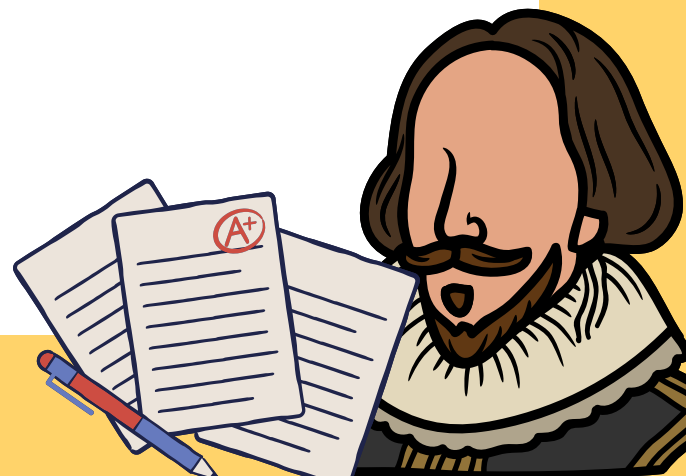


S1 English Progress Booklet










Name:

Class:











Question / Task:	
------------------	--

{MY}SKILLS@LA	😊 😐 😞	{MY}SKILLS@LA	😊 😐 😞
My introduction includes the title, author, a brief summary of the text and a reference to the question. 		My conclusion sums up the main points I have made throughout the essay. 	
In each of my main paragraphs I have used the PCQA formula. 		TOOLS FOR WRITING	😊 😐 😞
I have used a linking word or phrase at the beginning of each main paragraph. 		I have checked my spelling and used a dictionary if I needed to. 	
In each main paragraph I have started and/or ended it with a clear reference to the question/task. 		I have checked that my punctuation is accurate. 	
I have identified and made reference to the theme(s) of the text throughout my essay. 		I have read over my essay before handing it in to check it makes sense at first reading. 	

PUPIL'S COMMENT

What went well? 	
What did you find tricky? 	
What would you do differently? 	

Skills for Learning



- Write an effective **introduction** and **conclusion**
- Use PCQA to **structure** paragraphs and **analyse**
- Clearly **link** paragraphs together
- Make **reference** to the question throughout

Skills for Life



- Proof-read your work carefully, checking **spelling**, **punctuation** and checking that it **makes sense on first reading**
- Questioning** and **analysing** what you read

Skills for Work












- Review your **progress** and **set targets**







Level:



Question / Task:	
------------------	--

{MY}SKILLS@LA	😊 😐 😞	{MY}SKILLS@LA	😊 😐 😞
My introduction includes the title, author, a brief summary of the text and a reference to the question. 		My conclusion sums up the main points I have made throughout the essay. 	
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I have identified and made reference to the theme(s) of the text throughout my essay. 		I have read over my essay before handing it in to check it makes sense at first reading. 	

PUPIL'S COMMENT

What went well? 	
What did you find tricky? 	
What would you do differently? 	

Skills for Learning



- Write an effective **introduction** and **conclusion**
- Use PCQA to **structure** paragraphs and **analyse**
- Clearly **link** paragraphs together
- Make **reference** to the question throughout

Skills for Life



- Proof-read your work carefully, checking **spelling**, **punctuation** and checking that it **makes sense on first reading**
- Questioning** and **analysing** what you read

Skills for Work



- Review your **progress** and **set targets**










Level:









CREATIVE SHORT STORY WRITING

English Department

Task:

{MY}SKILLS@LA	😊 😐 😞	{MY}SKILLS@LA	😊 😐 😞
The opening of my story is written in an engaging way to try and hook my reader. 		The ending of my story is written in an engaging way and either ties it all up or ends it on a cliff-hanger. 	
I have thought up characters and used adjectives to describe them, creating a sense of their personality. 		TOOLS FOR WRITING	😊 😐 😞
I have thought of a setting and described it, creating the right atmosphere and/or mood. 		I have checked my spelling and used a dictionary if I needed to. 	
The plot of my story is straightforward and easy to follow. 		I have checked that my punctuation is accurate. 	
I have used some writer's techniques such as simile, metaphor and/or personification in my story. 		I have read over my essay before handing it in to check it makes sense at first reading. 	

PUPIL'S COMMENT

What went well? 	
What did you find tricky? 	
What would you do differently? 	

Skills for Learning



- Write an engaging **introduction** and **conclusion**
- Create effective **character** and **setting**
- Create a straightforward **plot**
- Make use of **techniques** like word choice, simile, metaphor and personification

Skills for Life



- Proof-read your work carefully, checking **spelling**, **punctuation** and checking that it **makes sense on first reading**

Skills for Work



- Review your **progress** and **set targets**

Level:





















INFORMATIVE WRITING

English Department

Task: Write an informative essay on an endangered species of your choice.

CHOSEN ANIMAL: _____

{MY}SKILLS@LA	😊 😐 😞	{MY}SKILLS@LA	😊 😐 😞
I have started my essay with an introduction. 		I have included a bibliography of sources at the end of the essay. 	
I have ended my essay with a conclusion, summing up why the animal is endangered and what can be done to save it. 		I have used my own words when writing the essay and haven't just copied from my notes. 	
I have included relevant information in each paragraph. 		I have checked my spelling and used a dictionary if I needed to. 	
I have not repeated any of my information in my main paragraphs. 		I have checked that my punctuation is accurate. 	
I made my own notes when researching. 		I have read over my essay before handing it in to check it makes sense at first reading. 	
I have provided facts and information and haven't included my own opinion. 		I thought about how I've set my work out including some pictures, tables or graphs. 	

PUPIL'S COMMENT	
What went well? 	
What did you find tricky? 	
What would you do differently? 	

Skills for Learning

- Use **sub-headings** to separate ideas
- Use **relevant information** in your essay and include **facts**
- Write everything in a **logical order**
- Make use of your **own words** throughout

Skills for Life

- Proof-read your work carefully, checking **spelling**, **punctuation** and checking that it **makes sense on first reading**

Skills for Work

- Review your **progress** and **set targets**









Level:









SOLO TALK

English Department

Task: _____

{MY}SKILLS@LA	😊 😐 😞	{MY}SKILLS@LA	😊 😐 😞
I used eye contact. 		I thought about the tone of voice I wanted to use. 	
I used notes and was organised. 		I used some hand gestures. 	
I researched my topic well. 		I stuck to the task. 	
I put across all the information I wanted to convey to the audience. 		My body language was appropriate. 	

PUPIL'S COMMENT

What went well? 	
What did you find tricky? 	
What would you do differently? 	

Skills for Learning

- Make sure you have a **good knowledge** of your subject

Skills for Life

- Use effective **notes** and be **organised**

Skills for Work

- Use **eye contact**
- Research your topic**
- Make sure your **tone of voice** is appropriate and that your **body language** is appropriate
- Review your **progress** and **set targets**

Teacher's Comments on Strengths and Next Steps









Level:









GROUP DISCUSSION

English Department

Task: _____

{MY}SKILLS@LA	😊 😐 😞	{MY}SKILLS@LA	😊 😐 😞
I used eye contact. 		I thought about the tone of voice I wanted to use. 	
I used notes and was organised. 		I used some hand gestures. 	
I researched my topic well. 		I fulfilled the role I was allocated in the group. 	
My contribution to the group was relevant. 		My body language was appropriate. 	

PUPIL'S COMMENT

What went well? 	
What did you find tricky? 	
What would you do differently? 	

Skills for Learning

- Make sure you have a **good knowledge** of your subject

Skills for Life

- Use effective **notes** and be **organised**

Skills for Work

- Use **eye contact**
- Research your topic**
- Make sure your **tone of voice** is appropriate and that your **body language** is appropriate
- Review your **progress** and **set targets**

Teacher's Comments on Strengths and Next Steps

Level:



Other Outcomes

English Department

Outcome:		Level:	
Success Criteria	{MY}SKILLS@LA		😊 😐 😞

Outcome:		Level:	
Success Criteria	{MY}SKILLS@LA		😊 😐 😞



Other Outcomes

English Department

Outcome:		Level:	
Success Criteria	{MY}SKILLS@LA		😊 😐 😞

Outcome:		Level:	
Success Criteria	{MY}SKILLS@LA		😊 😐 😞



Learner's Review

English Department

You will have a couple of conversations with your teacher throughout the year, which will focus on your progress, and different ways to adapt your approach to your work to ensure you are continuously improving.

Some questions to consider before your discussion:

- What do you think your **strengths** have been?
- How did you find the **planning** of your last piece of work?
- Are there any **new strategies** you would put in place for your next piece of writing?

Learner conversation	Date

Learner conversation	Date