



# Reading Curriculum Pathway

**Peters Hill Primary School**  
**Subject Leaders – Tracy Curnin, Amy Currier**

## **Intent Statement**

We want all children to understand and demonstrate our underlying principles of **Ambition, Belief, Compassion, Pride and Respect**. We want our curriculum to enable children to become **successful, confident, motivated and responsible** individuals with a **wealth of knowledge** about the world around them. We want all children to develop their full potential in a structured, caring and purposeful learning environment. We want all children to understand the connections that exist between new learning and existing knowledge through an awareness of carefully chosen pathways.

## **At Peters Hill Primary School the curriculum is designed to:**

- Recognise all pupils as individuals and encourage positive self-worth and self-esteem.
- Promote curiosity, enthusiasm and engagement through a range of topics and themes.
- Encourage resilience and confidence to face challenges and tackle problems.
- Foster logical, creative and deep thinking to solve challenges and problems.
- Develop Independence and promote responsibility for learning.
- Nurture respect for others and value differences within our school community.
- Grow an awareness of civic responsibility and global citizenship.
- Develop a strong awareness of prior learning and the links that exist to new knowledge.
- Develop new learning and understand the impact on ourselves, the school and the wider community.

## **Our Reading Pathways are:**

- Pathway 1 – Decode
- Pathway 2 – Comprehend
- Pathway 3 – Detect
- Pathway 4 - Language
- Pathway 5 – Respond
- Pathway 6 – Reader

Pathway 1	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Decode</b>	<p>I can use common tricky words</p> <p>I can use picture clues to help in reading simple texts</p> <p>I can read words of more than one syllable that include all the graphemes</p> <p>I can read familiar endings to words (-ed -ing -s -es -est -er)</p> <p>I can use phonic knowledge to blend sounds together to read words, including long phonemes</p>	<p>I can read further tricky words, spotting the differences in spellings and sounds.</p> <p>I can read accurately by blending the sounds in words that contain all the graphemes.</p> <p>I can read words containing common suffixes.</p> <p>I can self correct when I have read a sentence incorrectly.</p> <p>I can read familiar words quickly, without needing to sound them out or blend.</p>	<p>I can read out loud confidently, understanding how to use a range of punctuation.</p> <p>I can use knowledge of root words, suffixes and prefixes to read and understand new words.</p> <p>I can use the context of the sentence to help me to read unfamiliar words.</p>	<p>I can recognise and understand an even greater variety of suffixes and prefixes including mis-, dis-, -ous, -sion.</p> <p>I can read, on sight, all the words from the year 3/4 spelling list.</p> <p>I can recognise where words are an exception to the rule.</p> <p>I can explain the meaning of words in context.</p>	<p>I can read aloud with the appropriate intonation, tone and volume so that the meaning is clear for the reader.</p> <p>I can maintain fluency and accuracy when reading complex sentences with subordinate clauses.</p> <p>I can respond to more sophisticated punctuation e.g. ( ) ; : -</p>	<p>I can use connectives as signposts to indicate a change of tone e.g. however.</p> <p>I can cope with different features of language such as abbreviations, colloquialisms, dialect and specialist vocabulary.</p> <p>I can use my knowledge of morphology and etymology to understand the meaning of new words e.g. words derived from roots other languages, parliament.</p>
Pathway 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Comprehend</b>	<p>I can recognise the difference between non-fiction and fiction</p> <p>I can answer straightforward retrieval questions about a story</p> <p>I can identify the key events or main points in a text</p>	<p>I can find the answers to retrieval questions in non-fiction, stories and poems.</p> <p>I can decide how useful a non-fiction text is for purpose.</p> <p>I can begin to notice how non-fiction texts are structured in different ways.</p> <p>I can re-tell a story, referring to most of the key events and characters.</p>	<p>I can use alphabetically ordered texts to find information.</p> <p>I can identify the features of different text types.</p> <p>I can use a range of organisational features to locate information, such as labels, diagrams and charts.</p>	<p>I can compare, contrast and evaluate different fiction and non-fiction texts.</p> <p>I can identify features of different fiction genres.</p> <p>I can locate information using skimming, scanning and text marking.</p>	<p>I can identify genre-specific phrases.</p> <p>I can discuss complex narrative plots e.g. identifying problems or complications and how they are resolved.</p> <p>I can summarise the main ideas drawn from more than one paragraph.</p>	<p>I can recognise text types that contain features of more than one text type e.g. persuasive letter.</p> <p>I can distinguish between statements of fact and opinion.</p> <p>I can find the answers to questions in more complex non-fiction, stories and poems.</p> <p>I can retrieve, record and present information from factual research, considering what is known already.</p>

Pathway 3	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Detect</b>	<p>I can recognise why a character is feeling a certain way</p> <p>I can make simple predictions about a character</p> <p>I can express opinions about characters or main events in a story</p>	<p>I can make simple inferences on the basis of what is being said and done.</p> <p>I can recognise key themes and ideas within a text.</p> <p>I can make predictions based on my own experiences and other books.</p>	<p>I can justify inferences with evidence from the text.</p> <p>I can justify predictions with evidence from the text.</p> <p>I can empathise with a character.</p>	<p>I can infer and deduce characters' feelings, thoughts and motives from their actions, dialogue and description.</p> <p>I can make predictions with evidence from text and with knowledge of wider reading.</p>	<p>I can recognise different points of view e.g. characters in fiction and the author in non-fiction.</p> <p>I can discuss moods, feelings and attitudes using inference.</p> <p>I can draw information from different parts of the text to infer meaning.</p>	<p>I can use PEE (Point, Evidence, Explain) to support predictions and inferences.</p> <p>I can use detailed knowledge of text types to make reasoned predictions.</p> <p>I can infer and comment on implicit points of view.</p>
Pathway 4	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Language</b>	<p>I can recognise adjectives and adverbs</p>	<p>I can identify and comment on vocabulary and literary features of specific genres and non fiction texts e.g. fairy tales.</p> <p>I can discuss the meaning of new words, linking new meanings to known words.</p> <p>I can identify how vocabulary choice affects meaning e.g. Crept lets you know that he was trying to be quiet.</p> <p>I can discuss my favourite words and phrases.</p>	<p>I can discuss words and phrases that capture the reader's interest and imagination.</p> <p>I can comment on the choice of language to create moods and build tension e.g. Crept to be quite and also not to be caught.</p>	<p>I can recognise the use and effect of different structures, such as patterned language in text.</p> <p>I know how language and structure are used to create atmosphere in a story.</p> <p>I can find and comment on examples of how authors express different moods, feelings and attitudes.</p>	<p>I can use language features of a range of non-fiction text types and can use then to support understanding.</p> <p>I can identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose.</p> <p>I can identify and describe the styles of individual writers and poets.</p>	<p>I can comment on and explain the writer's use of a language feature e.g. the rhythm and rhyme pattern make it mimetic like the rhythm of a train.</p> <p>I can compare and contrast the styles of individual writers and poets providing examples e.g. use of language.</p> <p>I know how style and vocabulary are linked to the purpose of the text - 'Obviously common sense tells us' in a persuasive text.</p>
Pathway 5	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Respond</b>	<p>I can participate in discussions about what is read to me, taking turns and listening to what others say.</p> <p>I can show that I am interested in what I have read, or have listened to, across a wide range of texts -</p>	<p>I can participate in discussions about books, poems and other works that are read to me and those that I can read for myself.</p> <p>I understand why a writer has written a text e.g. She wants you to know how to make a kite.</p>	<p>I understand what the writer might be thinking.</p> <p>I can begin to identify and comment on different points of view in a text.</p> <p>I can evaluate specific texts with reference to text types.</p>	<p>I can identify main ideas from more than one paragraph and can summarise these.</p> <p>I can identify themes and conventions/features in a wide range of fiction and non-fiction texts e.g. key messages.</p> <p>I understand how the author wants the reader to respond.</p>	<p>I can recognise ways in which writers present issues and points of view in fiction and non-fiction texts e.g. he has only mentioned the bad points about air travel!</p> <p>I can talk about the author's techniques for describing characters, settings and actions.</p>	<p>I can identify techniques used by writers to present issues and points of view in more complex texts.</p> <p>I can analyse and comment critically on the impact of the author's techniques.</p> <p>I can identify and describe the key characteristics about a writer's or a poet's style.</p>

	e.g. stories, poems and non fiction.	I can make choices about which texts to read, based on prior reading experience.			<p>I can show awareness of the writer's viewpoint in my responses across a range of texts.</p> <p>I can recommend books that I have read to my peers, giving reasons for my choices.</p>	I can identify and discuss themes and conventions in and across a wide range of writing.
<b>Pathway 6</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Reader</b>	<p>I can recite a simple poem by heart.</p> <p>I can re-tell simple, familiar stories - e.g. fairy tales.</p>	<p>I can relate what I read to my own experiences.</p> <p>I am aware that books are set in different times and places.</p> <p>I can continue to build up a repertoire of poems learnt by heart.</p>	<p>I understand what the writer might be thinking.</p> <p>I can begin to identify and comment on different points of view in a text.</p> <p>I can evaluate specific texts with reference to text types.</p>	<p>I can make comparisons and contrast between the books of a writer or different writers e.g Michael Morpurgo.</p> <p>I can use my knowledge of wider reading to make connections about where and when books are set.</p> <p>I can recognise some different forms of poetry.</p>	<p>I can participate in discussions about books, building my own and others' ideas and challenging views courteously.</p> <p>I understand that texts reflect the time and culture in which they were written e.g. Hound of the Baskervilles would have been scary for I can participate in discussions about books, building my own and others' ideas and challenging views courteously.</p> <p>I understand that texts reflect the time and culture in which they were written e.g. Hound of the Baskervilles would have been scary for Victorian readers.</p>	<p>I am beginning to evaluate texts by comparing how different writers treat the same information.</p> <p>I understand that texts reflect the time and culture in which they were written e.g. Dickens wanted people to feel bad about the way the poor were treated.</p> <p>I can identify different character types across a range of texts e.g. anti-hero etc.</p>

