Skills Map for Digital Literacy & Communication	
English ***'We read well, we write well, we listen well, we speak well in order to live life in all its fullness'***	
Reading	
Year 1	
Expected	**Greater Depth**
• Respond speedily with the correct sounds to graphemes for all 40+ phonemes • Read accurately blending sounds in unfamiliar words • Read aloud accurately books that are consistent with their developing phonics • Read common exception words, noting unusual correspondences between spelling and sounds and where they occur in the word, • With support, predict what might happen on the basis what has been read or viewed in pictures • Check that the text makes sense of them as they read and correct inaccurate reading • With support, children are motivated to discuss new vocabulary and they can make plausible links to words they know • Drawing on hat they know, their experiences and information/ideas/vocabulary provided by the teacher make connections about stories • With help, ask and answer appropriate questions related to the text.	• With prompting, is beginning to discuss the author's vocabulary choices • With teacher help, discuss their favourite words and phrases and begin to suggest and give reasons • With support, make inferences based on what is being said and done.

Skills Map for Digital Literacy & Communication	
English ***'We read well, we write well, we listen well, we speak well in order to live life in all its fullness'***	
Reading	
Year 2	
Expected	***Greater Depth***
- Read accurately most words of two more syllables - Read most words containing common suffixes - Read most common exception words. In age-appropriate books the pupil can: - Read words accurately and fluently without overt sounding and blending - Sound out most unfamiliar words accurately, without undue hesitation and check it makes sense to them - Discuss and explain their understanding of the meaning of vocabulary in the context of the text. - Answer questions and make some inferences on the basis of what is being said and done - Ask and answer appropriate questions related to the text.	- Make a plausible prediction about what might happen on the basis of what has been read so far. Give reasons for this. - Make inferences - With greater confidence, can discuss vocabulary choices and begin to consider the impact. - Discuss their favourite words and phrases and give reason for this. - Make links between the book they are reading and other books they have read.

Year 3	
Expected	***Greater Depth***
- Pupils can read further age-appropriate exception words - Pupils are able to retrieve and record information - Make predictions based on details stated and implied - Draw on contextual evidence to make sense of what is read. - Explain and discuss their understanding of what they have read and words they have encountered. - Ask questions to enhance understanding of the text. - Draws inferences such as characters' feelings thoughts and motives from their actions - Explain and justify their personal opinions about the text - Make basic comparisons within and across texts - Identifying main ideas drawn from more than one paragraph and summarise these. - Ask and answer appropriate questions related to the text.	- Make simple comments that show awareness of the effect of the text on the reader (commenting on language that creates mood or tension.) - Identify how punctuation adds effect and impact on the reader.

Year 4

Expected	Greater Depth
- Pupils can read further age-appropriate exception words - Pupils are able to retrieve and record information - Make predictions based on details stated and implied - Draw on contextual evidence to make sense of what is read. - Distinguish between statements of fact and opinion. - Discuss and explain their understanding of the meaning of vocabulary in context. - Deduce characters' feelings, thoughts and motives from their actions - Comment how language, including figurative speech is used to contribute to meaning. - Explain and justify personal opinion - Ask and answer appropriate questions related to the text. - Identify main ideas drawn from more than one paragraph and summarise these. - Make basic comparisons within and across different texts.	- Use inference to identify the author's viewpoint and justify with evidence - Identify use of language and justify opinions using evidence from the text. - Can identify how the structure, presentation and punctuation can contribute to the effect of the text.

Year 5

Expected	Greater Depth
- Pupils read aloud and understand the meaning of age-appropriate new words - Pupils are able to retrieve and record information - Make predictions based on details stated and implied - Show growing confidence when drawing from contextual evidence to make sense of what is read and participate in discussion to explore words with different meanings. - Identify themes and conventions through discussion and comment - Discuss and explain their understanding of the meaning of words in context. - Draw inferences such as inferring characters' feelings thoughts, motives from their actions and justifying inferences with evidence. - Express views formed through independent reading and books that are read to them, explaining personal opinions - Are able to make comparisons within and across different texts - Identify key details that support main ideas, and to use them to summarise the content of more than one paragraph.	- Use generally relevant textual references or quotations (point, evidence, explain) - Make comments about the authors' choice of language structure/ full range of punctuation/presentation and the effect this has on the reader.

Year 6	
Expected	**Greater Depth**
• Read age-appropriate books with confidence and fluency • Retrieve and record information • Predict what might happen from details stated and implied • Read aloud with intonation that shows understanding • Work out the meaning of the words in context • Explain and discuss their understanding of what they have read • Draw inferences such as inferring characters' feelings thoughts, motives from their actions and justifying inferences with evidence. • Make comparisons within and across books • Summarise main ideas, identifying key details and using quotations for illustration • Ask and answer appropriate questions relating to the text.	• Identify key evidence using quotations for illustration (Point, evidence , explain) • Evaluate how authors' use of language (including figurative language) structure, presentation, punctuation, considering the intention and impact on the reader. This should include summarising these features across the text.