



St John's CE Middle School Key Performance Indicators

Pupils who are working at age related expectations at the end of the year will have a secure knowledge of these Key Performance Indicators.

Year 5 English: Reading

To read words accurately
I can apply knowledge of root words, prefixes and suffixes to help me understand more challenging words.
To understand texts
I can identify themes and conventions across a wide range of writing and use these to make comparisons within books.
I can work out the meaning of new words in context.
I can draw inferences and predictions and justify them with evidence from the text.
I can summarise the main ideas drawn from paragraphs and identify key details.
I can participate in discussions about books and explain what I have read.
I can use non-fiction texts to retrieve and record information.
To read critically and analytically
I can discuss and evaluate how authors use language, considering the impact on the reader.
I can use and understand key grammatical words when discussing writing and reading.
To have a positive attitude to reading
I have a confident understanding of texts.
I can read for study and pleasure.
I can recommend books to other people, giving some reasons for my choices.



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Year 5 English: Writing

To present neatly
I can write fluently and legibly with increasing speed.
To spell correctly
I can spell commonly misspelt words, including words with endings "ing", "ed" and "es" and some homophones.
I can use prefixes and suffixes and understand the guidance for adding them.
I can think about where a word comes from in order to spell it correctly.
I can use dictionaries and thesauruses to check spelling and meaning of words and find synonyms.
To use accurate grammar
I can write in the past tense using perfect form of verbs.
I can identify and craft noun phrases to add more complex detail and information to writing.
I can use fronted adverbials and modal verbs in my writing.
I can understand and identify clauses and phrases.
I can recognise features for formal writing.
To punctuate accurately
I can use commas and full stops accurately.
I can use hyphens, brackets and dashes in my writing mostly correctly.
I can describe the rules for using semi-colons, colons and dashes in writing.
I can use bullet points in my writing.
To write with purpose and appropriately for an audience
I can write with creativity and imagination.
I can write with a straightforward viewpoint and include relevant content and ideas.
I can note and research ideas.
I can adapt my writing for audience and purpose.
I can plan, draft, write, edit and improve my writing.
To use imaginative description
I can write with creativity and imagination.
I can describe characters, settings, atmosphere and dialogue in writing.

I can use techniques writers use to create characters, settings and plots.
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I can select appropriate grammar and vocabulary.
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I can create vivid images by using alliteration, similes and personification.

To structure writing

I can use a range of conjunctions.

I make sure I use the same tense in a piece of writing.



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Year 5 English: Spoken Language

To listen carefully and understand
I can confidently respond to questions with a yes / no, or single sentence answer.
I can recognise idioms.
I can respond to the speaker's main ideas, as I make relevant comments and suggestions in a group discussion.
I can identify how language choices vary in my own and others' talk in different situations.
To develop an interesting and wide vocabulary
I can use adventurous vocabulary when I speak.
I can explain the meaning of words and think of synonyms when asked.
I can use a wide range of phrases that include adjectives and to help me describe.
To speak with clarity
I can speak clearly, with some explanation of points and ideas.
I can respond to questions posed and be able to ask other people suitable questions.
I can identify grammatical structure and features of spoken and written accounts.
To tell stories with structure
I can perform poems and plays with a range of expression and intonation, learning lines by heart.
To hold conversations and debates
I can accept others' point of view and be able to suggest alternatives in response to their ideas.
I can promote my own ideas in a debate.
I can join in discussions about books, using prompts, taking turns and responding to what others say.



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Year 6 English: Spoken Language

To listen carefully and understand
I can confidently respond to questions with a yes / no, or single sentence answer.
I can recognise idioms.
I can respond to the speaker's main ideas, as I make relevant comments and suggestions in a group discussion.
I can identify how language choices vary in my own and others' talk in different situations.
To develop an interesting and wide vocabulary
I can use adventurous vocabulary when I speak.
I can explain the meaning of words and think of synonyms when asked.
I can use a wide range of phrases that include adjectives and to help me describe.
To speak with clarity
I can speak clearly, with some explanation of points and ideas.
I can respond to questions posed and be able to ask other people suitable questions.
I can identify grammatical structure and features of spoken and written accounts.
To tell stories with structure
I can perform poems and plays with a range of expression and intonation, learning lines by heart.
To hold conversations and debates
I can accept others' point of view and be able to suggest alternatives in response to their ideas.
I can promote my own ideas in a debate.
I can join in discussions about books, using prompts, taking turns and responding to what others say.



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Year 6 English: Reading

To read words accurately
I can apply my knowledge of root words, prefixes and suffixes to help me understand more challenging whole texts.
To understand texts
I can identify and discuss themes and conventions in and across a wide range of writing and use these to make comparisons within and across books.
I can check that the book makes sense through discussion and checking the meaning of words in context.
I can draw inferences and predictions from the text and justify all of my ideas with evidence.
I can use quotations to help me summarise main ideas in a text.
I can participate in discussions about books, building on my own and other's opinions.
I can carefully retrieve and record key information from non-fiction texts.
To read critically and analytically
I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
I can use grammatical language when talking about books.
To have a positive attitude to reading
I can demonstrate an excellent comprehension of texts.
I can read age appropriate books for both study and for pleasure. I have the motivation to do this without an adult.
I can recommend books to other people, giving reasons for choices.



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Year 6 English: Writing

To present neatly
I can write fluently and legibly, deciding whether or not to join specific letters.
To spell correctly
I can spell some words with silent letters and select the correct homophones.
I can spell words from the Year 5 & 6 spelling list most correctly.
I can apply knowledge of where a word comes from in order to spell it correctly.
I can use dictionaries to check spelling and meaning of words and use a thesaurus to carefully choose words for effect.
To use accurate grammar
I can use the perfect form of verbs to mark relationships of time and cause.
I can use expanded noun phrases and prepositional phrases to add complicated information concisely.
I can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).
I can use relative clauses (beginning with who, which, where, when, whose, that).
I can use conventions for writing formally, including subjunctive verbs.
To punctuate accurately
I can use hyphens to avoid ambiguity
I can use brackets, dashes or commas to indicate parenthesis.
I can use semi-colons, colons or dashes to mark boundaries between main clauses and use a colon to introduce a list.
I can use bullet points accurately and appropriately.
To write with purpose and appropriately for an audience
I can write with creativity and imagination, with sensible ideas and problems.
I can choose relevant ideas for my writing with some ideas developed and expanded. I have a straightforward viewpoint generally established and maintained.
I can note, develop and research ideas.

I can choose the level of formality used for purpose and audience.

I can plan, draft, write, edit and improve my writing.

To use imaginative description

I can interweave descriptions of characters, settings and atmosphere with dialogue.

I can use the techniques that authors use to create characters, settings and plots.

I can select appropriate grammar and vocabulary, understanding how such choices can enhance meaning.

I can create vivid images using alliteration, similes, metaphors and personification.

To structure writing

I can write with cohesion with further organisational and presentational devices.

I can use a range of co-ordinating and subordinating conjunctions.

I can make sure I use the correct tenses throughout a piece of writing.



St John's CE Middle School Key Performance Indicators

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Year 7 English: Writing

To spell correctly
I can apply spelling strategies to spell high frequency open class and commonly used words.
I can select words or phrases to create effects to suit the purpose.
To use accurate grammar
I can use a range of grammatical constructions within writing, considering the effect of changes and decisions.
I can use noun phrases for specific effects e.g. precision, humour or persuasion.
I can use verb phrases for specific effects e.g. precision, humour or persuasion.
I can use a range of sentence structures, placing the subordinate clause at the beginning, in the middle, or at the end of a sentence.
I can use vocabulary and structures that are appropriate for formal speech and writing.
I can discuss reading, writing and spoken language with accurate terminology, increasing in confidence.
I can identify the impact of grammatical features on the texts they read and write.
To punctuate accurately
I can apply rules and use commas, hyphens, brackets, dashes, semi-colons, colons, dashes mostly accurately within writing.
To write with purpose and appropriately for an audience
I can write accurately, with the correct form and features when writing a wide range of texts (including well-structured formal expository and narrative essays; stories; poetry; notes and polished scripts for talks and presentations; nonnarrative texts, including arguments, personal and formal letters).
I can apply language, structural and presentational devices to writing, to a given audience.
I can use standard conventions across a variety of forms, making some clear adaptations independently to suit audience and purpose.
I can be ambitious in my writing.
I can develop an individual voice or establish a point of view with some control, which is appropriate for the form and purpose.

I can develop and adapt research notes to appeal to a given audience and purpose.

I can alter the level of formality used for purpose and audience appropriately, with some stylistic features used to achieve different effects.

I can independently plan, draft, write, edit and improve texts.

To use imaginative description

I can craft characters, settings and plots, using a range of techniques.

I can apply a range of strategies and techniques when describing, to create vivid, sensory images and atmosphere, with some prompting

To structure writing

I can amend and apply a range of grammatical features to ensure writing is cohesive.

I can identify grammatical, punctuation and spelling errors in their own work.

I can link paragraphs together across a whole text, using a range of strategies to support cohesion and with paragraphs of different lengths to create specific effects.

To use sentences appropriately

I can write sentences which begin to manipulate lengths, structures and subjects to provide clarity and emphasis (including a wider range of connectives used to clarify relationship between ideas, e.g. although, on the other hand, meanwhile; use some features of sentence structure used to build up detail or convey shades of meaning, e.g. variation in word order, modals in verb phrases).

To present writing

I can write legibly and fluently.



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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 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.
To read critically and analytically
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.

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.

I can demonstrate sustained motivation to read for both study and for pleasure.

I can draw on knowledge from other texts read in discussion.



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Year 7 English: Spoken Language

To listen carefully and understand
I can answer questions with more detail, expanding upon ideas when necessary.
I can identify idioms used in speech and begin to consider their effect.
I can recognise significant details and implicit meanings, developing the speaker's ideas in different ways, in a group discussion.
I can explain features of own and others' language use, showing understanding of effect of varying language for different purposes and situations.
To develop a wide range of interesting vocabulary
I can use adventurous and sophisticated vocabulary, with increasing accuracy of application.
I can use standard English in spoken situations, adapting talk for circumstance and audience.
To speak with clarity
I can speak confidently and effectively.
I can comment on the impact of grammatical structure in a range of spoken and written accounts.
To hold conversations and debate
I can take an active part in class discussions, short speeches and presentations, formal debates, performances of plays and poetry.
I can challenge opposing points courteously.
I can sustain roles and responsibilities, with independence, in pairs or groups, sometimes shaping overall direction of talk with effective contributions.



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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.
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.
I can identify and explain how dramatists communicate effectively through dialogue, stage directions and how alternative staging allows for different interpretations of a play.
To read critically and analytically
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, nonfiction texts and Shakespeare.)
I can demonstrate the motivation to read for both study and for pleasure independently, ensuring more complex materials are attempted.



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Year 8 English: Spoken Language

To listen carefully and understand
I can answer questions with a range of simple and more complex answers, judging the audience appropriately.
I can identify idioms used in speech and explain their effect.
I can engage with complex material, making perceptive responses, showing awareness of the speaker's aims and extending meanings, in a group discussion.
To develop a wide and interesting vocabulary
I can use adventurous and sophisticated vocabulary for effect when speaking.
I can use standard English in spoken situations, adapting talk for circumstance and audience.
To speak with clarity
I can speak confidently and effectively in a range of contexts.
I can explain the impact of grammatical structure in a range of spoken and written accounts.
To hold conversations and debates
I can contribute to class discussion, developing and extending what has already been said.
I can argue and challenge points courteously and effectively.
I can sustain roles and responsibilities with increasing independence, in pairs and groups, shaping the overall direction of talk with effective contributions.
I can summarise and build upon what is said within a debate or discussion, to assist the meaning and understanding of others.



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Year 8 English: Writing

To spell correctly
I can apply spelling strategies to accurately spell high frequency and commonly used words.
I can make effective use of dictionary, thesaurus and spellcheck to ensure ambitious word choices and accuracy of application.
To use accurate grammar
I can show an assured use of verb tense formation in my grammatical constructions, as well as using an appropriate voice with regards to purpose and audience.
I can use noun and verb phrases for specific effects e.g. precision, humour or persuasion, with increasing accuracy.
I can confidently use a range of sentence structures, placing the subordinate clause at the beginning, in the middle, or at the end of a sentence for an intended effect.
I can appropriately use Standard English in all forms of speech and writing.
I can discuss reading, writing and spoken language with accurate and precise terminology, with increased confidence.
I can identify and evaluate the impact of grammatical features on the texts I read and write.
To punctuate accurately
I can use commas, hyphens, brackets, dashes, semi-colons, colons and apostrophes accurately within writing and to achieve a desired effect. Occasional errors may appear in the form of comma splicing, or the use of semi-colons not always being accurate.
To write with purpose and appropriately for an audience
I can clearly use standard written conventions across a variety of forms, adapting them when needed to suit purpose and audience, mainly successfully, e.g. clear emphasis on narration rather than plot, lead paragraph and sustained sensationalism in a tabloid article.
I can make sustained attempts to be ambitious in terms of content, moving beyond the obvious e.g. writing topics that go beyond the obvious like a holiday that went wrong because the plane was delayed.
I can write with a convincing, individual voice or point of view established and mostly sustained throughout, e.g. authoritative expert view, convincing characterisation, adopting a role.

I can develop note-taking, drawing together a range of developed and adapted points, to appeal to a specified purpose.

I can ensure the level of formality used is suitable for purpose and audience appropriate. I can also use a range of stylistic devices to achieve different effects, not always successfully, e.g. controlled informality, generalisations or shifts between conversational style and more literary language.

I can edit and improve texts, with some justification for alterations that are made.

I can write accurately, with the correct form and features when writing a wide range of texts (including well-structured formal expository and narrative essays; scripts; poetry; notes and polished scripts for talks and presentations; nonnarrative texts, including arguments, personal and formal letters).

To use imaginative description

I can craft and sustain believable characters, settings and plots using a range of techniques.

I can use and understand a range of linguistic and literary techniques when describing independently, to achieve a desired effect.

To structure writing

I can edit vocabulary, grammar and structure of writing to improve coherence and overall effectiveness.

I can identify grammatical, punctuation and spelling errors in my own work, with increasing independence.

I can use and discuss the sequence of paragraphs to provide control, clarity and overall direction for the reader.

I can control and sequence paragraphs to provide clarity and overall direction for the reader. I can use cohesive devices to add emphasis and effect within paragraphs.

To use sentences appropriately

I can demonstrate a controlled use of a variety of sentence types and structures, to achieve purpose and contribute to overall effect including a confident use of a range of sentence features to clarify or emphasise meaning, e.g. fronted adverbials, complex noun or prepositional phrases. Evidence of a full variety of sentences in any piece of writing.

To present writing

I can write legibly, fluently and maintain a good speed.