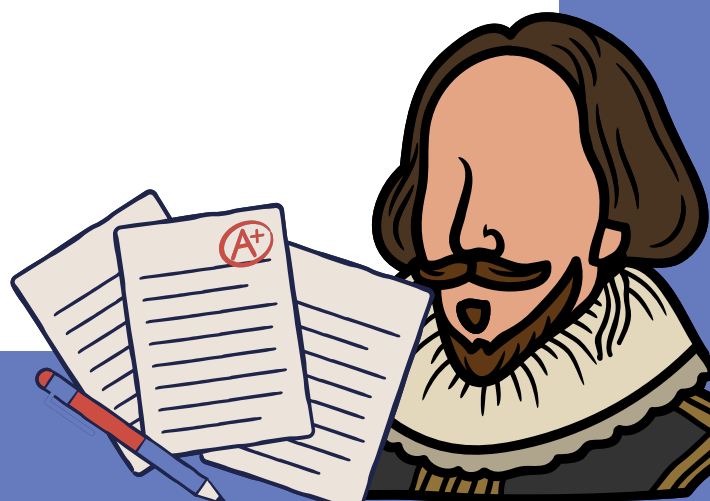
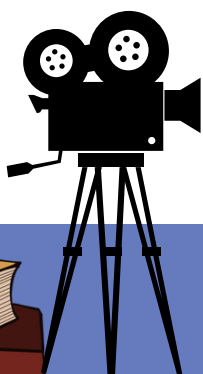


S2 English Progress Booklet

Name:

Class:





Question / Task:	
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{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:









CRITICAL EVALUATION OF A MEDIA TEXT

English Department

Question / Task:	
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{MY}SKILLS@LA	😊 😐 😞	{MY}SKILLS@LA	😊 😐 😞
My introduction includes the title, director, a brief summary of the film 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 PCTA 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 media techniques such as camera angles, editing, mise-en-scène and sound 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 watch

Skills for Work

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










Level:









PERSONAL / REFLECTIVE WRITING

English Department

Task:

{MY}SKILLS@LA	😊 😐 😞	{MY}SKILLS@LA	😊 😐 😞
The opening of my personal writing is written in an interesting way to engage my reader. 		At the end of my account, I have reflected on the experience and written about how it has affected me. 	
I have used adjectives in my writing to describe people involved. 		TOOLS FOR WRITING	😊 😐 😞
I have described the setting, re-creating the right atmosphere and/or mood. 		I have checked my spelling and used a dictionary if I needed to. 	
My personal account is written in a sensible and logical order. 		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**
- Describe **people** involved and the **setting**
- Write everything in a **logical order** and **reflect** throughout
- 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**
- Reflecting** on choices made and **alternative** ways to do things














Skills for Work

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







Level:

Task: Write a persuasive or argumentative essay on a topic of my choice.

CHOSEN TOPIC: _____

{MY}SKILLS@LA	😊 😐 😞	{MY}SKILLS@LA	😊 😐 😞
I have started my essay with an introduction, making my opinion clear. 		I have used my own words when writing the essay and haven't just copied from my notes. 	
I have ended my essay with a conclusion, re-stating my opinion. 		I have included a bibliography of sources at the end of the essay. 	
If persuasive, my opinion on the topic is clear in each main paragraph. 		TOOLS FOR WRITING	
I have used an appropriate linking word at the beginning of each main paragraph. 		I have checked my spelling and used a dictionary if I needed to. 	
I have included evidence and/or statistics to back up my ideas in each main paragraph. 		I have checked that my punctuation is accurate. 	
I have used examples of language techniques such as emotive language or repetition. 		I have read over my essay before handing it in to check it makes sense at first reading. 	
I made my own notes when researching. 		I have thought about how I've structured and sequenced my argument. 	

PUPIL'S COMMENT

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

Skills for Learning

- Make sure your own **opinion** is clear throughout
- Use **linking phrases** to knit your ideas together
- Write everything in a **logical order** and include **evidence**
- Make use of **techniques** like repetition and emotive language

Skills for Life

- Proof-read your work carefully, checking **spelling**, **punctuation** and checking that it **makes sense on first reading**
- Recognise **bias** and attempts to **persuade** you
- Share **opinions** appropriately

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