

Key Performance Indicators	Year 8 - English (Reading)
To read words accurately	I can read increasingly challenging material, with accurate pronunciation of new vocabulary.
	I can learn new vocabulary, relating it to known vocabulary and understanding it with the help of context, glossary and dictionaries.
To understand texts	I can begin to draw together themes and ideas in and across a wide range of writing, evaluating the effect on the reader.
	I can make critical comparisons within texts, eg. comparing Macbeth and Lady Macbeth, comparing Macbeth at the start of the play to the end.
	I can make critical comparisons across texts, drawing on language, context, themes and ideas. For example, "Discuss and compare two poems, written on the same topic but from different time periods; how is an idea treated differently in texts from different times; how does word meaning alter text meaning over time.
	I can demonstrate a knowledge of language, form and structure to understand and evaluate poems.
	I can identify and begin to explain how writers create tone, rhythm, pace and atmosphere through their use of a range of poetic conventions, to analyse a poem. (Independently for mastery.)
	I can read more challenging texts, (including Shakespeare) and use discussion, investigation and knowledge of wider vocabulary to understand them.
	I can begin to explain how the writer suggests ideas about a characters' feelings, thoughts and motives from their actions, dialogue and references from other characters, justifying most inferences with apt quotations, from a range of points in the text.
	I can draw predictions of what might happen from details stated and implied from a range of points within the text. Referring back to predictions at a later point in the text to check accuracy.
	I can begin to explain how the organisation and structure of paragraphs help to support meaning within a text.
	I can clearly identify relevant points, including summary and synthesis of information from different sources or different places in the same text (including non-fiction).
	I can identify the audience, purpose, context and format for writing and explain how the writer has adapted their style to suit this.

	I can analyse how setting, plot and characterisation within a story contribute to meaning.
To read critically and analytically	I can identify and explain how dramatists communicate effectively through dialogue, stage directions and how alternative staging allows for different interpretations of a play.
	I can give extended reading responses incorporating consistently apt textual references and quotations to support main ideas or arguments. (For mastery, this needs to be with an unseen text.)
	I can explain how connotations from language choices (using correct terminology), structure and presentation contribute to layers of meaning in a text.
	I can make connotations about and explain how authors' use of language, including figurative, impact the reader and the meaning of the text.
	I can analyse how structural choices support the writer's theme or purpose.
	I can identify and explain a range of features relating to organisation at text level and how they contribute to the effects achieved, e.g. how the writer builds up to an unexpected ending, juxtaposes ideas, changes perspectives or uses everyday examples to illustrate complex ideas.
	I can confidently identify and comment on the effect on the reader and how that effect has been created.
	I can accurately use a range of linguistic and literary labels from the following in addition to previous milestones: cliché, euphemism, assonance, onomatopoeia, irony, paradox, pun, enjambment, stanza, accent, dialect (Mastery, with an unseen text).
Have a positive attitude to reading	I can present recommendations of increasingly challenging books to peers, giving detailed and critical reasons for choices.
	I can lead discussions about books, maintaining focus and justifying preferences, whilst accepting and responding to the views of others.
	I can demonstrate confident and fluent reading across the breadth of the curriculum, engaging in texts of increasing difficulty and complexity.
	I can demonstrate a knowledge and use of an extensive and rich vocabulary.
	I can demonstrate an excellent comprehension of texts, with increasing complexity of content (including poetry, non-fiction texts and Shakespeare.)

I can demonstrate the motivation to read for both study and for pleasure independently, ensuring more complex materials are attempted.