



Pathways to Read

Texts and Objectives Overview: Year 1 to Year 6

Overview of texts: Year 1 to Year 6

Year group	Autumn term		Spring term		Summer term	
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.		The Koala who Could by Rachel Bright Genre – Fiction: adventure	The Friendly mammoth By Anna Terreros-Martin Genre – Fiction: adventure	Meet the Planets by Caryl Hart Genre – Information	Animals Find it! Explore it! More than 250 things to find, facts and photos! (National Geographic Kids) Genre – Information
2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Troll by Julia Donaldson The Three Billy Goats Gruff by Mara Alperin Genre – Fiction: fantasy, Fiction: fairytale	Above and Below by Patricia Hegarty Genre – Information	The Dragonsitter by Josh Lacey, Real Dragons! by Jennifer Szymanski (National Geographic Kids series) Genre – Recount: emails, Non-fiction	Owen and the Soldier by Lisa Thompson Genre – Fiction: story with a familiar setting	Fantastic Mr Fox by Roald Dahl Genre – Fiction: adventure	Grimm's Fairytales (Usborne Books) Genre – Fiction: fairytale
3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Sea Book by Charlotte Milner Genre – Information	Ice Palace by Robert Swindells Genre – Fiction: adventure	The Iron Man by Ted Hughes, The Iron Giant (film, 1999) Genre – Fiction: fantasy	The Morning I Met a Whale by Michael Morpurgo, Why would anyone hurt a whale? by The Literacy Company Genre – Fiction: adventure, Information	Usborne Illustrated Atlas of Britain and Ireland by Struan Reid, Up (film clip, Disney) Genre – Information	Egyptian Cinderella by Shirley Climo, Wonderful Things by The Literacy Company Genre – Recount, Fiction: historical/ traditional tale
4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	A World Full of Animal Stories: 50 Folk Tales and Legends by Angela McAllister Genre – Fiction: traditional tales	The Train to Impossible Places by P.G. Bell Genre – Fiction: fantasy	DKfindout! Volcanoes by Maria Gill Genre – Information	Ariki and the Island of Wonders by Nicola Davies Genre – Fiction: adventure	Fantastically Great Women who Saved the Planet by Kate Pankhurst, Plastic Pollution by The Literacy Company Genre – Recount: biography, Information	A Myth-Hunter's Travel Guide by The Literacy Company Genre – Information
5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Goodnight Stories for Rebel Girls by Elena Favilli Genre – Biography	Hansel and Gretel by Neil Gaiman Genre – Fiction: traditional tale	Odd and the Frost Giants by Neil Gaiman Genre – Fiction: myths and legends	Exploring Space by The Literacy Company, Planet Unknown by Shawn Wang (film) Genre – Information, Film	The Last Wild by Piers Torday, Pollution – a look behind the scenes by The Literacy Company Genre – Recount, Fiction: contemporary	African Tales: A Barefoot Collection by Gcina Mhlophe and Rachel Griffin Genre – Fiction: books from other cultures and traditions
6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	When we were Warriors by Emma Carroll Genre – Poetry, Fiction: historical	Into the Jungle by Katherine Rundell, Martha's Suitcase by The Literacy Company Genre – Fiction: classic Information	The Happy Prince and Other Tales by Oscar Wilde Genre – Fiction: classic	The Explorer by Katherine Rundell, Exploring the Amazon by The Literacy Company Genre – Information, Fiction: contemporary	Great Adventurers by Alistair Humphreys Genre – Information	Sky Chasers by Emma Carroll Genre – Fiction: adventure

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.		The Koala who Could by Rachel Bright	The Friendly mammoth By Anna Terreros-Martin	Meet the Planets by Caryl Hart	Animals National Geographic Kids
			Genre: Fiction: adventure	Genre: Fiction: adventure	Genre information	Genre: information
Ongoing skills: - Develop pleasure in reading, motivation to read, vocabulary and understanding - 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 - Recognise and join in with predictable phrases - Check that the text makes sense as they read and correct inaccurate reading - Participate in discussions about what is read to them, taking turns and listening to what others say						
Predict: Predict what might happen on the basis of what has been read so far						
Clarify vocabulary: Discuss word meanings, linking new meanings to those already known						
Retrieve: Explain clearly their understanding of what is being read to them						
Infer: Make inferences on the basis of what is being said and done						
	Mastery focus:		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 title and events



Pathways to Read

Overview of objectives – Year 1

Reading skills	Au1	Au2	Sp1	Sp2	Su1	Su2
Ongoing skills:						
- Develop pleasure in reading, motivation to read, vocabulary and understanding - 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 - Recognise and join in with predictable phrases - Check that the text makes sense as they read and correct inaccurate reading - Participate in discussions about what is read to them, taking turns and listening to what others say						
Core skills:						
- Predict what might happen on the basis of what has been read so far (1e) - Discuss word meanings, linking new meanings to those already known (1a) - Explain clearly their understanding of what is being read to them (1b)			✓	✓	✓	✓
Mastery focus:						
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*

2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Troll by Julia Donaldson The Three Billy Goats Gruff by Mara Alperin	Above and Below by Patricia Hegarty	The Dragonsitter by Josh Lacey Real Dragons! by Jennifer Szymanski (National Geographic Kids series)	Owen and the Soldier by Lisa Thompson	Fantastic Mr Fox by Roald Dahl	Grimm's Fairytales (Usborne Books)
	Genre: Fiction: fantasy Fiction: fairytale	Genre: Information	Genre: Recount: emails Information	Genre: Fiction: story with a familiar setting	Genre: Fiction: adventure	Genre: Fiction: fairytale
Ongoing skills: - Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently - Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales - Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say - Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves - Recognise simple recurring literary language in stories and poetry - Draw on what they already know or on background information and vocabulary - Check that the text makes sense to them as they read and correct inaccurate reading - Recognise simple recurring literary language in stories and poetry						
Predict: Predict what might happen on the basis of what has been read so far						
Clarify vocabulary: Discuss and clarify meaning of words, linking new meanings to known vocabulary						
Retrieve: Answer and ask questions						
	Mastery focus: Make inferences on the basis of what is being said and done Discuss the sequence of events in books and how items of information are related	Answer and ask questions Introduce non-fiction books that are structured in different ways	Answer and ask questions Introduce non-fiction books that are structured in different ways Make inferences on the basis of what is being said and done	Discuss their favourite words and phrases Make inferences on the basis of what is being said and done	Discuss the sequence of events in books and how items of information are related Make inferences on the basis of what is being said and done	Discuss their favourite words and phrases Answer and ask questions



Pathways to Read

Overview of objectives – Year 2

Reading skills	Au1	Au2	Sp1	Sp2	Su1	Su2
Ongoing skills:						
- Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently - Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales - Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say - Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves - Recognise simple recurring literary language in stories and poetry - Draw on what they already know or on background information and vocabulary - Check that the text makes sense to them as they read and correct inaccurate reading - Recognise simple recurring literary language in stories and poetry						
Core skills:						
- Predict what might happen on the basis of what has been read so far (1e) - Discuss and clarify the meaning of words, linking new meanings to known vocabulary (1a)	✓	✓	✓	✓	✓	✓
Mastery focus:						
Discuss the sequence of events in books and how items of information are related (1c)	✓				✓	
Answer and ask questions (1b)		✓	✓			✓
Make inferences on the basis of what is being said and done (1d)	✓	✓		✓	✓	
Discuss their favourite words and phrases				✓		✓
Introduce non-fiction books that are structured in different ways		✓	✓			

These skills are covered through *Pathways to Write* and *Pathways to Write Poetry* units:

Recognise simple recurring literary language in poetry
Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

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

3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Sea Book by Charlotte Milner	Ice Palace by Robert Swindells	The Iron Man by Ted Hughes The Iron Giant (film, 1999)	This Morning I Met a Whale by Michael Morpurgo Why would anyone hunt a whale? by The Literacy Company	Usborne Illustrated Atlas of Britain and Ireland by Struan Reid Up (film clip, Disney)	Egyptian Cinderella by Shirley Climo Wonderful Things by The Literacy Company
	Genre: Information	Genre: Fiction – adventure	Genre: Fiction – fantasy	Genre: Fiction – adventure Information	Genre: Information	Genre: Fiction – historical/ traditional tale Recount
Ongoing skills: - Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - Read books that are structured in different ways and read for a range of purposes - Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally - Check that the text makes sense to them and discuss their understanding - Participate in discussion about books						
Predict: Predict what might happen from details stated and implied						
Clarify vocabulary: Explain meaning of words in context						
Retrieve: Retrieve and record information						
	Mastery focus: Identify themes and conventions in a wide range of books Identify main ideas drawn from more than one paragraph and summarise Identify how language, structure and presentation contribute to meaning	Discuss words and phrases that capture the reader's interest and imagination Ask questions to improve understanding 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 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 Ask questions to improve understanding Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	Use dictionaries to check the meaning of words that they have read Identify how language, structure and presentation contribute to meaning Retrieve and record information from non-fiction	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



Pathways to Read

Overview of objectives – Year 3

Reading skills	Au1	Au2	Sp1	Sp2	Su1	Su2
Ongoing skills:						
- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - Read books that are structured in different ways and read for a range of purposes - Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - Check that the text makes sense to them and discuss their understanding - Participate in discussion about books						
Core skills:						
- Predict what might happen from details stated and implied (2e) - Explain meaning of words in context (2a) - Retrieve and record information (2b)	✓	✓	✓	✓	✓	✓
Mastery focus:						
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.*

4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	A World Full of Animal Stories: 50 Folk Tales and Legends by Angela McAllister	The Train to Impossible Places by P.G. Bell	DK Findout! Volcanoes by Maria Gill	Ariki and the Island of Wonders by Nicola Davies	Fantastically Great Women who Saved the Planet by Kate Pankhurst Plastic Pollution by The Literacy Company	A Myth-Hunter's Travel Guide by The Literacy Company by The Literacy Company
	Genre: Fiction: traditional tales	Genre: Fiction: fantasy	Genre: Information	Genre: Fiction: adventure	Genre: Recount: biography Information	Genre: Information
Ongoing skills: - Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - Read books that are structured in different ways and read for a range of purposes - Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally - Check that the text makes sense to them and discuss their understanding - Participate in discussion about books						
Predict: Predict what might happen from details stated and implied						
Clarify vocabulary: Give / explain the meaning of words in context						
Retrieve: Retrieve and record information						
	Mastery focus: 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 Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Identify main ideas drawn from more than one paragraph and summarise	Use dictionaries to check the meaning of words that they have read Identify how language, structure and presentation contribute to meaning Retrieve and record information from non-fiction	Discuss words and phrases that capture the reader's interest and imagination Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	Identify themes and conventions in a wide range of books Identify main ideas drawn from more than one paragraph and summarise Identify how language, structure and presentation contribute to meaning	Use dictionaries to check the meaning of words that they have read Ask questions to improve understanding Retrieve and record information from non-fiction



Pathways to Read

Overview of objectives – Year 4

Reading skills	Au1	Au2	Sp1	Sp2	Su1	Su2
Ongoing skills:						
- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - Read books that are structured in different ways and read for a range of purposes - Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - Check that the text makes sense to them and discuss their understanding - Participate in discussion about books						
Core skills:						
- Predict what might happen from details stated and implied (2e) - Explain meaning of words in context (2a) - Retrieve and record information (2b)	✓	✓	✓	✓	✓	✓
Mastery focus:						
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.*

5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Goodnight Stories for Rebel Girls by Elena Favilli	Hansel and Gretel by Neil Gaiman	Odd and the frost giants by Neil Gaiman	Exploring Space by The Literacy Company Planet Unknown by Shawn Wang (film)	The Last Wild by Piers Torday Pollution – a look behind the scenes by The Literacy Company	African Tales: A Barefoot Collection by Gcina Mhlophe and Rachel Griffin
	Genre: Recount: biography	Genre: Fiction: traditional tale	Genre: Fiction: myths and legends	Genre: Information Film	Genre: Fiction: contemporary Persuasion/ Information	Genre: Fiction: books from other cultures and traditions
Ongoing skills: - Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - Read books that are structured in different ways and read for a range of purposes - 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 - Participate in discussion about books - Ask questions to improve understanding - Explain and discuss understanding of reading - Provide reasoned justifications for views - Recommend books to peers						
Predict: Predict what might happen from details stated and implied						
Clarify vocabulary: Explore the meaning of words in context						
Retrieve: Retrieve, record and present information						
	Mastery focus: Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Make comparisons within and across books	Evaluate authors' language choice, including figurative language Identify and discuss themes and conventions Summarise main ideas from more than one paragraph, identifying key details	Make comparisons within and across books Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	Summarise main ideas from more than one paragraph, identifying key details Distinguish between fact and opinion Identify how language, structure and presentation contribute to meaning	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 Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Identify and discuss themes and conventions



Pathways to Read Overview of objectives – Year 5

Reading skills	Au1	Au2	Sp1	Sp2	Su1	Su2
Ongoing skills:						
- Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - Read books that are structured in different ways and read for a range of purposes - 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 - Participate in discussion about books - Explain and discuss understanding of reading - Provide reasoned justifications for views - Recommend books to peers						
Core skills:						
- Predict what might happen from details stated and implied (2e) - Explore meaning of words in context (2a) - Retrieve, record and present information (2b) - Ask questions to improve understanding	✓	✓	✓	✓	✓	✓
Mastery focus:						
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

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

6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	When we were Warriors by Emma Carroll	Into the Jungle by Katherine Rundell Martha's Suitcase by The Literacy Company	The Happy Prince and Other Tales by Oscar Wilde	The Explorer by Katherine Rundell Exploring the Amazon by The Literacy Company	Great Adventurers by Alastair Humphreys	Sky Chasers by Emma Carroll
	Genre: Fiction: historical	Genre: Fiction: classic Recount/Information	Genre: Fiction: classic	Genre: Fiction: contemporary Information	Genre: Information	Genre: Fiction: adventure
Ongoing skills: - Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - Read books that are structured in different ways and reading for a range of purposes - 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 - Participate in discussion about books - Ask questions to improve understanding - Explain and discuss understanding of reading - Provide reasoned justifications for views - Recommend books to peers						
Predict: Predicting what might happen from details stated and implied						
Clarify vocabulary: Explore the meaning of words in context						
Retrieve: Retrieve, record and present information						
Mastery focus:						
	Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Make comparisons within and across books Evaluate authors' language choice, including figurative language	Identify and discuss themes and conventions Summarise main ideas, identifying key details Distinguish between fact and opinion	Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Evaluate authors' language choice, including figurative language Make comparisons within and across books	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	Summarise main ideas, identifying key details Identify how language, structure and presentation contribute to meaning Distinguish between fact and opinion	Identify and discuss themes and conventions Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Evaluate authors' language choice, including figurative language



Pathways to Read

Overview of objectives – Year 6

Reading skills	Au1	Au2	Sp1	Sp2	Su1	Su2
Ongoing skills:						
- Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - Read books that are structured in different ways and read for a range of purposes - 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 - Participate in discussion about books - Explain and discuss understanding of reading - Provide reasoned justifications for views - Recommend books to peers						
Core skills:						
- Predict what might happen from details stated and implied (2e) - Explore meaning of words in context (2a) - Retrieve, record and present information (2b) - Ask questions to improve understanding	✓	✓	✓	✓	✓	✓
Mastery focus:						
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.*