>Recommend books to peers</li> </ul>						
<b>Predict:</b> Predicting what might happen from details stated and implied						
<b>Clarify vocabulary:</b> Explore the meaning of words in context						
<b>Retrieve:</b> Retrieve, record and present information						
<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	Identify and discuss themes and conventions  Summarise main ideas, identifying key details  Distinguish between fact and opinion	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	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	Summarise main ideas, identifying key details  Identify how language, structure and presentation contribute to meaning  Distinguish between fact and opinion	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.*