




# Ranvilles Reading Pathways







The Ranvilles Reading Pathways re-arrange (black text) and expand (blue text) the National Curriculum for reading into streams of progression, showing how individual skills develop from Year 1 to Year 6. Green highlighted statements are keystones in the pathways – the core skills to secure in each year.


	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<h2>Stage Crew</h2> <p>The Stage Crew are the nuts and bolts of reading. They represent how we analyse the construction of writing from individual words to whole texts. They build the stage.</p>						
<b>PHONETIC DECODER</b>	Apply phonic knowledge and skills as the route to decode words.	Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.				
	Read accurately by blending sounds in unfamiliar words.	Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.				
	Recognise and use the different ways of pronouncing the same grapheme; <i>e.g. ow in snow and cow.</i>					
	Split two and three syllable words into the separate syllables to support blending for reading.	Read accurately words of two or more syllables that contain alternative sounds for grapheme <i>e.g. shoulder, roundabout, grouping.</i>				
	Respond speedily with the correct sound to grapheme for the 44 phonemes.	Read frequently encountered words quickly and accurately without overt sounding and blending.				
	Read aloud accurately books that are consistent with their developing phonic knowledge.	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.				
	Develop fluency, accuracy and confidence by re-reading books.	Re-read books to build up fluency and confidence in word reading				

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<b>DECODER</b> <b>Parts of Words</b> 		Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>place</i> for <i>palace</i> .	Use knowledge of root words to understand meanings of words.	Use knowledge of root words to understand meanings of words.	Use knowledge of root words to understand meanings of words.	Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>invitation</i> for <i>imitation</i> .
	Check that texts make sense while reading and self-correct (up to turquoise book band).	Check that texts make sense while reading and self-correct (up to lime book band).				
	Read words containing –s, -es, -ing, -ed, -er, -est endings.	Read words containing common suffixes e.g. –ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y.	Use suffixes to understand meanings e.g. -ly, -ous.	Use suffixes to understand meanings e.g. -ation / -tion / -sion / -cian / -sion	Use suffixes to understand meanings e.g. –ant, -ance, -ancy, -ent, -ence, -ency, -ible, -able, -ibly, -ably.	Use suffixes to understand meanings e.g. –cious, -tious, -tial,
	Read words with contractions e.g. <i>I'm, I'll, we'll</i> and understand that the apostrophe represents the omitted letter		Use prefixes to understand meanings e.g. un-, dis-, mis-, re-, pre-, im-, in-.	Use prefixes to understand meanings e.g. in- / ir- / sub- / inter- / super / anti- / auto-	Apply knowledge of prefixes to understand meaning of new words, e.g. dis-, re-, pre-, mis-, over-.	Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. un+happy+ness, dis+repute+able, dis+respect+ful,, re+engage+ment.
<b>Vocabulary</b>	Read common exception words, noting tricky parts	Read further common exception words, noting tricky parts.	Read and understand selected words from the Year 3 list (selected from the statutory Year 3/4 word list).	Read and understand selected words from the Year 4 list (selected from the statutory Year 3/4 word list).	Read and understand words from the Year 5 list (selected from the statutory Year 5/6 list).	Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list).
	Introduce and discuss key vocabulary, linking meanings of new words to those already known.	Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.	Explain the meaning of unfamiliar words by using the context.	Explain the meaning of unfamiliar words by using the context.	Explain the meaning of words within the context of the text.	Explain the meaning of new vocabulary within the context of the text.
		Use morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised</i> .	Use dictionaries to check meanings of words they have read.	Use dictionaries to check meanings of words in the texts that they read.	Use dictionaries to check meanings of words in the texts that they read.	Use etymology to help the pronunciation of new words e.g. chef, chalet, machine, brochure – French in origin.
<b>Whole Texts</b>	Read more challenging texts using phonics and common exception word recognition	Read longer and less familiar texts independently.	Read books at an age appropriate interest level.	Read books at an age-appropriate interest level.	Read books at an age-appropriate interest level.	Read books at an age-appropriate interest level.
		Read a range of non-fiction texts which are structured in different ways, including information, explanations,	Read a range of non-fiction texts, e.g. information, discussion, explanation, biography and persuasion.	Read books and texts, which are structured in different ways, for a range of purposes	Read books and texts that are structured in different ways for a range of purposes.	Independently read longer texts with sustained stamina and interest.

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		instructions, recounts, reports.	Read books and texts for a range of purposes e.g. enjoyment, research, skills development, reference.	and respond in a variety of ways.		
<b>REPORTER</b> <b>Locating Information</b> 	Recall specific information in fiction and non-fiction texts.	Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.	Navigate texts in print and on screen.	Navigate texts, e.g. using contents and index pages, in order to locate and retrieve information (print or screen).	Refer back through a text using scanning to locate relevant information read previously e.g. <i>'It said earlier the door was open, so the robber could have come through it'</i>	Use a combination of skimming, scanning and close reading across a text to locate specific detail.
				Scan for dates, numbers and names	Scan for key words and text mark to locate key information.	Scan for key information e.g. identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting.
<b>Retrieval</b>	Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.	Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.	Record information or facts from a range of age-appropriate fiction and non-fiction texts.	Record information or facts from a range of age-appropriate fiction and non-fiction texts.	Retrieve, record, make notes and present information from non-fiction.	Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.
<b>Fact &amp; Opinion</b>	Activate prior knowledge e.g. <i>what do you know about minibeasts?</i>	Activate prior knowledge and raise questions e.g. What do we know? What do we want to know? What have we learned?	Prepare for research by identifying what is already known about the subject and key questions to structure the task.		Distinguish between statements of fact or opinion within a text.	Distinguish between statements of fact or opinion across a range of texts e.g. <i>first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.</i>
<b>EDITOR</b> <b>Summarising</b> 			Quickly appraise a text to evaluate usefulness.	Identify main ideas drawn from more than one paragraph and summarise these e.g. <i>character is evil because...1/2/3 reasons, Portchester Castle is a worthwhile place to visit because 1/2/3 reasons across a text.</i>	Summarise main ideas drawn from more than one paragraph and identify key details which support this.	Skim for gist.
<b>ARCHITECT</b> <b>Sequencing</b>	Discuss the title and how it relates to the events in the whole story e.g. Peace at Last by Jill Murphy.	Sequence and discuss the main events in stories and recounts.	Sequence and discuss the main events in age-appropriate stories.	Sequence and discuss the main events in age-appropriate stories.	Sequence and discuss the main events in age-appropriate stories.	Sequence and discuss the main events in age-appropriate stories.

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<b>Organisation</b> 	Locate parts of text that give particular information, e.g. titles, contents page and labelled diagram.	Identify how specific information is organised within a non-fiction text e.g. sub-headings, contents, bullet points, glossary, diagrams.	Evaluate how specific information is organised within a non-fiction text e.g. text boxes, contents, bullet points, glossary, diagrams.	Analyse and evaluate how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams.	Identify how structure and presentation contribute to meaning in age-appropriate texts e.g. formal letter, informal diary, persuasive speech.	Identify how language, structure and presentation contribute to meaning e.g. persuasive leaflet, balanced argument.
<b>Structure</b>			Analyse and evaluate texts looking at structure and presentation e.g. persuasive letter, diary and calligram etc.	Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning.	Analyse the conventions of different types of writing e.g. use of first person in autobiographies and diaries.	Analyse the conventions of different types of writing e.g. use of dialogue to indicate geographical and/or historical settings for a story.
			Recognise some different forms of poetry e.g. narrative, calligrams, shape poems.	Recognise and analyse different forms of poetry e.g. haiku, limericks, kennings.		
			Identify and discuss conventions e.g. numbers three and seven in fairy tales, magical sentence repeated several times.			
			Discuss the purpose of paragraphs. Identify a key idea in a paragraph.	Explain how paragraphs are used to order or build up ideas, and how they are linked.		
<b>JUDGE Comparison</b> 					Make comparisons within a text e.g. characters' viewpoints of same events.	Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in Letters from the Lighthouse and Goodnight Mr Tom.  Compare characters within and across texts.  Compare texts written in different periods.

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<h2>Directors</h2> <p>The Directors inject creativity into writing. They represent authorial intent and the craft of the writer, exciting and intriguing us with word choice, images, metaphor and the subtleties that make reading engaging and enjoyable. They direct the performance.</p>						
<b>DETECTIVE Inference</b> 	Identify and discuss the main events in stories. Give opinions and support with reasons e.g. <i>I like the Little Red Hen because she...</i>	Explain and discuss understanding, giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because...</i>	Identify and discuss themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.	Identify, analyse and discuss themes e.g. safe and dangerous, just and unjust, origins of the earth, its people and animals.	Explore and discuss themes within and across texts e.g. loss, heroism, friendship.	Recognise and discuss themes within and across texts e.g. hope, peace, fortune, survival.
	Identify and discuss the main characters in stories. Make basic inferences about what is being said and done.	Make inferences about characters and events using evidence from the text e.g. <i>what is the character thinking, saying and feeling?</i>	Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.	Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.	Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.	Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence.
<b>Evidence</b>			Justify responses to the text by making a point with evidence e.g. <i>the Quote... shows that... Reason frame.</i>	Justify responses to the text using the <i>Quote shows that</i> prompt.	Justify opinions and elaborate by referring to the text using the <i>Quote shows that</i> prompt.	Justify opinions and elaborate by referring to the text using the <i>Quote shows that</i> prompt. Provide reasoned justifications for his/her views.
					Through close reading of the text, re-read and read ahead to locate clues to support understanding.	Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.
<b>FORECASTER Prediction</b> 	Make predictions based on what has been read so far.	Make predictions based on what has been read so far.	Make predictions based on details stated.	Make predictions based on information stated and implied.	Predict what might happen from information stated and implied.	Predict what might happen from information stated and implied.

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<b>INTERPRETER</b> <b>Writers' Techniques</b> 		Identify, discuss and collect favourite words and phrases.  Recognise the use of repetitive language within a text or poem (e.g. run, run as fast as you can) and across texts (e.g. long, long ago in a land far away).	Identify and collect favourite words and phrases which capture the reader's interest and imagination.	Identify and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes.	Explore, recognise and use the terms metaphor, simile, imagery.	Explore, recognise and use the terms personification, analogy, style and effect.
<b>Language in context</b>			Analyse and evaluate texts looking at language, e.g. persuasive letter, diary and calligram etc.	Explain the meaning of key vocabulary within the context of the text.	Explain the effect on the reader of the authors' choice of language.  Identify how language contributes to meaning e.g. formal letter, informal diary, persuasive speech.	Explain and discuss the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.

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<b>Actors</b> The Actors are the expression in reading. They use the Stage Crew's foundation and take input from the directors to verbally communicate ideas and perform them. They bring writing to life through expressive reading and engage in discussion and debate using speaking and listening skills. They perform the play.						
<b>PERFORMER</b> <b>Presentation</b>	Recognise and join in with language patterns and repetition.	Use tone and intonation when reading aloud.	Use intonation, tone and volume when reading aloud.  Take note of punctuation when reading aloud.	Use punctuation to determine intonation and expression when reading aloud to a range of audiences.	Use punctuation to determine intonation and expression when reading aloud to a range of audiences. <i>Use changes in tone and pitch to signify characters.</i>	<i>Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Use changes in tone and pitch to signify characters.</i>
<b>Recount</b>	Orally retell familiar stories in a range of contexts e.g. small world, role play, storytelling.  Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales	Orally retell a wider range of stories, fairy tales and traditional tales.	Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. Grimm's Fairy Tales	Orally retell a range of stories, including less familiar fairy stories, myths and legends.		

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	and stories by well-known authors.					
<b>Recitation</b>	Enjoy and recite rhymes and poems by heart.	Learn and recite a range of poems using appropriate intonation.	Learn and recite a range of poems using appropriate intonation.	Learn a range of poems by heart and rehearse for performance.	Learn a wider range of poems by heart.	Learn a wider range of poems by heart.
<b>Performance</b>	Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.	Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.	Prepare poems, play scripts and own work to read aloud, showing understanding through intonation, tone, volume and action.	Prepare poems, play scripts and own work to read aloud, showing understanding through intonation, tone, volume and action.	Prepare poems, play scripts and own work to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.	Prepare own and others' poems and play scripts to read aloud and perform using dramatic effects and movement.
<b>COMMUNICATOR</b> <b>Rehearsal</b>		Develop positive attitudes towards stamina for writing by planning or saying out loud what he/she is going to write about	Compose and rehearse sentences orally (including dialogue)	Compose and rehearse sentences orally (including dialogue)		
		Speak audibly and fluently with an age-appropriate command of Standard English. Select and use appropriate registers for effective communication.	Speak audibly and fluently with an age-appropriate command of Standard English. Select and use appropriate registers for effective communication.	Speak audibly and fluently with an age-appropriate command of Standard English. Select and use appropriate registers for effective communication.	Speak audibly and fluently with an age-appropriate command of Standard English. Select and use appropriate registers for effective communication.	Speak audibly and fluently with an age-appropriate command of Standard English. Select and use appropriate registers for effective communication.
<b>Discussion</b>		Participate in discussion about what is read to them, taking turns and listening to what others say, maintaining attention and staying on topic.	Participate in discussion about what is read to them and books they have read independently, maintaining attention and staying on topic.	Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say, maintaining attention and staying on topic.	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.	Participate in discussions about books, building on their own and others' ideas and challenging views courteously.
		Make contributions in whole class and group discussion. Consider other points of view. Listen and respond to contributions from others.	Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles.	Make and respond to contributions in a variety of group situations e.g. whole class, independent reading groups, book circles.	Participate in debates on an issue related to reading (fiction or non-fiction).	Participate in debates on issues related to reading (fiction/non-fiction).  Explore texts in groups and deepen comprehension through discussion.
	Listen to and discuss a range of texts at a level beyond that at which they can read independently, including	Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction,	Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. fables, fairy tales, classic poetry, shape	Read, listen to and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. fairy tales, folk tales, classic poetry, kennings,	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	

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	stories, non-fiction and poems.	and contemporary and classic poetry.	poetry, non-chronological reports, explanations.	advertisements, formal speeches, magazines, electronic texts.	Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves.	Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction.
					Express preferences about a wider range of books including modern fiction, traditional stories and legends.	Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures.
	Listen to what others say. Take turns.		Discuss favourite words and phrases which capture the reader's interest and imagination.	Discuss effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes.		
			Develop and agree on rules for effective discussion. Take turns and listen to what others say.	Develop, agree on and evaluate rules for effective discussion.		
<b>Presentation</b>					Prepare formal presentations individually or in groups.	Prepare formal presentations individually or in groups.
					Use notes to support presentation of information.	Use notes to support presentation of information.
					Respond to questions generated by a presentation.	Respond to questions generated by a presentation.
					Explain and discuss their understanding of what they have read, including through formal presentations and debates.	Explain and discuss their understanding of what they have read, including through formal presentations and debates.
<b>Book Talk</b>			Regularly listen to whole novels read aloud by the teacher.	Regularly listen to whole novels read aloud by the teacher.	Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.	Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.
	Relate texts to own experiences. Explain clearly their understanding of what is read to them.		Raise questions during the reading process to deepen understanding e.g. I wonder why the character... Discuss their understanding of the text.	Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.	Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal.	Demonstrate active reading strategies e.g. <i>challenging peers with questions, justifying opinions, responding to different viewpoints within a group.</i>



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					Check that the book makes sense to them and demonstrate understanding e.g. through discussion.	Use a reading journal to record on-going reflections and responses to personal reading.
	Make personal reading choices and explain reasons for choices.	Make personal reading choices and explain reasons for choices.			Recommend books to peers, giving reasons for their choices.	Recommend books to their peers with detailed reasons for their opinions.