**Pathways to Read Teaching Sequence**

* **Predict**

Predict what might happen from details stated and implied (2e)

* **Clarify vocabulary**

Explore the meaning of words in context (2a)

* **Read and retrieve**

Retrieve, record and present information (2b)

**Read and explain: Mastery Focus**

Retrieve and record information from non-fiction (2b)

Use dictionaries to check the meaning of words they have read (2b)

Ask questions to improve understanding (2b)

Identify main ideas drawn from more than one paragraph and summarise (2c)

Draw inferences (inferring characters’ feelings, thoughts and motives from their actions) and justify with evidence (2d)

 Identify themes and conventions in a wide range of books (2d)

Identify how language, structure and presentation contribute to meaning (2f)

Discuss words and phrases that capture the reader’s interest and imagination (2g)

|  |
| --- |
| **Year 3** |
| **Term** | **Texts** | **Reading Objectives** |
| Autumn 1 | The Seabook | Sessions 1-4Identify main ideas drawn from more than one paragraph and summariseIdentify how language, structure and presentation contribute to meaningSessions 5-6Identify themes and conventions in a wide range of booksIdentify how language, structure and presentation contribute to meaning |
| Autumn 2 | Ice Palace  | Sessions 1-3Ask questions to improve understandingDraw inferences (inferring characters feelings, thoughts and motives from their actions) and justify with evidence. Sessions 4-6Draw inferences (inferring characters’ feelings, thoughts and motives from their actions) and justify with evidence. Discuss words and phrases that capture the reader’s interest and imagination  |
| Spring 1 | The Iron Man | Sessions 1-4Draw 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 Sessions 5-6Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence Identify themes and conventions in a wide range of books  |
| Spring 2 | This morning I met a whale | Sessions 1-4Ask 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 Sessions 5-6Ask questions to improve understanding Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence  |
| Summer 1 | Illustrated atlas of Britain and Ireland | Sessions 1-4Retrieve and record information Identify how language, structure and presentation contribute to meaning Sessions 5-6Retrieve and record information from non-fiction Use dictionaries to check the meaning of words that they have read  |
| Summer 2 | Egyptian Cinderella | Sessions 1-4Use dictionaries to check the meaning of words that they have readIdentify main ideas drawn from more than one paragraph and summarise. Retrieve and record information from non-fiction. Sessions 5-6Retrieve and record information from non-fiction Identify main ideas drawn from more than one paragraph and summarise  |
| **Year 4** |
| **Term** | **Text** | **Reading Objectives** |
| Autumn 1 | A World Full of Animal Stories  | Sessions 1-2Ask questions to improve understanding Sessions 3-4Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence Sessions 5-6Ask questions to improve understanding Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence  |
| Autumn 2 | The Train to Impossible Places | Session 1-4Draw 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*Session 5-6*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 Identify main ideas drawn from more than one paragraph and summarise  |
| Spring 1 | Volcanoes | Session 1-3Use dictionaries to check the meaning of words that they have read Identify how language, structure and presentation contribute to meaning Session 4-6Identify how language, structure and presentation contribute to meaning Retrieve and record information from non-fiction  |
| Spring 2 | Ariki and the island of wonders | Session 1-2Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence Session 3-6Draw 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  |
| Summer 1 | Fantastically Great Women Who Saved the Planet | Session 1-4Identify main ideas drawn from more than one paragraph and summarise Identify how language, structure and presentation contribute to meaning Identify themes and conventions in a wide range of books Session 5-6Identify themes and conventions in a wide range of books  |
| Summer 2 | A Myth Hunter’s Travel Guide | Session 1-3Use dictionaries to check the meaning of words that they have read Retrieve and record information from non-fiction Session 4-6Ask questions to improve understanding Retrieve and record information from non-fiction  |
| **Year 5** |
| **Term** | **Text** | **Reading Objectives** |
| Autumn 1 | Goodnight Stories for Rebel Girls | Session 1-2Draw inferences (inferring characters’ feelings, thoughts and motives from their actions) and justify with evidence Session 3-6Draw inferences (inferring characters’ feelings, thoughts and motives from their actions) and justify with evidence Make comparisons within and across books |
| Autumn 2 | Hansel and Gretel | Session 1-4Evaluate authors’ language choice, including figurative language Identify and discuss themes and conventions Session 5-6Identify and discuss themes and conventions Summarise main the main ideas from more than one paragraph  |
| Spring 1 | Odd and the Frost Giants | Session 1-2Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence Session 3-6Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence Make comparisons within and across books |
| Spring 2 | Exploring Space | Session 1-2Identify how language, structure and presentation contribute to meaning. Distinguish between fact and opinionSession 3-6Identify how language, structure and presentation contribute to meaning Summarise the main ideas from more than one paragraph, identifying key detailsDistinguish between fact and opinion  |
| Summer 1 | Pollution: A Look Behind the Scenes | Session 1-2Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence Session 3-6Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence Identify how language, structure and presentation contribute to meaning  |
| Summer 2 | African Tales: A Barefoot Collection | Session 1-3Evaluate authors’ language choice, including figurative language Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence Session 4-6Evaluate authors’ language choice, including figurative language Identify and discuss themes and conventions  |
| **Year 6** |
| **Term** | **Text** | **Reading Objectives** |
| Autumn 1 | When We Were Warriors | Session 1-2Draw inferences (inferring characters’ feelings, thoughts and motives from their actions) and justify with evidence Evaluate authors’ language choice, including figurative language Session 3-6Draw inferences (inferring characters’ feelings, thoughts and motives from their actions) and justify with evidence Make comparison within and across booksEvaluate authors’ language choice, including figurative language  |
| Autumn 2 | Into the Jungle | Session 1-2Distinguish between fact and opinionSession 3-6Identify and discuss themes and conventions Summarise the main ideas from more than one paragraph  |
| Spring 1 | The Happy Prince and Other Tales | Session 1-3Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence Evaluate authors’ language choice, including figurative language Session 4-6Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence Evaluate authors’ language choice, including figurative language Make comparison within and across texts.  |
| Spring 2 | The Explorer | Session 1-2Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence Evaluate authors’ language choice, including figurative language Session 3-6Draw 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 |
| Summer 1 | Great Adventures | Session 1-4Identify how language, structure and presentation contribute to meaning Distinguish between fact and fictionSession 5-6Identify how language, structure and presentation contribute to meaning Summarise the main ideas from more than one paragraph  |
| Summer 2 | Sky Chasers | Session 1-4Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence Evaluate authors’ language choice, including figurative language Session 5-8Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence  Identify and discuss themes and conventions  Evaluate authors’ language choice, including figurative language  |