**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 1-4  Identify main ideas drawn from more than one paragraph and summarise  Identify how language, structure and presentation contribute to meaning  Sessions 5-6  Identify themes and conventions in a wide range of books  Identify how language, structure and presentation contribute to meaning |
| Autumn 2 | Ice Palace | Sessions 1-3  Ask questions to improve understanding  Draw inferences (inferring characters feelings, thoughts and motives from their actions) and justify with evidence.  Sessions 4-6  Draw 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 1-4  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  Sessions 5-6  Draw 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 1-4  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  Sessions 5-6  Ask 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 1-4  Retrieve and record information  Identify how language, structure and presentation contribute to meaning  Sessions 5-6  Retrieve and record information from non-fiction  Use dictionaries to check the meaning of words that they have read |
| Summer 2 | Egyptian Cinderella | Sessions 1-4  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.  Sessions 5-6  Retrieve 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 1-2  Ask questions to improve understanding  Sessions 3-4  Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence  Sessions 5-6  Ask 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 1-4  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  *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 1-3  Use dictionaries to check the meaning of words that they have read  Identify how language, structure and presentation contribute to meaning  Session 4-6  Identify how language, structure and presentation contribute to meaning  Retrieve and record information from non-fiction |
| Spring 2 | Ariki and the island of wonders | Session 1-2  Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence  Session 3-6  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 |
| Summer 1 | Fantastically Great Women Who Saved the Planet | Session 1-4  Identify 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 5-6  Identify themes and conventions in a wide range of books |
| Summer 2 | A Myth Hunter’s Travel Guide | Session 1-3  Use dictionaries to check the meaning of words that they have read  Retrieve and record information from non-fiction  Session 4-6  Ask 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 1-2  Draw inferences (inferring characters’ feelings, thoughts and motives from their actions) and justify with evidence  Session 3-6  Draw 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 1-4  Evaluate authors’ language choice, including figurative language  Identify and discuss themes and conventions  Session 5-6  Identify and discuss themes and conventions  Summarise main the main ideas from more than one paragraph |
| Spring 1 | Odd and the Frost Giants | Session 1-2  Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence  Session 3-6  Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence  Make comparisons within and across books |
| Spring 2 | Exploring Space | Session 1-2  Identify how language, structure and presentation contribute to meaning.  Distinguish between fact and opinion  Session 3-6  Identify how language, structure and presentation contribute to meaning  Summarise the main ideas from more than one paragraph, identifying key details  Distinguish between fact and opinion |
| Summer 1 | Pollution: A Look Behind the Scenes | Session 1-2  Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence  Session 3-6  Draw 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 1-3  Evaluate authors’ language choice, including figurative language  Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence  Session 4-6  Evaluate 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 1-2  Draw inferences (inferring characters’ feelings, thoughts and motives from their actions) and justify with evidence  Evaluate authors’ language choice, including figurative language  Session 3-6  Draw inferences (inferring characters’ feelings, thoughts and motives from their actions) and justify with evidence  Make comparison within and across books  Evaluate authors’ language choice, including figurative language |
| Autumn 2 | Into the Jungle | Session 1-2  Distinguish between fact and opinion  Session 3-6  Identify and discuss themes and conventions  Summarise the main ideas from more than one paragraph |
| Spring 1 | The Happy Prince and Other Tales | Session 1-3  Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence  Evaluate authors’ language choice, including figurative language  Session 4-6  Draw 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 1-2  Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence  Evaluate authors’ language choice, including figurative language  Session 3-6  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 |
| Summer 1 | Great Adventures | Session 1-4  Identify how language, structure and presentation contribute to meaning  Distinguish between fact and fiction  Session 5-6  Identify how language, structure and presentation contribute to meaning  Summarise the main ideas from more than one paragraph |
| Summer 2 | Sky Chasers | Session 1-4  Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence  Evaluate authors’ language choice, including figurative language  Session 5-8  Draw 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 |