



Student Learning Reflection & Personalised Learning Checklist – Year 11

Subject/Course:	English Language – Paper 2
Student Name:	

Topic	Key knowledge/skills	Self-Assessment		
		Red	Amber	Green
Paper 2 – Reading Question 1 – Inference	I can identify true/false statements from the source.			
Paper 2 – Reading Question 2 Summary	I can write a statement about Source A and support ideas with a quotation			
	I can join ideas with a connective			
	I can write a statement about Source B and support ideas with a quotation			
	I can infer ideas from the texts in detail			

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Connectives for devices for Question 2:	Can you identify:			
	whereas			
	however			
	in comparison			
	contrastingly			
	alternatively			
	on the other hand			
	differs from			
	similarly			
	likewise			
	equally			
Paper 2 – Reading Question 3 Language Analysis	Finding three relevant quotations			
	Identifying two writer's techniques			
	Writing two analytical paragraphs			
	Using a range of technical vocabulary			
	Explaining the connotations of words			
Paper 2- Reading Question 3 - Language	simile			
	metaphor			
	personification			
	imagery			
	adjective			
	noun			
	verb			
	adverb			
	pathetic fallacy			
	alliteration			

	sibilance			
	oxymoron			
	repetition			
	symbolism			
	zoomorphism			
	anthropomorphism			
	Hyperbole			
	pathos			
Paper 2 – Question 4 Comparison	Comparing the overall purpose, form and audience			
	Writing a statement about Source A. Support ideas with a quotation			
	Using connectives to show differences/similarities			
	Writing a statement about Source B. Support ideas with a quotation			
	Identifying the methods used by the writers			
Language Devices for Question 4	Can you identify:			
	purpose			
	audience			
	form			
	context			
	tone			
	mood			
	irony			
	satire			
	dialogue			
	setting			
	humour			
	facts			
	opinions			
	sarcasm			
	anecdotes			
	linguistic devices			
Topic	Key knowledge/skills	Self-Assessment		
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Paper 2 Viewpoints and Perspectives Writing Content (24 marks)	I can identify the correct audience (e.g. readers of a newspaper, letter recipient, etc.) I			
	I use the correct conventions for the form (e.g. article, letter, speech, leaflet)			
	I adapt tone and style appropriately (formal / informal / persuasive / informative)			
	I make my viewpoint clear and consistent throughout			
	I use rhetorical devices (e.g. rhetorical questions, repetition, direct address) effectively			
	I build an argument logically, using connectives to link ideas			
	I plan before writing (introduction, main points, conclusion)			
	I use paragraphs effectively to organise ideas			
	I use discourse markers (e.g. however, furthermore, on the other hand)			
	I use figurative or persuasive techniques when appropriate (e.g. emotive language, facts, statistics, anecdote, triplets)			
	My writing engages and influences the reader			

Paper 2 Viewpoints and Perspectives Writing SPaG (16 marks)	I can use a range of sentence structures (simple, compound, complex)			
	I use varied sentence openings for effect			
	I can use full stops and capital letters accurately			
	I can use commas and apostrophes accurately			
	I use punctuation for effect (e.g. ellipsis, exclamation marks, rhetorical questions)			
	I maintain correct tense throughout			
	I write in standard English where required			
	I spell commonly confused words correctly (e.g. their/there/they're, affect/effect)			
	I proofread carefully for spelling and grammar errors			
	My sentences are clear and easy to follow			
	I edit my work to improve accuracy and flow			