

Reading Breadth Map

Assessments:

- PiXL assessments – three times a year
- Reading Speed Tests for fluency – three times a year
- FFT Reading and Comprehension tests – three times a year up to 6 times for bottom 20%
- Phonics Screening Tests – on entry and as required
- Sounds Write Screening Tests – every six weeks

Weeks	Year 1	Year 2	
Reading Focus 2 Word Reading, Decoding & Understanding			
Autumn Term 1	1	d. Can break words into two or more syllables f. Can read further common exception words	d. Can break words into two or more syllables f. Can read further common exception words
	2	Reading Focus 3 Comprehension Retrieval	
	3	a. Recall main points with reference to the text (who, what, where, when, how, why answers)	a. Recall main points with reference to the text (who, what, where, when, how, why answers)
	4	b. Can explain what is read in their own words	b. Can read closely to gain specific information
	Reading Focus 5 Comprehension Inference		
	5	a. Can answer simple how or why questions from pictures or text	a. Can discuss the actions of a character and justify views on the basis of what is being said and done
	6	c) Can identify and discuss favourite words and phrases	
	Whole School Poetry Week		
7	1a. Is increasingly familiar with a wide range of poems 1c. Can recognize rhymes and simple poems 1b. Is developing pleasure in reading	1b. Can develop pleasure in reading 1d. Can recognize recurring literary language in poems	

Weeks	Year 1	Year 2	
Reading Focus 2 Word Reading, Decoding & Understanding			
Autumn Term 2	1	e. Can read words with increasing fluency without overt sounding and blending	e. Can read 90 words per minute at expected standard
	2	g. Can recognize and read prefix un and use this to construct meaning of words	g. Can recognize and read a range of suffixes, then use to construct meanings of words in contexts
	Reading Focus 3 Comprehension Retrieval		
	3	b. Can explain what a text is about in their own words	b. Can summarise the main points from a passage or text
	4	d. Link what they read or hear to their own experiences	d. Can ask questions to improve their understanding of a text
	Reading Focus 2 Word Reading, Decoding & Understanding		
	5	h. Can recognize and read a range of suffixes and use these to construct meanings of words in context	h. Can recognize an increasing range of punctuation and use this to add expression and understanding to the text
	6	i. Can recognize an increasing range of punctuation	i. Can use the context of the text to help read unfamiliar words
Whole School Poetry Week – Christmas Poetry			
7	1a. Is increasingly familiar with a wide range of poems 1c. Can recognize rhymes and simple poems 1b. Is developing pleasure in reading	1b. Can develop pleasure in reading 1d. Can recognize recurring literary language in poems	

Weeks	Year 1	Year 2	
Reading Focus 3 Comprehension Retrieval			
Spring Term 1	1	c. Can recall main points (who, what, where, when, how, why answers)	c. Can identify, select and highlight key words in a sentence to recall an answer to a question
	2	d. Link what they read or hear to their own experiences	d. Is beginning to scan for a specific purpose
	Reading Focus 5 Comprehension Inference		
	3	b. Can discuss the actions of a character and justify on the basis of what is being said and done.	e. Is beginning to identify the authors main purpose for writing
	4	f. Can explain what the writer might be thinking	
	Reading Focus 2 Word Reading, Decoding & Understanding (Vocabulary)		
5	l. Can discuss word meanings, linking word meanings to those they already know	j. Can discuss word meanings, linking new meanings to words already known	
6	l. Can identify how vocabulary choices effect meaning		

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Weeks		Year 1	Year 2
Reading Focus 2 Word Reading, Decoding & Understanding			
Spring Term 2	1	k. Can read words with simple contractions j. Can use the context of the text and pictures to help read unfamiliar words	k. Can recognize adjectives, adverbs and similes
	2	Reading Focus 6 Comprehension Prediction	
	3	a. Can discuss the significance of the title b. Can make predictions sometimes based on what has been read so far	a. Can make predictions based on what has been read so far
	4	Reading Focus 1 The Child as a Reader	
	5	1a. Is increasingly familiar with a wide range of poems, stories, fairy tales and traditional tales 1c. Can recognize rhymes and simple poems	a. To increase familiarity wide range of stories, fairy stories and traditional tales c. Can participate in discussion in both books that are read to them and those they read for themselves
	6	1b. Is developing pleasure in reading	

Weeks		Year 1	Year 2	
Reading Focus 3 Comprehension Retrieval				
Summer Term 1	1	a. Recall main points with reference to the text (who, what, where, when, how, why answers)	e. Can recognize and talk about the main differences between fiction and non-fiction	
	2	b. Can explain what is read in their own words	a) Can recall main points with reference to the text	
	Reading Focus 6 Comprehension Prediction			
	3	a. Can discuss the significance of the title b. Can make predictions sometimes based on what has been read so far	a. Can make predictions based on what has been read so far	
	4	Reading Focus 4 Comprehension Sequencing		
	5	a. Identify components of a story – beginning, middle, end	a. Can identify components of a story b. Can sequence events in a text	
6				

Weeks		Year 1	Year 2	
Reading Focus 2 Word Reading, Decoding & Understanding (Prosody)				
Summer Term 2	1	h. Can recognize an increasing range of punctuation e. Can read words with increasing fluency without overt sounding and blending	h. Can recognize an increasing range of punctuation and use this to add expression and understanding to the text f. Can read 90 words per minute at the expected standard	
	2	Reading Focus 1 The Child as a Reader		
	3	1a. Is increasingly familiar with a wide range of poems, stories, fairy tales and traditional tales 1c. Can recognize rhymes and simple poems	a. To increase familiarity wide range of stories, fairy stories and traditional tales c. Can participate in discussion in both books that are read to them and those they read for themselves	
	4	1b. Is developing pleasure in reading		
	Reading Focus 5 Comprehension Inference			
	5	a. Can answer simple how or why questions from pictures or text b. Can discuss the actions of a character and justify on the basis of what is being said and done.	b. Can discuss the actions of a character and justify views on the basis of what is being said and done c. Can identify and discuss favourite words and phrases	
6				

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Weeks	Year 3	Year 4	Year 5	Year 6	
	Reading Focus 2 Word Reading, Decoding & Fluency FOCUS: Vocabulary			RF 1 The child as a reader RF 2 Give/Explain meaning of words	
Autumn Term 1	1	a. Can read age appropriate texts with a good level of fluency and stamina e. Can read 200 words at expected level in 5 minutes f. Gives meaning to new language using the context in which it appears	b. Can use a range of strategies to decode unfamiliar words c. Can read and understand the meaning of words with prefixes from the Year 3/4 curriculum	b. Can use a range of strategies to decode unfamiliar words without impacting on overall fluency c. Can read and understand the meaning of words with prefixes from the Year 5/6 curriculum	
	2			1b. Can skim texts to get the general idea of the content of a piece 1c. Can scan texts to find particular information 1d. Can read aloud with intonation that shows understanding 2b. Can find and copy one word/groups of words with a particular meaning 2c. Can find words in a text that most closely match the meaning of a given word	
		Reading Focus 3 Comprehension Retrieval FOCUS - Retrieval			RF 3 Retrieve & Record Information
	3	a. Shows understanding of main points with reference to the text (who, what, where, when, how, why) b. Can read closely to obtain specific information c. Can identify, select and highlight key words in a sentence to answer recall questions	a. Understands and explains the main points from what they have read, with direct reference to the text b. Identify explicit details from the text, showing the section of the text they found the information f. Is able to explain how paragraphs have been used to organise a text	a. Retrieves key details and some quotations from the text to demonstrate understanding of key details/information in a text b. Identify explicit details from the text, showing exactly where in the text they found the information f. Recognises common themes/styles in texts written by the same author	
	4			3a. Can retrieve key details and quotations to demonstrate understanding of character, events and information 3b. Can answer who, what, why, where, when, which, how questions, using direct reference to and quotes from the text 3c) Can provide developed explanations for key information, events, character actions and motivations (which are deeply rooted in the text)	
		Reading Focus 4 Comprehension – Inference FOCUS - Inference			RF 5 Make inference from the text explain & justify
	5	b. Can discuss the actions of the main characters and justify views using evidence from the text d. Can make inferences about characters' actions in a story based upon evidence from the text	b. Is able to describe the actions of characters in a text and begin to explain them, in the context of the narrative d. Can make inferences about characters' actions in a story based on evidence from the text	d. Can prove or disprove simple statements about a character by finding evidence in a text f. Can empathise with a character's motives and behaviours	
	6			5a. Can search for simple clues within the text to support 'reading between the lines' 5b. Can make developed inferences drawing on evidence from the text and wider personal experience 5e. Can explain and justify inferences, providing evidence from the text to support reasoning	
	7	WHOLE SCHOOL POETRY WEEK FOCUS – Poetry (Any)			
		1c. Can recognise some different forms of poetry (for example, free verse, narrative poetry) 8a. Can listen to and discuss a wide range of poetry	1c. Is familiar with different types of poetry 8a. Confidently discusses a range of reading experiences with peers and adults	1d. Can read and discuss the construction and meaning of different types of poetry a. Makes links between own reading experiences and that of others	1f. Can compare, contrast and evaluate different texts 4e. Can identify the main message in a poem 8a. Can identify a range of figurative language e.g. metaphor, simile, alliteration, idioms, euphemism, personification etc.

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Weeks	Year 3	Year 4	Year 5	Year 6	
	Reading Focus 5 Language in Context & Choice of Language FOCUS - Vocabulary			RF 8 How meaning is enhanced through word choice	
Autumn Term	1	a. Can discuss word meanings, linking new meanings to those they already know	a. Can discuss word meanings, based on their existing vocabulary knowledge	a. Explains clearly how vocabulary choices affect meaning in a range of text types	8b. Can comment upon the use and effect of the author's language on the reader 8d. Can identify what impression a word/words give the reader
	2	e. Can collect words from their reading to use in their own writing	e. Uses new language from their own reading experiences in their written and spoken work	e. Confidently uses new language from their own reading experiences in their written and spoken work	
		Reading Focus 6 Comprehension – Responding to the Text FOCUS – Explain			RF 9 Make comparisons within the text
	3	a. Is beginning to identify the author's main purpose for writing - 'He doesn't want any more turtles to be killed'	a. Identifies the main purpose of a text b. Discusses ideas from throughout a text e.g. how a conclusion may be linked to an opening	a. Explains the inclusion of different sections of a text i.e. tables in NF, flashbacks in narrative etc	9a. Can make accurate and appropriate comparisons within texts
	4	b. Is beginning to identify main ideas drawn from more than one paragraph			
		Reading Focus 2 Word Reading, Decoding & Fluency FOCUS – Vocabulary/Inference			RF 1 The child as a reader RF 4 Summarise main ideas
	5	g. Can recognise and read a range of suffixes and use these to construct the meaning of words in context e.g. ...tion, ...ive, ...ic h. Can recognise an increasing range of punctuation (. CL ! ? " " , ') and use this to add expression and understanding to the text, including the apostrophe for omission	d. Can read and understand the meaning of words with suffixes from the Year 3/4 curriculum e. Uses a range of punctuation to add meaning to what they are reading f. Gives meaning to new language using the context in which it appears	d. Can read and understand the meaning of words with suffixes from the Year 5/6 curriculum e. Explains how punctuation and sentence construction is used to enhance meaning f. Uses knowledge of vocabulary and context to give meaning to new language	1e. Can construct visual images 4f. Can use information from the whole text to answer questions e.g. true or false
	6				
	7	WHOLE SCHOOL POETRY WEEK – CHRISTMAS POETRY FOCUS – Poetry (Any)			
		8d. Can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action	8d. Confidently reads a range of texts aloud, considering intonation, tone, volume and actions	8d. Confidently presents texts aloud to a range of audiences	8d. Confidently presents texts aloud to a range of audiences (Yr5 Objective)

Weeks	Year 3	Year 4	Year 5	Year 6	
	Reading Focus 3 Comprehension Retrieval FOCUS - Retrieval			RF 3 Retrieve & Record Information	
Spring Term 1	1	d. Is beginning to scan for a specific purpose e.g. e. Is beginning to skim e.g. to search for adjectives which describe a character	c. Is able to skim short passages to answer recall questions d. Is able to scan short passages to answer recall questions	c. Is able to skim whole texts to answer recall questions d. Is able to scan whole texts to answer recall questions	3d. Can provide straightforward explanations for the purpose of the language, structure and presentation of texts 3e. Can identify whether statements from a text are fact or opinion 3f. Can decide whether statements about a text are
	2	e. is beginning to skim e.g. to search for adjectives which describe a character h. Can understand and talk about the purpose of a			

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	specific paragraph e.g. it groups information together about...			true or false, using direct reference to the text
	Reading Focus 4 Comprehension – Making Inferences FOCUS - Inference			RF 5 Make inference from the text explain & justify
3	e. Can identify and discuss characters, speculating how they might behave and giving reasons linked to the text f. Can empathise with a character's motives and behaviour	e. Can empathise with a character's motives and behaviours	b. Explains isolated events from a text, in the context of the whole narrative e. Begins to use evidence from description, dialogue and action to support their ideas	5c. Can use clues from action, dialogue and description to interpret meaning 5d. Can prove or disprove a statement about character or setting by finding evidence in the text 5f. Can empathise with different characters' points of view
4				
	Reading Focus 5 Language in Context and Choice of Language FOCUS - Vocabulary			RF 7 Identify/Explain how content is related and contributes to meaning
5	b. Can recognise adjectives, adverbs/simple adverbial phrases and similes d. Can comment on the author's choice of language to create mood and build suspense e.g. suddenly is used to show that something surprising is coming next	b. Can identify descriptive devices within a text i.e. expanded noun phrases, adverbial phrases, similes etc d. Can identify language used to create atmosphere and discuss why this language has been chosen	b. Recognises a range of descriptive devices including figurative language d. Comments upon language choices/structures of different authors (particularly in poetry)	7a. Can identify/explain how the sequence of events in narrative fiction contributes to meaning as a whole 7b. Can find and discuss evidence of themes and conventions in different genres and forms of text 7d. Can identify key features such as setting, action, past events
6				

Weeks	Year 3	Year 4	Year 5	Year 6	
	Reading Focus 6 Comprehension – Responding to the Text) FOCUS - Explain			RF9 Make comparisons within the text	
Spring Term 2	1	c. Can explain how they think the author wants the reader to respond d. Can explain what the writer might be thinking - 'He thinks they are being mean'	c. Is able to identify intended impact of a text and explain whether they feel the text has had the desired effect d. Discusses viewpoints in a text, where appropriate of more than one character	b. Selects information from across a text to explain or illustrate their ideas	
	2			9b. Can make comparisons about how a character changes e.g. their opinion, how they are different after a certain event	
		Reading Focus 4 Comprehension – Making Inferences FOCUS – Predictions			RF 4 Summarise main ideas from more than one paragraph
	3	c. Can summarise the main points from a passage or a text	c. Can summarise the main points from a section of text	c. Can summarise the main points from a whole text	4a & b. Can accurately and selectively summarise main ideas, events, characters and information from fiction/non-fiction d. Can accurately order summaries of different paragraphs within a text
	4				
		Reading Focus 1 The Child as a Reader/Reading Focus 8 Oracy and Reading FOCUS – Sequence or Summarise			RF 4 Summarise main ideas from more than one paragraph
5	1a. Is increasing their familiarity with a wide range of books (including fairy stories, myths and legends) and retelling some of these orally 8a. Can listen to and discuss a wide range of fiction, poetry, plays, non-	1a. Can discuss a range of books and texts that they have read, explaining key information and giving their opinion about it 8a. Confidently discusses a range of reading	1a. Gives developed detail in discussion about a range of texts, including personal opinion 8a. Makes links between own reading experiences and that of others	4c. Can identify key details and use quotes for illustration 4f. Can use information from the whole text to answer questions e.g. true or false 2d. Can explain what words suggest about a given subject	

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	fiction and reference books or text books 8b. Can participate in discussion about both books that are read to them and those they read for themselves, taking turns and listening to what others say	experiences with peers and adults 8b. Responds orally to texts read to them and those that they have read themselves, showing increasing maturity in the way they engage with the discussion	8b. Constructs detailed responses about what they have read, demonstrating deep understanding and maturity as a reader	
	WHOLE SCHOOL PLAYSRIPT/DRAMA WEEK FOCUS – Playscript (Any) Reading Focus 8 – Oracy and Reading			WHOLE SCHOOL PLAYSRIPT/DRAMA WEEK FOCUS – Playscript (Any)
6	d. Can prepare playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action e. Can read dialogue with expression	d. Confidently reads a range of texts aloud, considering intonation, tone, volume and actions e. Demonstrates an ability to interpret how a character is feeling or behaving, when reading dialogue aloud.	d. Confidently presents texts aloud to a range of audiences e. Uses information from the text to direct their presentation of it to others	1d. Can read aloud with intonation that shows understanding 1h. Can persevere with challenging texts (whole texts, including novels) to read with fluency, understanding and expression








Weeks	Year 3	Year 4	Year 5	Year 6	
Reading Focus 3 Comprehension Retrieval FOCUS - Retrieval				RF 3 Retrieve & Record Information	
Summer Term 1	1	f. Can recognise and talk about the main differences between fiction and non-fiction texts g. Can identify the key features of different text types	e. Can talk about key differences between text types, including texts of the same type but written by different authors g. Is able to explain how the format and presentation of a text impacts on the reader	e. Can identify the text type according to key features g. Comments on the impact of organisational and presentational features of a text	3a. Can interrogate a section of text to retrieve multiple details (A2)
	2	i. Can understand and talk about the features of page layout in non-fiction texts e.g. titles, subheadings, labels, diagrams and charts			SATS PREPARATION
	Reading Focus 4 Comprehension – Making Inferences FOCUS – Predictions				RF 6 Predict what might happen
	3	a. Can make plausible predictions based on knowledge of the text (or of books on similar themes or by the same author) g. Can identify the language used to create mood	a. Can make predictions based on knowledge of the text or similar reading experiences, giving clear reasons for their ideas	a. Gives feasible, reasoned predictions based on evidence	6a. Can make developed predictions that are securely rooted in the text 6b. Can explain their prediction choices fully, using evidence from the text 6c. Can make predictions about characters including how their behaviour may/may not change and how they may/may not appeal to the reader, justifying answers with reference to the text
	4				SATS PREPARATION
	Reading Focus 5 Language in Context and Choice of Language FOCUS - Vocabulary				RF 7 Identify/Explain how content is related and contributes to meaning
5	c. Can identify how vocabulary choices affect meaning e.g. 'Crept lets you know that he is trying to be quiet but also that he was	c. Can explain how vocabulary choices affect meaning in a range of text types f. Can discuss how the use of different sentence types	b. Recognises a range of descriptive devices including figurative language f. Explains the use of sentence structures according to desired effect on the reader	7c. Can identify and comment on the grammatical features of text 7e. Can identify and comment on the	
6					

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	going slowly because he did not want to be f. Can explain how simple and complex sentences influence meaning	changes the meaning of a passage		presentational features of text 7f. Can use text format and text features accurately to determine text type
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Weeks	Year 3	Year 4	Year 5	Year 6	
	Reading Focus 1 The Child as a Reader/Reading Focus 8 Oracy and Reading FOCUS – Sequence or Summarise			RF 6 Predict what might happen	
Summer Term 2	1	1a. Is increasing their familiarity with a wide range of books (including fairy stories, myths and legends) and retelling some of these orally 8a. Can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books b. Can participate in discussion about both books that are read to them and those they read for themselves, taking turns and listening to what others say	1a. Can discuss a range of books and texts that they have read, explaining key information and giving their opinion about it 8a. Confidently discusses a range of reading experiences with peers and adults 8b. Responds orally to texts read to them and those that they have read themselves, showing increasing maturity in the way they engage with the discussion	1a. Gives developed detail in discussion about a range of texts, including personal opinion 8a. Makes links between own reading experiences and that of others 8b. Constructs detailed responses about what they have read, demonstrating deep understanding and maturity as a reader	6a. Can make developed predictions that are securely rooted in within visual representations 6b. Can explain their prediction choices fully, using evidence from the visuals 6c. Can make predictions about characters including how their behaviour may/may not change and how they may/may not appeal to the reader, justifying answers with reference to the visuals
		Reading Focus 7 Comprehension – Themes & Conventions FOCUS - Predict			RF 7 Identify/Explain how content is related and contributes to meaning
	2	a. Can make simple connections between books by the same author e.g. 'Dick King Smith often writes about animals'	a. Uses their broad reading experiences to compare books by the same author or on a similar theme	a. Identifies key themes and styles in books and extracts by a range of authors	7b. Can identify and comment on the grammatical features of a text 7e. Can identify and comment on the presentational features of text 7f. Can use text format and text features accurately to determine text type
	3				
		Reading Focus 6 Comprehension – Responding to the Text (RF9 Yr6) FOCUS - Explain			
	4	e. Is beginning to identify and comment on different points of view in the text f. Can simply evaluate specific texts with reference to text type e.g. these are good instructions because...	e. Can evaluate the overall quality of a text, as well as the inclusion of specific features	c. Compares the behaviour and feelings of different characters in a text	TRANSITION UNIT Making videos for younger children about reading <i>(Objectives taken from Year 5)</i> Gives developed detail in discussion about a range of texts, including personal opinion Makes links between own reading experiences and that of others Constructs detailed responses about what they have read, demonstrating deep understanding and maturity as a reader
	5				
		WHOLE SCHOOL POETRY WEEK FOCUS – Poetry (Any)			
	6	1c. Can recognise some different forms of poetry (for example, free verse, narrative poetry) 8a. Can listen to and discuss a wide range of poetry	1c. Is familiar with different types of poetry 8a. Confidently discusses a range of reading experiences with peers and adults	1d. Can read and discuss the construction and meaning of different types of poetry a. Makes links between own reading experiences and that of others	8c. Can explain the effect of figurative language upon the reader 8e. Can understand and recognise different forms of

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	2b Retrieval	<ul style="list-style-type: none"> Using skimming and scanning to find information in the text Model to children how to write an answer to a retrieval question.
	2c Summarising and paragraphing (retelling for Less able pupils 1c)	<p>Retelling: To retell a story in your own words (begin by sequencing activities)</p> <p>Summarising: To write down important points from a text concisely</p> <p>Paraphrasing: To put the text into your own words</p>
	2d Inference	<p>Inference: To be able to infer you need to be able to:</p> <ol style="list-style-type: none"> Retrieve information Deduce information (combine two pieces of information from the text to learn something new) Combine information from the text with your own knowledge and understanding of the world further your understanding.
	2e Prediction	Use the clues in the text (plus knowledge of how stories work) to work out what might happen next in the text.
	2f Content related	Identify/explain how information/narrative content is related and contributes to meaning as a whole
<p>Word Choice</p> 	2g Word Choice	Identify/explain how meaning is enhanced through choice of words and phrases
	2h Comparison	Make comparison in the text