



RWS SIXTH FORM

ENGLISH



English Language and Literature Combined A Level: Personal Learning Checklist for Non Examination Assessment (Coursework)

The checklist will help you to do the following.

- Review your own learning.
- Organise what you need to do during your private study periods. I have
- Focus on skills or tasks that need to be further developed or revisited outside of lesson time.
- Frame the discussions about your progress with your form teacher, tutor and parents.

Learning elements/ tasks and phases	Year 12 End of Summer Term RAG Rating	Year 13 Autumn 1 RAG Rating	Year 13 Autumn 2 RAG Rating	Year 13 Spring 1 RAG Rating	Year 13 Spring 2 RAG Rating
I have read and understood the class anchor text for coursework.					
I have created and used notes, spider diagrams or charts to organise and generate my own ideas around the book and consider its themes for exploring in my fiction and non-fiction writing pieces.					
I have researched possible second (non-fiction) text options to write about in my coursework essay. These must link thematically or topically to the anchor text.					
I have selected and read my second (non-fiction) text option.					
I have decided on a plot for my fiction piece.					
I have started to draft my fiction piece.					

Learning elements/ tasks and phases	Year 12 End of Summer Term RAG Rating	Year 13 Autumn 1 RAG Rating	Year 13 Autumn 2 RAG Rating	Year 13 Spring 1 RAG Rating	Year 13 Spring 2 RAG Rating
I have written up a first section or draft of my fiction piece and shared this with my teacher, meeting the deadline of _____.					
I have reviewed my teacher's feedback on my fiction piece and made annotations and corrections ready to complete a redraft.					
I have decided on, and planned, the topic and text type for my non-fiction piece of work.					
I have completed a final draft of my fiction piece. The work is double spaced. It has been submitted and banked.					
I have written and submitted a first draft of my non-fiction piece.					
I have received feedback, completed at least 1 redraft and submitted it again.					
The teacher has fed back and confirmed that my original writing pieces have been banked.					
I have started to write up my commentary.					
I have researched foot/end notes and bibliographies and am confident about producing these.					
I have submitted a commentary first draft.					
I have received feedback and redrafted my commentary. It is double-spaced, has foot/end notes and a bibliography. It has been submitted to my teacher.					
I have filled out and signed off necessary exam board documents.					



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English Language and Literature Combined A Level: Personal Learning Checklist for Component 1: *Voices in Speech and Writing*: An Anthology

The checklist will help you to do the following.

- Review your own learning.
- Organise what you need to do during your private study periods. I have
- Focus on skills or tasks that need to be further developed or revisited outside of lesson time.
- Frame the discussions about your progress with your form teacher, tutor and parents.

Learning elements/ texts	Year 12 Autumn Term RAG Rating	Year 12 Spring Term RAG Rating	Year 12 Summer Term RAG Rating	Year 13 Autumn Term RAG Rating	Year 13 Spring Term RAG Rating	Year 13 Summer Term RAG Rating
I have read and understood all the studied texts in the anthology up to date.						
I have read and understood <i>A Streetcar named Desire</i> .						
I have done independent social, cultural and historical context on the anthology texts and boiled down key information onto notes or revision cards.						
I have done independent research into social, cultural and historical context on <i>A Streetcar Named Desire</i> and boiled down key information onto notes or revision cards.						

Learning elements/ texts	Year 12 Autumn Term RAG Rating	Year 12 Spring Term RAG Rating	Year 12 Summer Term RAG Rating	Year 13 Autumn Term RAG Rating	Year 13 Spring Term RAG Rating	Year 13 Summer Term RAG Rating
I have re-visited the anthology texts independently for second and third readings.						
I have re-read <i>A Streetcar Named Desire</i> at least twice independently.						
I have sourced, from the website, or my teacher, an exam question for this component and completed a practice response this term.						
I have sourced. From the website, or my teacher, a copy of the mark scheme. I have highlighted key parts and annotated key information independently.						
I have selected and organised key quotes from <i>A Streetcar Named Desire</i> and started to memorise them.						
I have made notes on key features of writer's methods across texts.						



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English Language and Literature Combined A Level: Personal Learning Checklist for Component 2: Varieties in Language and Literature

The checklist will help you to do the following.

- Review your own learning.
- Organise what you need to do during your private study periods. I have
- Focus on skills or tasks that need to be further developed or revisited outside of lesson time.
- Frame the discussions about your progress with your form teacher, tutor and parents.

Learning elements/ texts	Year 12 Autumn Term RAG Rating	Year 12 Spring Term RAG Rating	Year 12 Summer Term RAG Rating	Year 13 Autumn Term RAG Rating	Year 13 Spring Term RAG Rating	Year 13 Summer Term RAG Rating
I have read and understood <i>The Bloody Chamber</i> .						
I have read and understood <i>A Room with a View</i> .						
I have done independent social, cultural and historical context on <i>The Bloody Chamber</i> and boiled down key information onto notes or revision cards.						
I have done independent social, cultural and historical context on <i>A Room with a View</i> and boiled down key information onto notes or revision cards.						
I have re-read both prose texts twice independently.						

Learning elements/ texts	Year 12 Autumn Term RAG Rating	Year 12 Spring Term RAG Rating	Year 12 Summer Term RAG Rating	Year 13 Autumn Term RAG Rating	Year 13 Spring Term RAG Rating	Year 13 Summer Term RAG Rating
I have sourced, from the website, or my teacher, an exam question for this component and completed a practice response this term.						
I have sourced. From the website, or my teacher, a copy of the mark scheme. I have highlighted key parts and annotated key information independently.						
I have selected and organised key quotes and started to memorise them.						
I have mind-mapped the two prose texts and cross-referenced ideas about themes, ideas and characters.						
I have made notes on key features of writers' methods.						
I have banked a range of non-fiction texts from lessons and filed these carefully in my folder.						
I have spent reasonable time this half term independently sourcing, reading and analysing an additional selection on non-fiction texts.						



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ENGLISH



English Language and Literature Combined A Level: Personal Learning Checklist for Exam Skills:

The checklist will help you to do the following.

- Review your own learning.
- Organise what you need to do during your private study periods. I have
- Focus on skills or tasks that need to be further developed or revisited outside of lesson time.
- Frame the discussions about your progress with your form teacher, tutor and parents.

Learning elements	Year 12 Autumn Term RAG Rating	Year 12 Spring Term RAG Rating	Year 12 Summer Term RAG Rating	Year 13 Autumn Term RAG Rating	Year 13 Spring Term RAG Rating	Year 13 Summer Term RAG Rating
I have acquired a list of key critical terminology.						
I am attempting to apply at least 5 pieces of critical terminology in each of my written responses.						
I have annotated sections of all set texts for writers' methods in language, structure and form using appropriate critical terminology.						
I have created boiled down lists of the key features of language, structure and form for each of the set texts and filed these in my folder or put onto revision cards.						

Learning elements	Year 12 Autumn Term RAG Rating	Year 12 Spring Term RAG Rating	Year 12 Summer Term RAG Rating	Year 13 Autumn Term RAG Rating	Year 13 Spring Term RAG Rating	Year 13 Summer Term RAG Rating
I have checked gaps in my grammar knowledge. I have researched and written definitions for key sentence and word types. I could place these on a chart to file in my folder for reference.						
I have learnt how to smoothly embed quotations and have practised applying these in a range of ways.						
I have responded to all marked work in green pen, paying particular attention to addressing improvements in VSPAG skills.						
I have looked at model responses and professional essays using exam board exemplars, student work and essays from Jstor. These are annotated and filed in my folder.						