



# Pathways to Read

## Texts and Objectives Overview: KS2

## Overview of texts: KS2

Year group	Autumn term		Spring term		Summer term	
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>The Morning I Met a Whale by Michael Morpurgo, Why would anyone hurt a whale? by The Literacy Company</b> Genre – Fiction: adventure, Information	<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</b> <b>Plastic Pollution by The Literacy Company</b> Genre – Recount: biography, Information	<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>Goodnight 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>Exploring Space by The Literacy Company, Planet Unknown by Shawn Wang (film)</b> Genre – Information, Film	<b>The Last Wild by Piers Torday, Pollution – a look behind the scenes by The Literacy Company</b> Genre – Persuasion/ information 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 – Fiction: historical	<b>Into the Jungle by Katherine Rundell, Martha's Suitcase by The Literacy Company</b> Genre – Fiction: classic 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

3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>The Sea Book by Charlotte Milner</b>	<b>Ice Palace by Robert Swindells</b>	<b>The Iron Man by Ted Hughes</b>  <b>The Iron Giant (film, 1999)</b>	<b>This Morning I Met a Whale by Michael Morpurgo</b>  <b>Why would anyone hunt a whale? by The Literacy Company</b>	<b>Usborne Illustrated Atlas of Britain and Ireland by Struan Reid</b>  <b>Up (film clip, Disney)</b>	<b>Egyptian Cinderella by Shirley Climo</b>  <b>Wonderful Things by The Literacy Company</b>
	<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  Identify main ideas drawn from more than one paragraph and summarise  Identify how language, structure and presentation contribute to meaning	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	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	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	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	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

*\*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 by Angela McAllister</b>	<b>The Train to Impossible Places by P.G. Bell</b>	<b>DK Findout! Volcanoes by Maria Gill</b>	<b>Ariki and the Island of Wonders by Nicola Davies</b>	<b>Fantastically Great Women who Saved the Planet by Kate Pankhurst</b> <b>Plastic Pollution by The Literacy Company</b>	<b>A Myth-Hunter's Travel Guide by The Literacy Company by The Literacy Company</b>
	<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>  Ask questions to improve understanding  Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	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	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	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 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	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

*\*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
	Goodnight Stories for Rebel Girls by Elena Favilli	Hansel and Gretel by Neil Gaiman	Odd and the frost giants by Neil Gaiman	Exploring Space by The Literacy Company  Planet Unknown by Shawn Wang (film)	The Last Wild by Piers Torday  Pollution – a look behind the scenes by The Literacy Company	African Tales: A Barefoot Collection by Gcina Mhlophe and Rachel Griffin
	<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>When we were Warriors</b> by Emma Carroll	<b>Into the Jungle</b> by Katherine Rundell  <b>Martha's Suitcase</b> by The Literacy Company	<b>The Happy Prince and Other Tales</b> by Oscar Wilde	<b>The Explorer</b> by Katherine Rundell  <b>Exploring the Amazon</b> by The Literacy Company	<b>Great Adventurers</b> by Alastair Humphreys	<b>Sky Chasers</b> by Emma Carroll
	<b>Genre:</b> 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.*