S3 English Progress Booklet

Name: ....

Class: ....

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**

Mark:

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**

Mark:

	CRITICAL EVALUATION OF LITERATURE	English Department

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**

Mark:

CRITICAL EVALUATION OF LITERATURE	English Department

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**

Mark:

| **CRITICAL EVALUATION OF A MEDIA TEXT** | **English Department** |

Question / Task:	

{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**

Mark:

Timed Critical Essays

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**

Text	What went well?	What I need to work on…	Mark

{MY}SKILLS@LA

Read the passage carefully and in full before answering any questions.	
Read each question twice and check how many marks it is worth.	
Follow the appropriate RUAE formula for the question type (e.g. summarising, linking, word choice or imagery)	

Skill	Strengths	Next Steps
Summarising		
Linking		
Word Choice		
Imagery		

S3 Assessment	Areas of Strength	Areas to Improve	Mark

Skills for Learning

- Using the formula you've been taught to answer each question type.

Skills for Life

- Reading to **check understanding**.
- Being able to **understand** key ideas and **analyse** why a certain word or phrase has been used.

Skills for Work

- Review your **progress** and **set targets**
- **Double check** the requirements of the question before answering.

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**

Level of Pass: (circle)   **N4**   **N5**   **Higher**

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