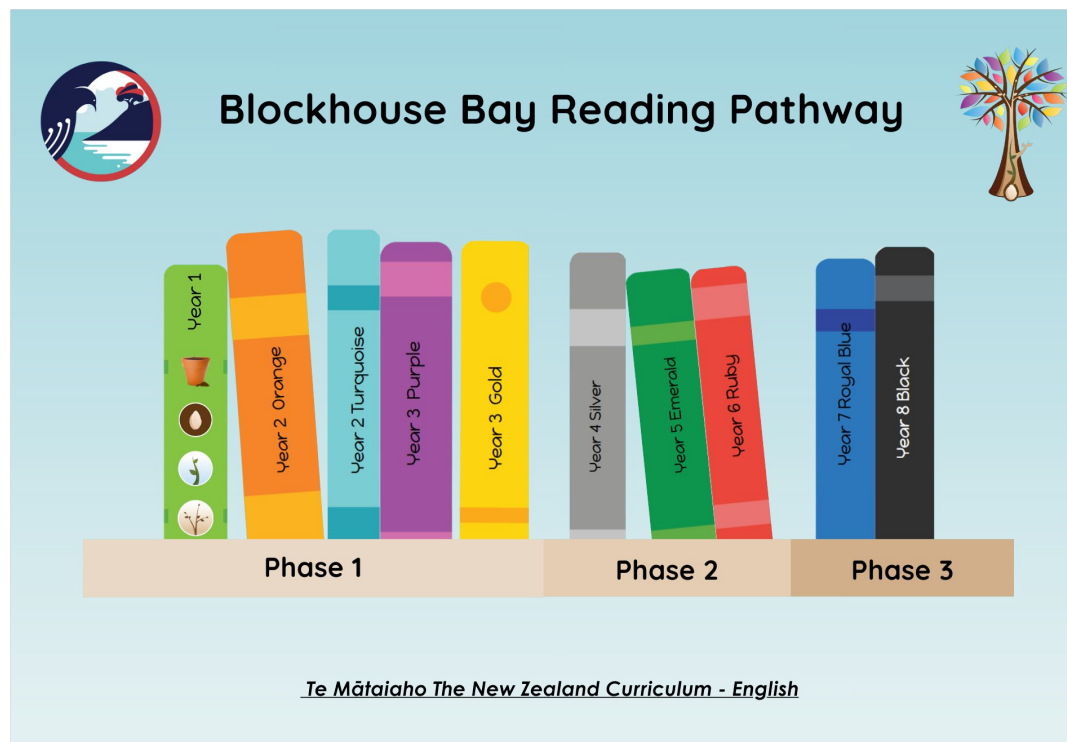




Credits: Blockhouse Bay Primary School wrote the Reading Pathway, drawing the content from Te Mātaiaho, New Zealand Curriculum - English. A Writing Pathway has also been written and an Oral Language Pathway is planned for 2026.

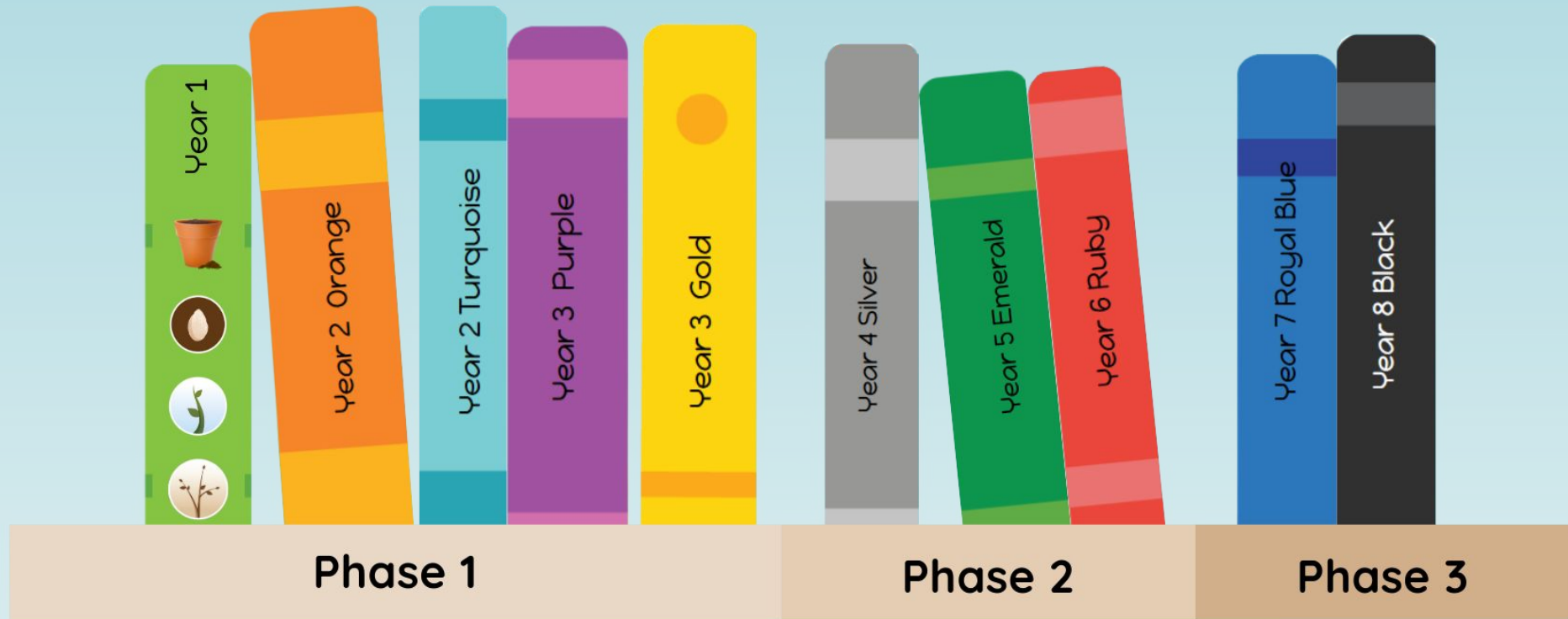
Blockhouse Bay Primary School Teachers designed the pathway during 2025 ready for implementation in Term 4 2025. The Reading Pathway is designed for children and teachers to access the key knowledge needed at each stage of learning in an engaging and child friendly way.

During Term 4 the teachers will assess the children against the pathway and whānau will be able to see which goals children have achieved and what the children's next steps are. This will be available on Hero in Week 10 of Term 4.

Update: At the start of Term 4 the Ministry of Education unexpectedly released an updated curriculum for English. Blockhouse Bay Primary School Teachers will now work to update this pathway, teaching programmes and the support materials needed to implement the latest curriculum. This will take place in 2026 .



Blockhouse Bay Reading Pathway



Te Mātaiaho The New Zealand Curriculum - English



Oneone (Phase 1: 3 Months)

Word recognition

I am learning to...



sound out the first, last and middle sounds of a word

d-o-g 



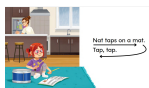
name the letters of the alphabet and their matching sounds



recognise and name the letters in my name



point to each word and match it with my reading



read from left to right and then go to the start of the next line

Comprehension

I am learning to...



know the difference between 'fiction/story books' and 'non-fiction/fact books'

Look!
A bat, a cap,
a bun, a cup
and a BUG!



find the main event or idea in a story or information texts



Nat takes Pip to the vet to treat his injured leg.





Kākano (Phase 1: 6 Months)

Word recognition

I am learning to...



blend three sounds together to make a word e.g.
m-o-p, mop!



match lower and upper case letters of the alphabet



sound out a word during reading using my letter
sound knowledge



read Kākano words

Reading is cool.

use capital letters and full stops to know where
sentences begin and end

Comprehension

I am learning to...



ask questions about new or unfamiliar words in texts



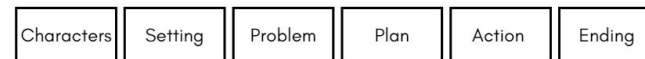
read and understand sentences



use my knowledge, ideas, and word understanding to
answer how or why questions about a text



retell the story using the story elements



use what I already know to predict what might happen
next

Critical Analysis

I am learning to...

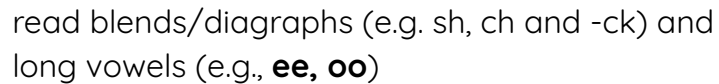


find connections between the text, my own experiences
and knowledge of the world





I am learning to...



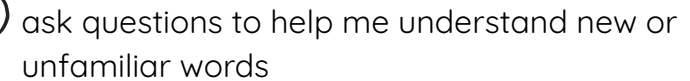
read Tupu words



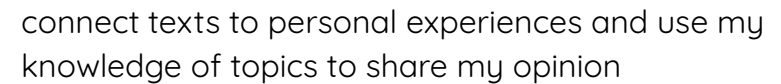
identify and read punctuation - full stops, exclamation marks, speech marks and question marks



I am learning to...



I am learning to...





Māhuri (Phase 1: End of Year 1)

Word recognition

I am learning to...



recognise and read short and long vowels (e.g. kit vs kite)



kit



kite



sound out and blend longer words (e.g. sprint)

s-p-r-i-n-t

c-r-a-f-t

s-p-l-a-sh



break words into syllables to sound out each part (e.g. dol-phin, dolphin)



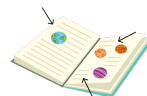
read words accurately and automatically

Comprehension

I am learning to...



read longer sentences that use joining words like and, but, because



identify and discuss text features e.g. story elements, rhyming words



check my reading makes sense and I understand the text



retell key details when answering questions about a story or text



use what I already know and think about what has happened in a story to predict what might happen next

Critical Analysis

I am learning to...



discuss how words can make the reader feel about a character or event





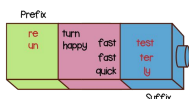
Orange (Phase 1: During Year 2)

Word recognition and Reading Enrichment

I am learning to...



pronounce sounds like 'ai' in 'paint' and 'oi' in 'boil'



read and understand words beginning with prefixes (re-, un-) and words ending in suffixes (-est, -er, -ly)

return **unhappy**
fastest **faster** **quickly**



read common words quickly

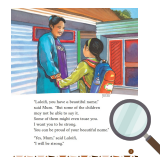


use speech marks, commas, exclamation marks and question marks to help me read with expression

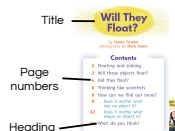


Comprehension

I am learning to...



understand new words using text clues and meaning



talk about different parts of text like the contents page and headings



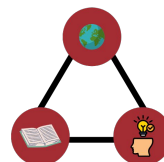
notice and fix mistakes by re-reading when it does not make sense



retell key details when asked questions about who, what, where and when

Critical Analysis

I am learning to...



find connections between the text, my own experiences and knowledge of the world





Turquoise (Phase 1: End of Year 2)

Word recognition and Reading Enrichment

I am learning to...



read longer words with 2 or 3 syllables,
e.g. **cos-tume** and **fan-tas-tic**



fix reading mistakes by trying different sounds
for letters, like the 's' and 'k' sounds in 'circus'



read carefully and fluently with expression



I am learning to...



read longer, more detailed sentences that have two
or more ideas



understand different types of texts and their
purpose, e.g narratives and information reports.



talk about topic-specific words used by the author
and why they chose them



check my predictions about what might happen next
using words, pictures and what I already know

Critical Analysis

I am learning to...



share opinions and feelings about ideas in texts



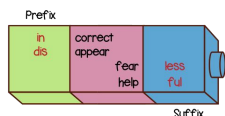
Purple (Phase 1: During Year 3)

Word recognition and Reading Enrichment

I am learning to...



independently read unfamiliar words using letter-sound knowledge, e.g. sl-igh-t-ly



read words with prefixes (in-, dis-) and suffixes (-less, -ful)

incorrect disappear
fearless helpful



fix my reading by trying different sounds for letter patterns and my understanding of word parts, e.g. exhausted

BOLD

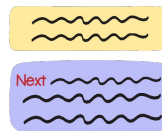
italics

understand the use of text features like **bold** print and *italics*



Comprehension

I am learning to...



read and understand longer sentences and paragraphs



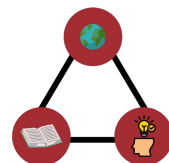
explore text structures and features such as glossaries, chapters and the use of language for effect



find the main message or idea in a text and provide key details in order, using paragraphs as a guide

Critical Analysis

I am learning to...



make connections between what I read and my own knowledge and experiences



Gold (Phase 1: End of Year 3)

Word recognition and Reading Enrichment

I am learning to...



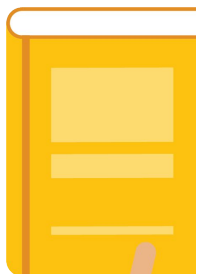
read and understand words with 2 or more syllables using my understanding of word parts



fix my reading by trying different sounds for letter patterns, such as using the 'uh' sound for the 'o' in 'police'

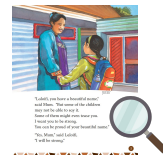


read accurately and fluently with expression



Comprehension

I am learning to...



understand new words and phrases using information from the text, word parts and prior knowledge



identify the audience and purpose of texts that entertain, inform or persuade



notice and fix my reading by rereading, decoding, asking and answering questions of the text



use both clearly stated and hinted information to make connections and understand the text

Critical Analysis

I am learning to...



share opinions and feelings about ideas in texts





Silver (Phase 2: Year 4)

Word recognition and Reading Enrichment

I am learning to...



read multi-syllable words using my knowledge of letter sounds and word parts



read year level texts accurately and expressively



choose books based on my interests to read for enjoyment



understand the meanings of words using my knowledge of word parts (root words, affixes, prefixes, and suffixes) and the context of the text

unhappy
fastest
return
quickly

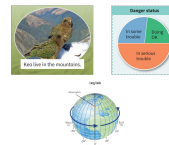


Comprehension

I am learning to...



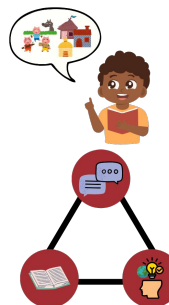
identify the audience and purpose for a variety of text types



understand how ideas are shown through language features and visual elements, e.g. photos, captions, charts



monitor my understanding of texts by rereading, asking and answering questions, and visualising



identify the main idea in a text and explain the key details

use information from the text and prior knowledge to make connections, predictions and inferences

Critical Analysis

I am learning to...



identify viewpoints and descriptions of groups of people in texts



share my opinions, personal thoughts and feelings about the ideas in texts



Emerald (Phase 2: Year 5)

Word recognition and Reading Enrichment

I am learning to...



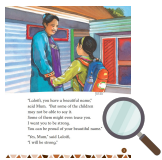
read multi-syllable, topic-specific words using my knowledge of complex letter sounds and word parts, e.g. deciduous



develop reading stamina and read longer texts independently



read year level texts accurately and expressively
choose books based on my interests to read for enjoyment



work out the meanings of words using clues from the text and my knowledge of word parts e.g., 'exportable' is made up of 'ex' (out of), 'port' (to carry), and 'able'

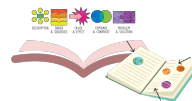


Comprehension

I am learning to...



describe differences between types of text, including cultural texts from my own and others' cultures



identify and discuss how authors use text features, language features, and structures in purposeful ways



monitor my understanding across a range of texts by rereading, adjusting my reading rate, asking and answering questions, and visualising



identify the main idea of a text, summarise the key details and draw a conclusion



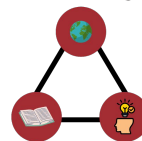
use stated and hinted information from the text and my prior knowledge to make inferences

Critical Analysis

I am learning to...



explain how viewpoints are shown through the author's choice of language and visual elements



make connections within and between texts, describing how the ideas in texts connect with my own knowledge, experiences, and culture



share my opinions, personal thoughts and feelings about the ideas in texts





Ruby (Phase 2: Year 6)

Word recognition and Reading Enrichment

I am learning to...



read multi-syllable words using my knowledge of letter sound combinations, words, and syllables



develop reading stamina and read longer texts independently



read year level texts accurately and expressively



choose books based on my interests to read for enjoyment



independently work out the meanings of words using my knowledge of word parts (root words, affixes, prefixes, and suffixes)



Comprehension

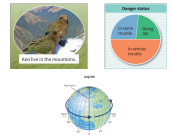
I am learning to...



compare and contrast different types of texts and discuss how they are written for different audiences



compare and contrast the use of language and visual features e.g. diagrams, flow charts, maps



monitor my understanding across a range of texts by rereading, adjusting my reading rate, asking and answering questions, and visualising



identify the main idea of a text, summarise the key details and draw conclusions supported with evidence



use stated and hinted information from the text to make inferences and justify these with evidence





Ruby (Phase 2: Year 6)

Critical Analysis

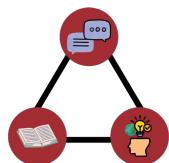
I am learning to...



explain how groups of people are described in texts using evidence from the text



explain how world views and viewpoints are shown through the author's choices



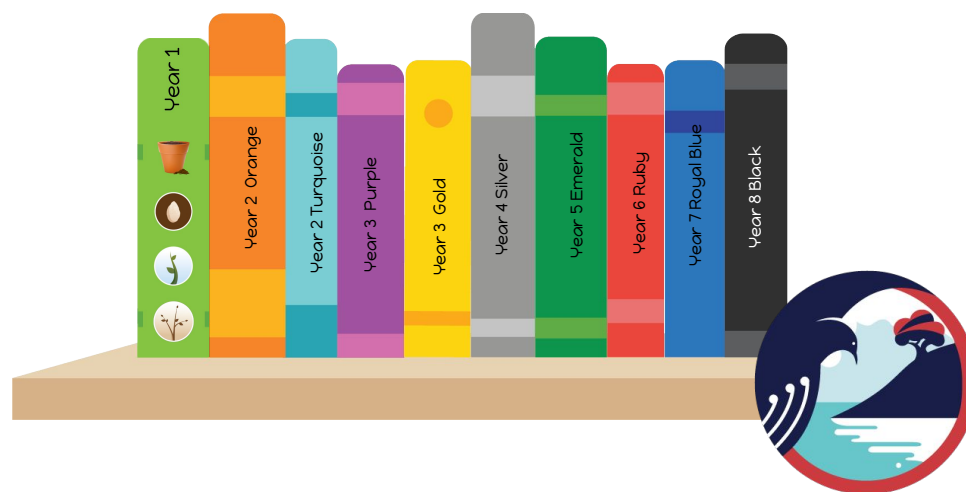
make connections within and between texts, explaining how the ideas connect with my own knowledge, experiences and culture



share my opinions, personal thoughts and feelings about the topics in texts, providing examples from the text and my prior knowledge to support my opinions



Blockhouse Bay School Bookshelf Pathway



Reading Learning Pathway

Aligned with Te Mātaiaho New Zealand Curriculum: English

See [Teacher Notes](#) for the full curriculum statements

Developed by teachers of Blockhouse Bay Primary School 2024-2025

Designed by Suzy Lee

Images sourced from Canva

