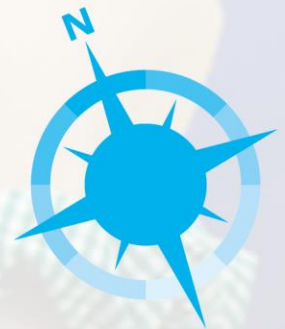


Achievement Statements

Reading

Precision Pedagogy

Teaching the right thing, in the right way to the right learners



Compass

Tracking and planning
success for learners

Page Index

Achievement Statements and the philosophy that underpins them in overview	2
What is unique about EdisonLearning's Achievement Statements?	2
Foundational Learning	3
Conceptual Learning	3
The Benefits of Differentiating between <i>Foundational</i> and <i>Conceptual Learning</i> outcomes	4
What is different from the previous version of Achievement Statements produced in 2014?	5
EdisonLearning's Compass- tracking and planning success for learners	5
Finding your way around the Achievement Statements	6
Curriculum Codes (sub areas)	7
Transition from Early Years Foundation Stage to Year 1	8
P Scales	9
Year 1	11
Year 2	13
Year 3	16
Year 4	18
Year 5	20
Year 6	22
Year 7+	24



Achievement Statements and the philosophy that underpins them in overview

EdisonLearning's Achievement Statements are designed to bridge the gap between research and practitioners, making it easier for teachers to plan and assess for success; they can also guide judgements on whether learners are working below, at or at greater depth against age related expectations. Achievement Statements are one part of EdisonLearning's *Precision Pedagogy* an integrated approach to 'Teaching the right thing, in the right way to the right learners'.

The Achievement Statements or 'I can' statements have been systematically mapped to the 2014 National Curriculum for Reading, Writing and Maths for Key Stages 1 and 2, and cross checked against interim assessment guidance at Years 2 and 6.

The Achievement Statements have been broken down into expectations within each year group including key outcomes for learners approaching the end of Early Years Foundation Stage (EYFS).

Achievement Statements have been grouped in three important ways:

- As *Foundational* or *Conceptual* learning outcomes – the former relating to those things learners need to know accurately and fluently, the latter being concerned with comprehension and application. This distinction gives strong pointers for lesson planning, more information on this is given later.
- Curriculum subareas- Achievement Statements have been grouped in each year group within curriculum subareas to help teachers to plan, assess and track progress.
- Power Statements- within each age related list of Achievement Statements some have been designated as Power Statements.

These have been selected on the basis of either being vital building blocks for the development of many later skills or that they are more likely to be represented in formal tests.

The difference in assessment between *Foundational* and *Conceptual* Achievement Statements is stamped on the three levels of competence attached to the statements. For *Foundational* statements- "I am accurate" first, then "I am quick" (mastery) before "I can apply" (greater depth) whilst for *Conceptual* statements the parallel criteria for demonstrating success are "With support", then "By myself" (mastery) and aspiring to "Supporting someone else" (greater depth).

What is unique about EdisonLearning's Achievement Statements?

Achievement Statements are derived from a philosophy and a set of principles about human learning embodied in *Precision Pedagogy*. EdisonLearning has drawn together over 100 years of research under the *Four Modes of Learning: Personal Learning, Collaborative Learning, Foundational Learning and Conceptual Learning*. The methodologies that underpin all four are explored, developed and planned for with our partner schools, however in respect of the formal curriculum *Foundational* and *Conceptual Learning* are the most significant.

Foundational and *Conceptual Learning* are both essential and complementary, however research tells us that the methodologies for delivering each successfully are almost diametrically opposed.



Foundational Learning

Foundational Learning is geared to ensuring essential knowledge and skills are learned to fluency and automaticity– obvious examples being phonics and tables.

Why is this important? When people apply themselves to any complex problem or skill they shuffle live information accessed from their Short Term Memory and Long Term Memory within what is called Working Memory. Short Term Memory has a capacity of around seven units that can be supplied to the Working Memory at any given time, but Working Memory is relatively unconstrained when it has speedy access to data in Long Term Memory. If a child has to consciously replay sounds or draw out multiplication facts whilst reading or problem solving then Working Memory becomes overloaded by its reliance on Short Term Memory and higher order cognitive processing becomes inhibited. Conversely when knowledge or skills are learned to high levels of fluency then the brain's attention and thinking are freed up to address the more important challenge of assembling and using information.

Many people might regard this as a lower level of learning but there is abundant evidence that lack of automaticity in *Foundational* knowledge and skills has wide ranging consequences. Children who fail to achieve these in primary school face a widening gap in performance thereafter. Automaticity gives access to *Conceptual* and *Collaborative Learning*. Further, research with children and adults consistently shows that fluency in these very basic skills is associated with confidence and self-esteem that provide a motivational boost to other areas of learning.

Research is crystal clear on the ways this type of knowledge and skills are best learned, in summary:

- It is focused on essential content
- Learners move stepwise/ hierarchically through learning objectives with progression related to competence
- Learning involves numerous learning trials which are as near to errorless as possible
- Learning is best organised in short and frequent sessions (the 'Spacing Effect')
- Fluency and not just accuracy is necessary
- Prior learning and new learning are interleaved.

Conceptual Learning

It is widely accepted that the way we develop our understanding of the world is by building networks of connections between units of information, usually referred to as schema. Schema begin as simple relationships. Think of learning about colour, an initial schemata may be based around a single colour- the world is either red or not red. As learning about colours progresses it will elaborate and encompass other colours and onward to discriminations of names and shades. Concepts are networks of connections between knowledge, and the more and the stronger the connections then the more knowledge can be drawn upon and more shades of meaning can be discerned and the more memory is encoded.

Piaget was one of the earliest researchers to report these ideas, and while his notions of relatively fixed developmental stages has been questioned his descriptions of the growth of concepts in terms of



assimilation, accommodation and equilibration still have wide currency. The latest neuroscience using new imaging techniques is revealing more about how this encoding and connectivity is physically embedded within the brain.

The task of teachers in *Conceptual Learning* is to enable pupils to develop schema in relation to the curriculum and make these steadily more sophisticated. Active learning is central because pupils are not absorbing a standardised concept delivered by a teacher, instead they are filtering and linking what they are encountering against prior knowledge, establishing gaps and generating new connections.

Research on this mode of learning stresses the importance of:

- Scaffolding & Metacognition:
 - Overtly showing and articulating thought processes when modelling skills and introducing subject content
 - Connections made to past learning concepts
 - Higher order questioning- explain, justify, what if...
- A mixture of individual, pair and group work that build mental schema
- 'Active' learning:
 - Examining similarities and differences in concepts e.g. Venn Diagrams
 - Activities that map and extrapolate ideas and concepts e.g. graphic organisers, concept maps
 - Novel applications of knowledge e.g. simulations, mysteries
- Cognitive replay:
 - Paraphrasing & summarising
 - Think-pair-share
 - Plan-do-review cycles

- Self & peer assessment
- Challenge assignments:
 - Writing/ designing/ creation assignments involving deductive and inductive reasoning

The Benefits of Differentiating between *Foundational* and *Conceptual Learning* outcomes

First of all the distinction helps everyone to be clearer about what success looks like and how it will be assessed in relation to both age related expectations and depth of learning.

Planning for lessons is clarified in terms of learners' starting points and the steps from where they are towards the desired goals, while the choice of objectives also gives pointers to teaching methods e.g. little and often for a *Foundational* one.

Learners, teaching assistants and parents all have a clearer view on the direction of travel, progress and their contributions.

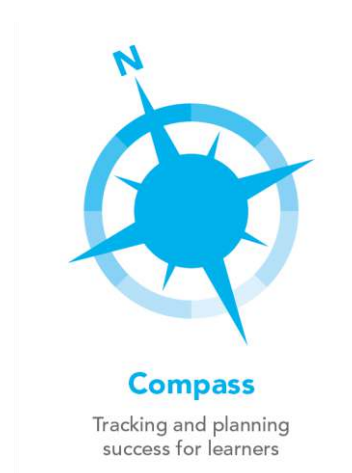


What is different from the previous version of Achievement Statements produced in 2014?

A number of factors have informed the improvements to the first version of the Achievement Statements published in 2014, most importantly the feedback from and experiences with our partner schools. This has confirmed the value of the approach we have taken but pointed to ways we can improve from a classroom perspective. Alongside this, national expectations have been somewhat clarified, particularly through the Interim Teacher Assessment Frameworks and the guidance to the developers of SATs. EdisonLearning has drawn all these together in this latest iteration of Achievement Statements, however schools using the previous version will still be well placed to plan and track progress.

In summary, some Achievement Statements have been moved between the *Foundational* and *Conceptual* lists, there have been some revisions to Power Statements and to the indexing of the P Scales. Another major improvement is the grouping of Achievement Statements in their curriculum subareas (Curriculum Code) within each year group. This will make it easier to plan and plot progression within a particular strand and link this to the delivery of sequences of lessons.

EdisonLearning's Compass- tracking and planning success for learners



Compass is EdisonLearning's online tracking tool. It is the only online application that incorporates these Achievement Statements (as well as the *Learning and Life Skills* 'I can' Statements). It is designed primarily to support teachers to finely focus their planning, choices of teaching method and assessment criteria, although it will also generate summative data on individuals, cohorts and groups typically found in other trackers.

Subscribers can expect to benefit from a stream of further additions and refinements including pupil grouping tools, ladders (series of small steps toward a skill), short assessment tasks and depth tasks that teachers can speedily incorporate into their planning.

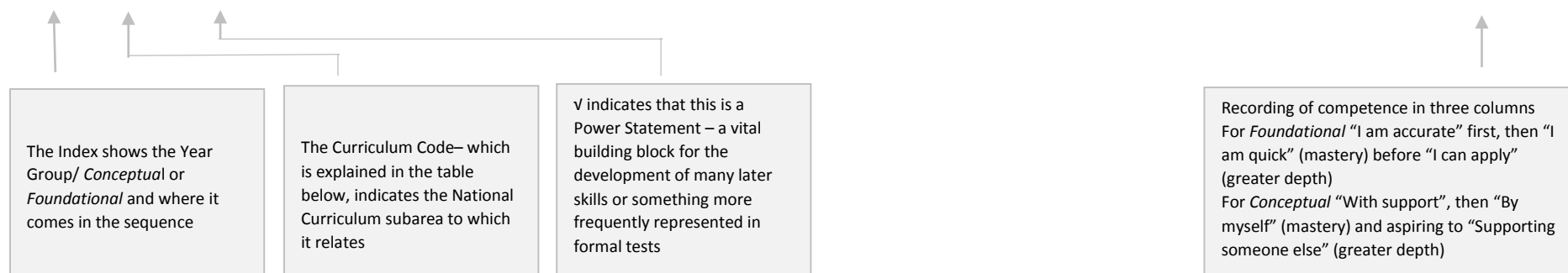


Finding your way around the Achievement Statements

The Achievement Statements have been organised by National Curriculum year from 1 to 7+, with a preceding list derived from P scales to map some of the essential pre-skills that learners will be acquiring in the course of the Early Years Foundation Stage (EYFS)

Within each year group there are separate lists of *Foundational* and *Conceptual* Achievement Statements; within these two lists, Statements have been grouped in curriculum subareas in a typical order of difficulty or teaching.

Year 1						
Index	Curriculum Code	Power Statement	Conceptual Achievement Statements	With support	By myself	Supporting someone else
1C1	c		I join in with parts of familiar texts, especially repeated parts or rhymes			
1C2	c	✓	I can tell if a sentence I have read does not make sense			
1C3	c		I can talk about a book, poem or rhyme that I like or dislike and say why			



Curriculum Codes (sub areas)

Code	What it means
d	Decoding Decoding is the process of understanding how to say and read each word. It is built on your knowledge of phonics, and as you become a more advanced reader, you add other decoding skills to your set.
c	Comprehension This is the way in which you read whole sentences, paragraphs and books and understand the meaning. Your understanding allows you to tell someone about what you have read, and to understand messages in the text by making links with what you have read and what you already know.



Transition from Early Years Foundation Stage to Year 1

Links have been made between Early Learning Goals (ELG) and Year 1 statements to aid transition from EYFS to KS1 and to inform planning for pupils who are not yet secure in aspects of the ELG. If a child is not yet ready to access the Year 1 curriculum, he or she should continue to be taught and assessed against the EYFS curriculum until the end of Y1, at which time their progress will be measured using the P scales.

In EYFS, “Literacy development involves encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves. Children must be given access to a wide range of reading materials – for example books, poems, and other materials to ignite their interest.”

ELG 09 Reading: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.



P Scales						
Index	Curriculum Code	Power Statement	Foundational Achievement Statements	I am accurate	I am quick	I can apply it
PF1(P4)	d		I can listen and respond to familiar rhymes, songs and stories			
PF2(P5)	d		I can match objects to pictures			
PF3(P6)	d		I can recognise or read a few familiar words			
PF4(P8)	d		I can recognise or read a growing number of familiar words including my own name			
PF5(P8)	d		I can recognise at least half the letters of the alphabet by shape, name or sound			
PF6(P8)	d		I can associate sounds with patterns in rhymes			



P Scales						
Index	Curriculum Code	Power Statement	Conceptual Achievement Statements	With support	By myself	Supporting someone else
PC1(P4)	c		I show some understanding of how books work by turning pages and holding the book the right way up			
PC2(P5)	c		I can answer basic questions about a story			
PC3(P7)	c		I can predict what comes next in a story or fill in the gaps if someone stops reading			
PC4(P7)	c		I know the difference between print or symbols and pictures			
PC5(P7)	c		I understand that we turn the pages from left to right as we read a book			
PC6(P7)	c		I understand that we read from left to right and top to bottom of a page			
PC7(P7)	c		I know that my name is made up of letters			



Year 1

Index	Curriculum Code	Power Statement	Foundational Achievement Statements	I am accurate	I am quick	I can apply it
1F2	c	Y	I can recite some simple rhymes and poems			
1F2	d		I can pause my reading at a full stop			
1F3	d	Y	I can say the correct sound to graphemes for all 40+ graphemes (Links to ELG 9)			
1F4	d	Y	I can give alternative sounds for graphemes (Links to ELG 9)			
1F5	d	Y	I can blend sounds to read unfamiliar words containing the GPCs I have been taught (Links to ELG 9)			
1F6	d	Y	I can read common exception words (Links to ELG 9)			
1F7	d	Y	I can read words with common GPCs that end with -s, -es, -ing, -ed, -er and -est			
1F8	d	Y	I can read words of more than one syllable that contain GPCs I have learned			
1F9	d		I can read contracted words and understand that the apostrophe shows me where letters have been missed out			
1F10	d		I can read at an age equivalent level of 6 years or more (as measured on a normative test)			
1F11	d	Y	I can read aloud a familiar text at my level at a rate of 50 words per minute			



Year 1						
Index	Curriculum Code	Power Statement	Conceptual Achievement Statements	With support	By myself	Supporting someone else
1C1	c		I join in with parts of familiar texts, especially repeated parts or rhymes			
1C2	c	√	I can tell if a sentence I have read does not make sense			
1C3	c		I can talk about a book, poem or rhyme that I like or dislike and say why			
1C4	c	√	I can answer simple questions about the book I have read			
1C5	c	√	I can take part in discussions about books, taking turns, listening and responding to others			
1C6	c		I can talk about how a text I listen to links with my own experience e.g. whether s/he has done something similar			
1C7	c		I can talk about how a text I listen to is like other rhymes, poems or stories			
1C8	c	√	I can talk about how a text I have read is like other rhymes, poems or stories			
1C9	c		I can talk about some of the events in a story			
1C10	c		I can re-tell fairy stories and traditional tales and talk about what happens in them			
1C11	c		I can talk about the meanings of some simple words e.g. how they link to words I already know			
1C12	c		I can talk about why the book has the title that it does			
1C13	c	√	I can suggest something that might happen next in a story I am reading			
1C14	c		I can make simple deductions from what people say or do in a story e.g. why they did something			
1C15	c	√	I can find where I have read up to in a book			



Year 2						
Index	Curriculum Code	Power Statement	Foundational Achievement Statements	I am accurate	I am quick	I can apply it
2F1	d	√	I can decode words quickly and fluently using GPCs			
2F2	d	√	I can read 100 high frequency irregular words			
2F3	d	√	I can recognise and read alternative sounds for graphemes			
2F4	d	√	I can read words of two or more syllables by blending sounds in words			
2F5	d		I can read words containing common suffixes			
2F6	c		I can recite a range of poems, using intonation to help make the meaning clear			
2F7	d		I can read at an age equivalent level of 7 years and 8 months or more (as measured on a normative test)			
2F8	d	√	I can read aloud a familiar text at my level at a rate of 90 words per minute			



Year 2						
Index	Curriculum Code	Power Statement	Conceptual Achievement Statements	With support	By myself	Supporting someone else
2C1	c		I can use information in the text to talk about a story I am reading or listening to			
2C2	c		I can ask other people simple questions about a text			
2C3	c	√	I can re-tell a range of familiar stories			
2C4	c		I can give examples of some phrases and sentences that appear in a lot of stories (e.g. Once upon a time ...)			
2C5	c		I can talk about my favourite words and phrases in different books I have read			
2C6	c		I can talk about a part of a story and explain why I liked it			
2C7	c	√	I can talk about the plot, setting and characters in familiar and less familiar books			
2C8	c	√	I can notice when reading does not make sense and suggest a possible correction			
2C9	c		I can use the meanings of words I know to try to understand the meaning of an unfamiliar word			
2C10	c	√	I can self-correct by looking backwards and forwards in a text when I am reading			
2C11	c		I can talk about the sequence of events in books and how they are linked to one another			
2C12	c	√	I can talk about things that might have happened in a story and make predictions			
2C13	c		I can make inferences from what is being said or done in a story			
2C14	c		I can express an opinion about the way a story is unfolding			



2C15	c		I can give my own opinion about events and actions within the text			
2C16	c		I can comment on the way that non-fiction text is organised and can see how this helps the reader to find wanted information			
2C17	c		I can refer to parts of the text to help me explain what I enjoyed and did not enjoy about the book I have read			



Year 3

Index	Curriculum Code	Power Statement	Foundational Achievement Statements	I am accurate	I am quick	I can apply it
3F1	d	✓	I can use my knowledge of root word, prefixes and suffixes to decode words while reading			
3F2	d	✓	I can find given words in a dictionary			
3F3	c	✓	I can use a contents page, index, chapters, headings and glossaries to locate a place in a text			
3F4	c	✓	I can read aloud clearly so that the audience can hear me			
3F5	d		I can read at an age equivalent level of 8 years and 9 months or more (as measured on a normative test)			
3F6	d	✓	I can read aloud a familiar text at my level at a rate of 100 words per minute			



Year 3						
Index	Curriculum Code	Power Statement	Conceptual Achievement Statements	With support	By myself	Supporting someone else
3C1	c	√	I can use my knowledge of root words, prefixes and suffixes to tell someone the meanings of many new words (-ing, un- etc. See Appendix in NC Programme of Study)			
3C2	c		I can retell a story or relate instructions from a text that I have read			
3C3	c	√	I can explain in my own words a book's message or main theme			
3C4	c	√	I can ask questions which will help me to better understand a text			
3C5	c		I can retell stories I have heard or read from a wide range of books			
3C6	c		I can alter my voice when reading something exciting, humorous or emotional			
3C7	c		I can use actions to support my audience's understanding when I read aloud			
3C8	c		I can work as part of a group to discuss books we have read or that have been read to us			
3C9	c		I can tell people about my reading preferences both by naming the author and talking about the types of stories I like			
3C10	c	√	I can suggest how a character might be feeling or why they chose to act in particular ways			
3C11	c	√	I can use the details in a text to help me predict what might happen			
3C12	c	√	I can use examples to support my point of view in a text			



Year 4

Index	Curriculum Code	Power Statement	Foundational Achievement Statements	I am accurate	I am quick	I can apply it
4F1	d		I can identify unusual matches between spellings and sounds to help me read exception words			
4F2	c	√	I can use a dictionary to speedily look up an unknown word's meaning or its spelling			
4F3	c	√	I can use a contents page, index, chapters, headings and glossary to get information to answer a question			
4F4	c		I can name conventions in a wide range of books			
4F5	c		I can recognise and name some different forms of poetry (e.g. free verse, narrative)			
4F6	c		I use pauses and body language when I am reading aloud			
4F7	d		I can read at an age equivalent level of 9 years and 8 months or more (as measured on a normative test)			
4F8	d	√	I can read aloud a familiar text at my level at a rate of 110 words per minute			



Year 4

Index	Curriculum Code	Power Statement	Conceptual Achievement Statements	With support	By myself	Supporting someone else
4C1	c	√	I can explain what type of text I am reading and describe some of its features (e.g. fiction, poetry, play, non-fiction)			
4C2	c	√	I can consistently use my knowledge of root words, prefixes and suffixes to get the likely meaning of unfamiliar words (See Appendix in NC Programme of Study)			
4C3	c	√	I can tell someone else the main ideas in a fiction or non-fiction text at my reading level			
4C4	c		I can identify themes in a wide range of books			
4C5	c	√	I can find what I need in a book by searching quickly for key words or phrases			
4C6	c		I can talk about the possible meanings of new words within a sentence			
4C7	c	√	I can identify when I am reading is not making sense and use strategies to self correct			
4C8	c	√	I can name and describe some similarities and differences between books I have read			
4C9	c		I can describe some similarities and differences between poems I have read			
4C10	c		I can compare different versions of the same myth and legend			
4C11	c		I can point to different types of sentences a writer has used			
4C12			I can talk about the way a writer's choice of words makes me feel or think			
4C13	c	√	I can justify my predictions about a text through talking about what I have noticed so far			
4C14	c	√	I can find and tell the main arguments for or against a particular point of view in a text			



Year 5

Index	Curriculum Code	Power Statement	Foundational Achievement Statements	I am accurate	I am quick	I can apply it
5F1	c	√	I can apply a wide knowledge of prefixes, suffixes and root words to work out the meaning of unfamiliar words (See Appendix in NC Programme of Study)			
5F2	c	√	I can locate and use information from a range of given sources, both fiction and non-fiction to investigate a question or topic			
5F3	c		I can recite poems with expression that enhances their meaning			
5F4	d		I can read at an age equivalent level of 10 years and 7 months or more (as measured on a normative test)			
5F5	d	√	I can read aloud a familiar text at my level at a rate of 120 words per minute			



Year 5						
Index	Curriculum Code	Power Statement	Conceptual Achievement Statements	With support	By myself	Supporting someone else
5C1	c	√	I can recommend books to my friends, giving reasons for my choices			
5C2	c	√	I am able to skim materials to gain an overview of the text			
5C3	c	√	I can select and give the main points of an information text			
5C4	c	√	I can summarise key points when reading appropriate texts, showing understanding of the main significant ideas, themes, events and characters			
5C5	c		I can deduce from the evidence in the text what the characters are like and why they act as they do			
5C6	c		I can explain similarities and differences between different versions of a story or text			
5C7	c		I can give examples of ways in which words have been used figuratively to give a special effect			
5C8	c		I can say why a writer has chosen key words and phrases to capture the reader's interest			
5C9	c		I can say something about the way a writer describes characters that are not literal e.g. through details or the language used			
5C10	c	√	I can use a range of technical terms to describe what I read including metaphor, simile, analogy, imagery, style and effect			
5C11	c	√	I can give an antonym, a synonym and examples of their usage with a wide range of words			
5C12	c		I can point to ways an author has used language precisely to get across a point of view			
5C13	c	√	I can point to ways a writer sets out to persuade a reader			
5C14	c		I can point to features of a text that show bias in persuasive writing, including in articles and advertisements			
5C15	c	√	I can explain my thoughts and use points raised from two different perspectives to help clarify ideas e.g. On the one hand ... on the other...			



Year 6

Index	Curriculum Code	Power Statement	Foundational Achievement Statements	I am accurate	I am quick	I can apply it
6F1	c		I can read with great expression, showing awareness of the listener and using pauses, emphases and pacing			
6F2	d		I can read at an age equivalent level of 11 years and 8 months or more (as measured on a normative test)			
6F3	d	√	I can read aloud a familiar text at my level at a rate of 140 words per minute			



Year 6

Index	Curriculum Code	Power Statement	Conceptual Achievement Statements	With support	By myself	Supporting someone else
6C1	c	√	I use skimming, scanning and note-taking to identify the key points in a text			
6C2	c	√	I can plan a strategy to research a topic including choosing appropriate books and other sources, search terms, and using indexes and glossaries			
6C3	c		I can make up questions that help me to review a text and improve my understanding			
6C4	c	√	I can answer questions that require me to think beyond the text			
6C5	c	√	I can infer, deduce and speculate about the feelings of the main characters (e.g. unhappy, angry or stressed) making reference to supporting quotations			
6C6	c	√	I can infer, deduce and speculate about what a person in a story is thinking making reference to relevant quotations			
6C7	c		I can make predictions about what might happen next from the stated and implied details in a text			
6C8	c	√	I can point to parts of a text that support an idea or an opinion			
6C9	c		I can distinguish between fact and opinion and explain how I know			
6C10	c		I can talk about an author's techniques for describing characters, settings and actions and the impact they are designed to have on the reader			
6C11	c		I can point to language that is expressive, figurative or descriptive and creates effects in poetry and prose			
6C12	c	√	I can explain my understanding of words in context			
6C13	c	√	I can take part in discussions about books, including comparing them, building on the ideas of others and challenging their views courteously			



Year 7+						
Index	Curriculum Code	Power Statement	Foundational Achievement Statements	I am accurate	I am quick	I can apply it
7+F1	c	√	I can read fluently and expressively, adjusting my tone of voice to suit an audience			
7+F2	d		I can read at an age equivalent level of 12 year 8 months or more (as measured on a normative test)			
7+F3	d	√	I can read aloud a familiar text at my level at a rate of 150 words per minute			



Year 7+						
Index	Curriculum Code	Power Statement	Conceptual Achievement Statements	With support	By myself	Supporting someone else
7+C1	c		I can explain implied meaning by making reference to text			
7+C2	c	√	I can read an entirely new information or fiction text to myself using strategies and a dictionary to work out unknown vocabulary			
7+C3	c	√	I can select relevant information and identify key features, themes and characters from a range of appropriate texts			
7+C4	c		I can give convincing answers to questions about a text by drawing on textual evidence			
7+C5	c	√	I can keep good notes so that I can summarise the main points of the text			
7+C6	c		I can point to ways an author controls the pace of a story to manipulate suspense			
7+C7	c		I can point to ways an author has used Standard English, colloquialism or dialect to suit the writer's intentions			
7+C8	c		I can describe how an author has organised and composed a text to have an effect on the reader			
7+C9	c		I can point to the way an author has managed detail and sequence to sustain the reader's interest e.g. conflict, relationship between characters			
7+C10	c	√	I can reference my comments about a text to appropriate information and quotations in a text			
7+C11	c		I can 'read between the lines' in texts and use quotations and other evidence to back up my judgements			
7+C12	c		I can talk about the way a text may have meanings at more than one level			
7+C13	c		I can identify a range of poetic conventions			
7+C14	c		I can explain why particular conventions have been used in particular poems			



7+C15	c		I can talk about the enduring qualities of a classic book			
7+C16	c		I can explore some textual conventions or features as used by writers from different periods			
7+C17	c		I can explain how the work of dramatists is communicated through performance and how alternative staging supports different interpretations of the same play			
7+C18	c		I can present my understanding of what I have read in a debate, maintaining focus on the topic and using notes, where necessary			

