

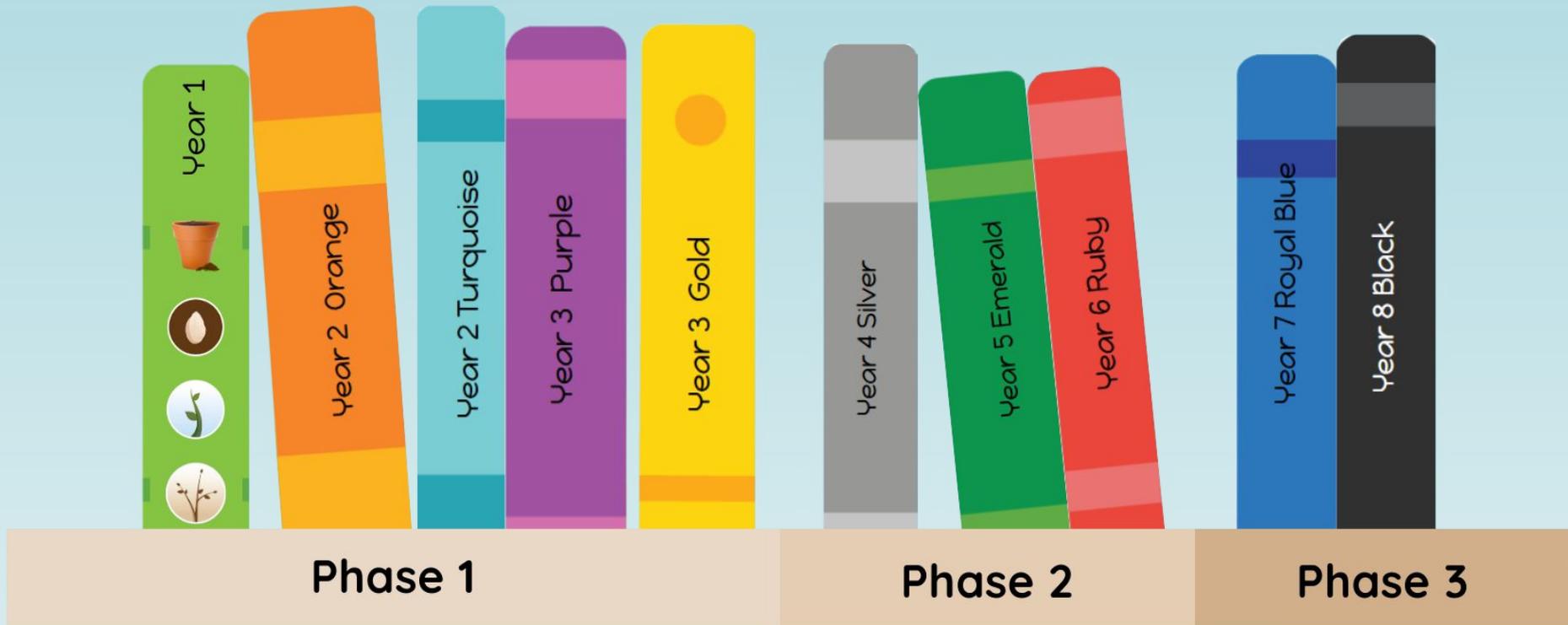
Credits: Blockhouse Bay Primary School wrote the Reading Pathway, drawing the content from Te Mātaiaho, New Zealand Curriculum - English. A Writing Pathway has also been written and an Oral Language Pathway is planned for 2026.

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.

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 updated on Hero throughout the year.



Blockhouse Bay Reading Pathway



Te Mātaiaho The New Zealand Curriculum - English

Oneone (Phase 1: 3 Months)

Word Recognition

I am learning to...



d-o-g

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



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 'poems' and 'stories' and talk about them



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



Marmaduke Duck goes on an adventurous ocean voyage!





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



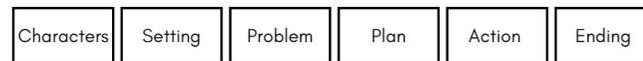
use my knowledge, ideas, and word understanding to answer how or why questions about a text



use what I already know to predict what might happen next



retell the story using the story elements



Critical Analysis

I am learning to...



share what I think or feel about characters and ideas in stories





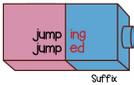
Tupu (Phase 1: During Year 1)

Word Recognition

I am learning to...



read blends/diagraphs (e.g. sh, ch and -ck) and long vowels (e.g., **ee**, **oo**)



read and use suffixes, -ing and -ed



read Tupu words



fix my reading using letter sound knowledge



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



read words accurately and automatically



Comprehension

I am learning to...



ask questions to help me understand new or unfamiliar words



answer questions about texts I read



check my reading makes sense

Pip ~~go~~ ^{went} home.

Critical Analysis

I am learning to...



connect texts to my own experiences and use my knowledge of topics to share my opinion





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



s-p-l-a-sh



c-r-a-f-t



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



dolphin

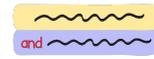


make my reading sound smooth like talking



Comprehension

I am learning to...



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



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



notice and reread when a sentence does not make sense



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



retell key details when answering questions about a story or text

Critical Analysis

I am learning to...



use my knowledge of topics and my own experiences to share my opinion



Orange (Phase 1: During Year 2)

Word Recognition

I am learning to...



decode

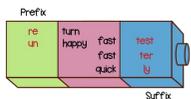


paint



boil

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**

along

how

start

friend

read common words quickly

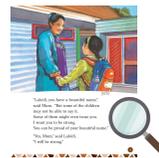


understand and use speech marks, commas, exclamation marks and question marks

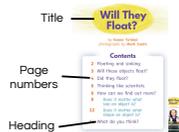


Comprehension

I am learning to...



understand new words using text clues and meaning



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



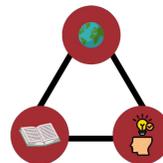
notice and fix mistakes by re-reading when it does not make sense



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

I am learning to...



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



read some kupu māori



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

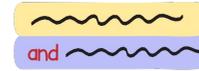


read carefully and fluently with expression



Comprehension

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 words and images 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)

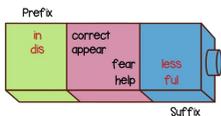
Word Recognition

I am learning to...



sl-igh-t-ly

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 **dis**appear
fearless **help**ful



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

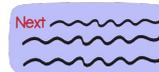


understand the use of text features like **bold** print, *italics* and (parentheses)



Comprehension

I am learning to...



read and understand longer sentences and paragraphs



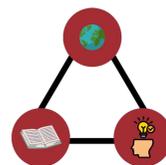
explore text structures and features such as glossaries, chapters and the use of language for effect



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

I am learning to...



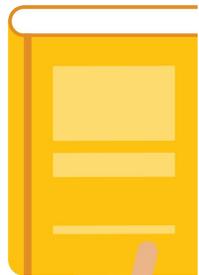
read and understand words with 2 or more syllables using my understanding of word parts



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

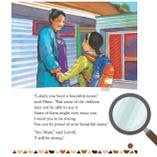


read accurately and fluently with expression



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...



discuss how different people can have different feelings about a text



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

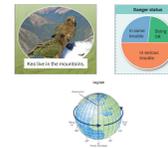


Comprehension

I am learning to...

unhappy
fastest
return
quickly

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



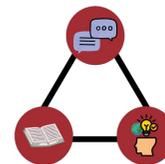
understand how ideas are shown through language features and visual elements, e.g. photos, captions, charts



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



Silver (Phase 2: Year 4)

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 and consider those of others

Blockhouse Bay School Bookshelf Pathway



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

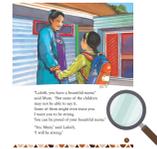


choose books based on my interests to read for enjoyment

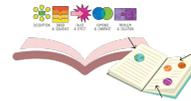


Comprehension

I am learning to...



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'



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



Emerald (Phase 2: Year 5)

Critical Analysis

I am learning to...



compare how people, places or ideas are shown in different texts



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



contribute to discussions about a text by building on, or comparing, the ideas of others



Blockhouse Bay School Bookshelf Pathway



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

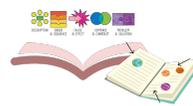


Comprehension

I am learning to...



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



identify and compare the effectiveness of structure, language and visual features across different texts



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



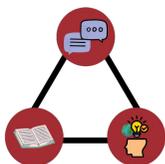
Ruby (Phase 2: Year 6)

Critical Analysis

I am learning to...



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



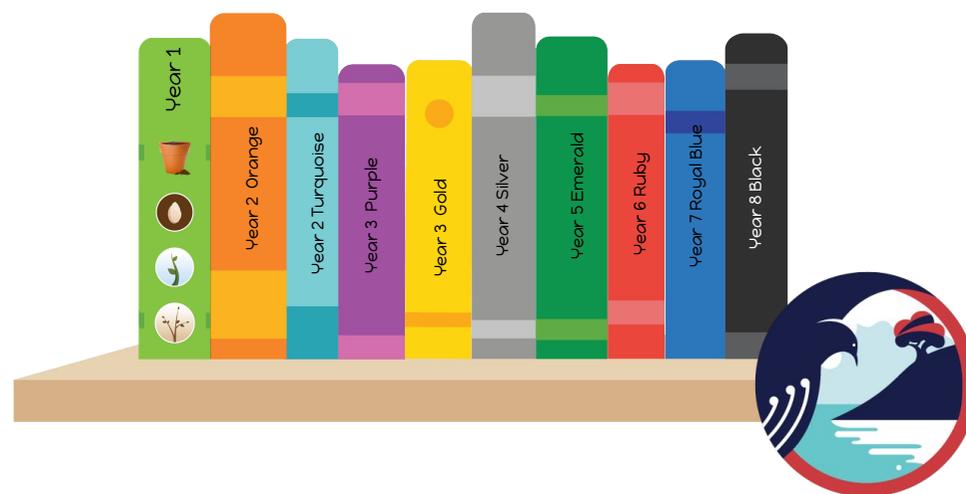
make connections within and between texts, explaining how the ideas connect with my own knowledge, experiences and culture while considering those of others'



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 Enrichment

I am learning to...



read year level texts accurately and expressively, and with a natural pace



discuss my opinion of the texts I am reading independently



sustain independent reading with longer and more complex texts



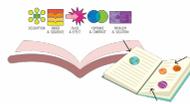
I am learning to...



Insurmountable

Prefix: in-
Root: surmount
Suffix: -able

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



identify different types of texts and their purposes, and explain how these texts affect the reader



identify visual features in texts and explain how these contribute to meaning and influence the reader



use stated and hinted information from within the text and at a whole text level to make inferences about themes and key ideas, and justify these with evidence



identify and summarise key ideas and themes in texts, and explain how the supporting details connect these



draw conclusions, with evidence from the text, about the author's message, viewpoint or purpose

Comprehension



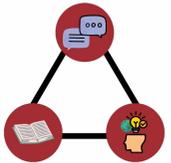
Blue (Phase 3: Year 7)

Critical Analysis

I am learning to...



explain how topics, people, places, or ideas are represented in texts



explain how texts from New Zealand reflect culture, history, or values through the way they represent topics, people, places, and ideas



explain similarities and differences in how media and digital media texts present the same issue or idea



Blockhouse Bay School Bookshelf Pathway



Black (Phase 3: Year 8)

Reading Enrichment

I am learning to...



read year level texts accurately and expressively, and with a natural pace



discuss my opinion of the texts I am reading independently, and explain why I prefer these types of books



sustain independent reading with longer and more complex texts, and challenge myself to expand the types of books I read



Comprehension

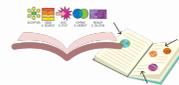
I am learning to...



Insurmountable

Prefix: in-
Root: surmount
Suffix: -able

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



explore different types of texts and their language and structural features, and explain how these affect the reader



explore visual features in texts and discuss their effectiveness in meeting the texts' purpose, and how they influence the reader



use stated and hinted information across a range of texts to make inferences about themes and key ideas, and justify these with evidence



summarise key ideas and themes within and across texts, and explain how these ideas are connected



draw conclusions, by using evidence from across the text, about the author's message, viewpoint or purpose



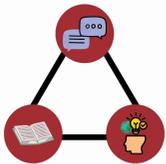
Black (Phase 3: Year 8)

Critical Analysis

I am learning to...



compare how topics, people, places, or ideas are represented in texts, and explain how these reflect or challenge a point of view



compare how multiple texts from New Zealand reflect culture, history, or values and discuss the different points of view they present



compare how different media and digital media texts present the same issue or idea, considering how they influence the audience



identify whose perspectives are included or excluded in texts, and explain how this communicates meaning



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

