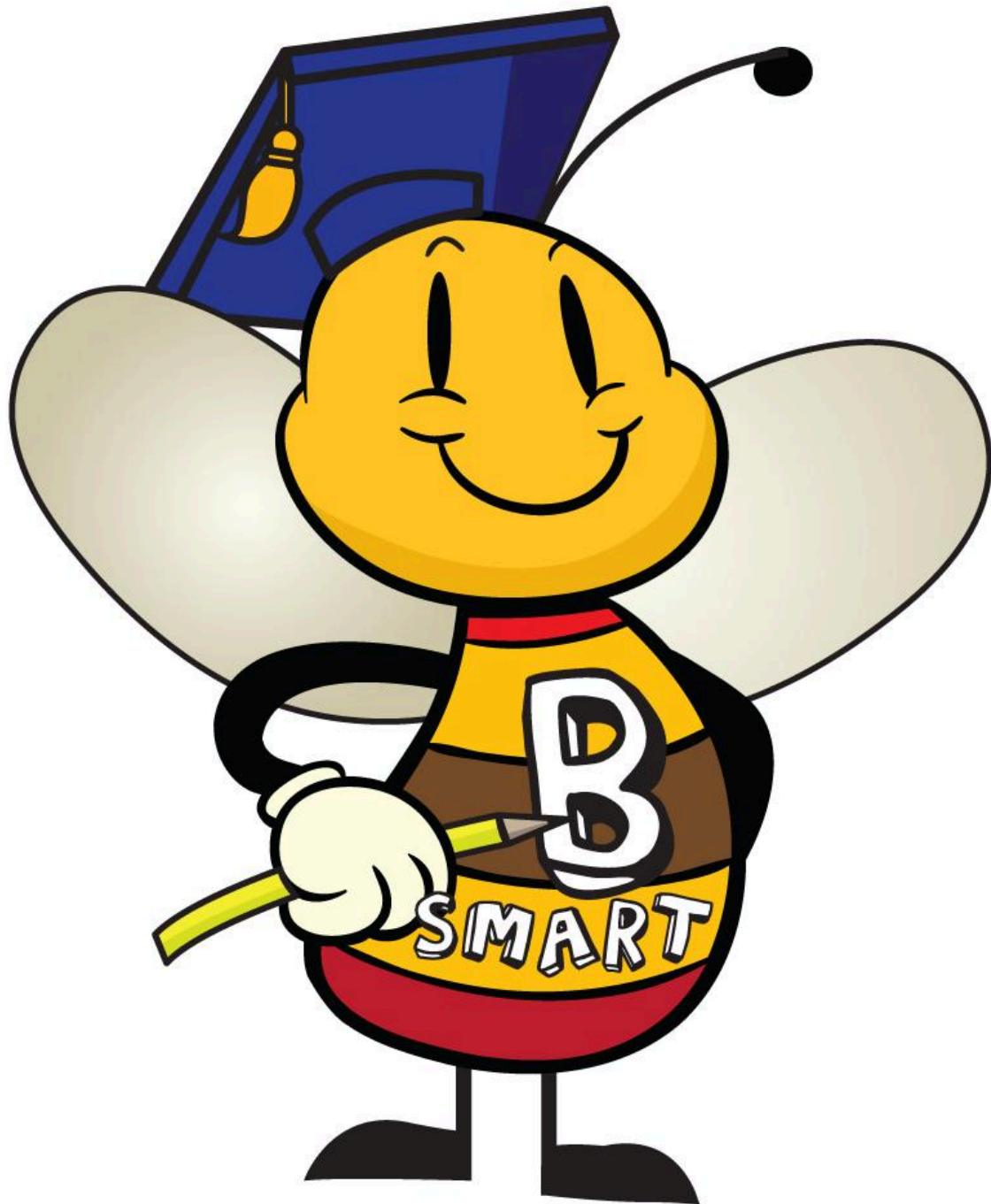


# Pathways To Read On Track Indicators



## On Track Indicators – 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.*

## On Track Indicators – 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

## On Track Indicators 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) • 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

## On Track Indicators - 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               <ul style="list-style-type: none"> <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> </ul> </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.*

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