



# Pathways to Read

**Texts and Objectives Overview:**

**Year 1**

### Overview of texts: Year 1

1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	No units in autumn to allow for focus on teaching word reading through SSP programme.		<b>The Koala who Could by Rachel Bright</b>	<b>The Friendly mammoth By Anna Terreros-Martin</b>	<b>Meet the Planets by Caryl Hart</b>	<b>Animals National Geographic Kids</b>
			<b>Genre:</b> Fiction: adventure	<b>Genre:</b> Fiction: adventure	<b>Genre</b> information	<b>Genre:</b> information
<p><b>Ongoing skills:</b></p> <ul style="list-style-type: none"> <li>• Develop pleasure in reading, motivation to read, vocabulary and understanding</li> <li>• Listen to, discuss and express views about a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• Recognise and join in with predictable phrases</li> <li>• Check that the text makes sense as they read and correct inaccurate reading</li> <li>• Participate in discussions about what is read to them, taking turns and listening to what others say</li> </ul>						
<b>Predict:</b> Predict what might happen on the basis of what has been read so far						
<b>Clarify vocabulary:</b> Discuss word meanings, linking new meanings to those already known						
<b>Retrieve:</b> Explain clearly their understanding of what is being read to them						
<b>Infer:</b> Make inferences on the basis of what is being said and done						
	<b>Mastery focus:</b>		Be encouraged to link what they read or hear read to their own experiences  Explain clearly their understanding of what is being read to them  Retell key stories, fairy stories and traditional tales, and consider their characteristics	Make inferences on the basis of what is being said and done  Be encouraged to link what they read or hear read to their own experiences  Discuss the significance of the title and events	Explain clearly their understanding of what is being read to them  Draw on vocabulary provided by the teacher	Draw on vocabulary provided by the teacher  Explain clearly their understanding of what is being read to them  Discuss the significance of the <b>title</b> and events



**Pathways to Read**  
**Overview of objectives – Year 1**

Reading skills	Au1	Au2	Sp1	Sp2	Su1	Su2
<b>Ongoing skills:</b>						
<ul style="list-style-type: none"> <li>Develop pleasure in reading, motivation to read, vocabulary and understanding</li> <li>Listen to, discuss and express views about a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>Recognise and join in with predictable phrases</li> <li>Check that the text makes sense as they read and correct inaccurate reading</li> <li>Participate in discussions about what is read to them, taking turns and listening to what others say</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 word meanings, linking new meanings to those already known (1a)</li> <li>Explain clearly their understanding of what is being read to them (1b)</li> </ul>			✓	✓	✓	✓
<b>Mastery focus:</b>						
Draw on vocabulary provided by the teacher (1a)					✓	✓
Discuss the significance of the title and events (1b)				✓		✓
Be encouraged to link what they read or hear read to their own experiences (1d)			✓	✓		
Make inferences on the basis of what is being said and done (1d)				✓		
Explain clearly their understanding of what is being read to them (1b)			✓		✓	✓
Retell key stories, fairy stories and traditional tales, and consider their characteristics (1c)			✓			

This skill is covered through *Pathways to Write* and *Pathways to Write Poetry* units:

Learn to appreciate rhymes and poems, and to recite some by heart

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

