  
 **Student Learning Reflection & Personalised Learning Checklist – Year 11**

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| **Subject/Course:** | **English Literature** |
| **Student Name:** |  |

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|  |  | Self Assessment | | |
| Topic | Key knowledge/skills | Red | Amber | Green |
| Modern Text: *An Inspector Calls* or *Never Let Me Go* | I am able to use a range of quotations and evidence from the text. |  |  |  |
| I am able to choose relevant evidence based on different questions and tasks. |  |  |  |
| I am able to embed evidence confidently into my analysis. |  |  |  |
| I am able to have a range of ideas in response to different tasks. |  |  |  |
| I am able to create a developed argument when responding to tasks on the text. |  |  |  |
| I am able to examine the effects of the writer’s choices within the novel/play. |  |  |  |
| I am able to identify and explore a range of methods in the text. |  |  |  |
| I am able to demonstrate clear links between contextual factors and my analysis. |  |  |  |
| I am able to use academic vocabulary and language choices to explain my ideas. |  |  |  |
| I am able to write in a fluent, confident and clear manner. |  |  |  |

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|  |  | Self Assessment | | |
| Topic | Key knowledge/skills | Red | Amber | Green |
| Shakespeare: *Romeo and Juliet* | I am able to use a range of quotations and evidence from the text. |  |  |  |
| I am able to choose relevant evidence based on different questions and tasks. |  |  |  |
| I am able to embed evidence confidently into my analysis. |  |  |  |
| I am able to have a range of ideas in response to different tasks. |  |  |  |
| I am able to create a developed argument when responding to tasks on the text. |  |  |  |
| I am able to examine the effects of the writer’s choices within the play. |  |  |  |
| I am able to identify and explore a range of methods in the text. |  |  |  |
| I am able to demonstrate clear links between contextual factors and my analysis. |  |  |  |
| I am able to use academic vocabulary and language choices to explain my ideas. |  |  |  |
| I am able to write in a fluent, confident and clear manner. |  |  |  |

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|  |  | Self Assessment | | |
| Topic | Key knowledge/skills | Red | Amber | Green |
| 19th Century Text: *Jekyll and Hyde* or *The Sign of Four* | I am able to use a range of quotations and evidence from the text. |  |  |  |
| I am able to choose relevant evidence based on different questions and tasks. |  |  |  |
| I am able to embed evidence confidently into my analysis. |  |  |  |
| I am able to have a range of ideas in response to different tasks. |  |  |  |
| I am able to create a developed argument when responding to tasks on the text. |  |  |  |
| I am able to examine the effects of the writer’s choices within the novel. |  |  |  |
| I am able to identify and explore a range of methods in the text. |  |  |  |
| I am able to demonstrate clear links between contextual factors and my analysis. |  |  |  |
| I am able to write in a fluent, confident and clear manner. |  |  |  |
| Poetry: *Power and Conflict anthology* | I am able to use a range of quotations and evidence from different poems. |  |  |  |
| I am able to choose relevant evidence based on different questions and tasks. |  |  |  |
| I am able to embed evidence confidently into my analysis. |  |  |  |
| I am able to have a range of ideas in response to different tasks. |  |  |  |
| I am able to make a range of comparative points about two different poems. |  |  |  |
| I am able to create a developed argument when responding to the comparative tasks. |  |  |  |
| I am able to examine and compare the effects of the poets’ choices. |  |  |  |
| I am able to identify and explore a range of methods in the different poems. |  |  |  |
| I am able to demonstrate clear links between contextual factors and my analysis. |  |  |  |
| I am able to write in a fluent, confident and clear manner. |  |  |  |
| Unseen poetry | I am able to use a range of quotations and evidence from an unseen poem |  |  |  |
| I am able to choose relevant evidence based on different questions and tasks. |  |  |  |
| I am able to embed evidence confidently into my analysis. |  |  |  |
| I am able to have a range of ideas in response to an unseen poem. |  |  |  |
| I am able to create a developed argument when responding to a task. |  |  |  |
| I am able to examine the effects of a poet’s choices. |  |  |  |
| I am able to write in a fluent, confident and clear manner. |  |  |  |
| I am able to compare the use of methods between two unseen poems. |  |  |  |
| I am able to identify a range of methods used by poets. |  |  |  |