Key Performance Indicators	Year 7 - English (Reading)
To read words accurately	I can read increasingly challenging material, with increasing accuracy in pronunciation of new vocabulary.
To understand texts	I can explain themes and conventions in and across a wide range of writing.
	I can summarise critical comparisons across texts, with comment on language, themes and ideas.
	I can read and understand a range of poetry, both modern and classic, developing skills to analyse.
	I can identify a range of poetic conventions, including how writers create tone, rhythm, pace and atmosphere within a poem.
	I can read more challenging texts, (including Dickens) and use discussion, investigation and knowledge of wider vocabulary to understand them.
	I can ask pertinent and challenging questions about a text to improve understanding.
	I can explain how the writer suggests ideas about a characters' feelings, thoughts and motives from their actions, dialogue and references from other characters, justifying all inferences with apt quotations.
	I can draw predictions of what might happen from details stated and implied from a range of points within the text.
	I can trace how the main ideas from more than one paragraph contributes to the overall meaning of the text.
	I can locate and source appropriate information from a range of non-fiction texts.
	I can identify the audience, purpose, context and format for writing, and identify how the writer may have adapted their writing for this.
	I can consider setting, plot and characterisation within a story and identify how these factors contribute to meaning.
	I can select increasingly focused and apt quotations and textual references to support main ideas and argument.
	I can explain how language choices (using correct terminology), structure and presentation contribute to meaning.
	I can begin to explain how authors' use of language, including figurative, impact the reader and the meaning of the text.

To read critically and analytically	I can identify and begin to explain how structural choices support the writer's theme or purpose.
	I can identify and begin to explain some features relating to organisation at text level.
	I can identify and begin to comment on the effect on the reader. Some understanding of how the effect has been created. There may be the occasional simplistic or generalised statements.
	I can use a range of linguistic and literary terms when analysing texts including the following, in addition to previous milestones: fact, opinion, statistic, rhetorical question, exaggeration, triplet, cliché, assonance, simile, metaphor, personification, extended metaphor, pathetic fallacy, and stanza.
To have a positive attitude to reading	I can recommend increasingly challenging books to peers, giving detailed and critical reasons for choices.
	I can participate independently in discussions about books, maintaining focus and justifying preferences confidently.
	I can demonstrate increasing confidence and fluency in reading texts across the breadth of the curriculum, applying reading skills when reading complex subject matter within other subjects.
	I can demonstrate knowledge and use of an extensive and rich vocabulary.
	I can demonstrate an excellent comprehension of texts, with increasing complexity of content. (Including pre-1914 texts, Dickens and poetry.)
	I can demonstrate sustained motivation to read for both study and for pleasure.
	I can draw on knowledge from other texts read in discussion.