

Student Learning Reflection & Personalised Learning Checklist – Year 11

Subject/Course:	English Literature
Student Name:	

Topic	Key knowledge/skills	Self Assessment		
		Red	Amber	Green
<i>Modern Text: Lord of the Flies</i>	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 use academic vocabulary and language choices to explain my ideas.			
	I am able to write in a fluent, confident and clear manner.			

Topic	Key knowledge/skills	Self Assessment		
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<i>Shakespeare: Macbeth</i>	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 use academic vocabulary and language choices to explain my ideas.			
	I am able to write in a fluent, confident and clear manner.			

Topic	Key knowledge/skills	Self Assessment		
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<i>19th Century Text: Jekyll and Hyde or A Christmas Carol</i>	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.			
<i>Poetry Anthology</i>	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.			
<i>Unseen poetry</i>	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.			