



AS English Language and Literature

Component 01: Non-Fiction Written and Spoken Texts

Component 02: The Language of Literary Texts – W S Fitzgerald *The Great Gatsby*; Carol Ann Duffy *Rapture*

Green: I have demonstrated this 3 times in times conditions

Amber: I have demonstrated this 1-2 times in times conditions

Red: I haven't yet demonstrated this in timed conditions

1. Reading non-fiction			
Unit Content	R	A	G
I can identify and describe how meanings and effects are created in non-fiction written and spoken texts.			
I can compare two texts and explore connections between texts.			
I can consider the ways the texts relate to each other.			
I can apply relevant methods for text analysis drawing on linguistic and literary study.			
I can analyse how language choices shape meanings.			
I can consider the ways the texts relate to the context in which they are produced and received.			
I can use language terminology.			
I can apply phonetics to the study of non-fiction texts.			
I can apply phonology to the study of non-fiction texts.			
I can apply prosodics to the study of non-fiction texts			
I can apply lexis to the study of non-fiction texts.			
I can apply semantics to the study of non-fiction texts.			
I can apply morphology to the study of non-fiction texts.			

I can apply pragmatics to the study of non-fiction texts.			
I can apply discourse to the study of non-fiction texts.			

2. Writing non-fiction			
Unit Content	R	A	G
I can draw on my knowledge and understanding of non-fiction spoken and written texts as the basis for my own non-fiction writing.			
I can apply knowledge of mode when producing an original text.			
I can apply knowledge of context when producing an original text.			
I can apply knowledge of purpose when producing an original text.			
I can demonstrate knowledge and understanding of writers' techniques and methods in my writing.			
I can demonstrate knowledge and understanding of the influence of the contexts in which texts are produced.			
I can be creative in my use of English to communicate in different ways.			
I can demonstrate expertise in my use of English to communicate in different ways.			
I can use language features of relevant texts skilfully.			
I can use structural features of relevant texts skilfully.			
I can use register appropriate to audience and purpose.			

3. The Great Gatsby

Unit Content	R	A	G
I can recall key events in the novel and key events in each chapter			
I can comment on the purpose of the story within a story narrative			
I can write articulately and fluently.			
I can use 10-12 quotations in an essay			
I can embed quotations into my essay			
I can use relevant language terminology			
I can use terminology relating to the novel			
I can analyse the effect of language choices			
I can show confident understanding of the context (i.e. The Jazz Age / 1920s)			
I can make specific links between the text and its context			
I can comment on narrative voice.			
I can comment on the writer's attitude and point of view			
I can comment on time and chronology.			
I can analyse the writer's use of dialogue.			
I can demonstrate understanding of characterisation.			
I can analyse the writer's use of symbols and motifs.			
I can analyse structure and setting.			
I can show understanding of a range of linguistic methods.			
I can show understanding of structural features.			
I can analyse the effect of structural choices.			

4. The Language of Poetry: Carol Ann Duffy *Rapture*

Unit Content	R	A	G
I can make a range of points about different aspects of the poems			
I can explain the meaning and significant ideas in each poem			
I can use subject terminology accurately and consistently			
I can analyse figurative language used in the poems			
I can embed and analyse quotations fluently throughout an essay			
I can use 10-12 quotations in an essay to support my comments			
I can write clearly and precisely			
I can identify and analyse lexical choices within the poems			
I can identify and analyse phonological devices within the poems			
I can identify and analyse how aspects of the poems are foregrounded (through repetition, pattern making and pattern breaking)			
I can integrate analysis of relevant contextual details into the essay (focussing on the context of each poem within the collection, literary context – sonnet form etc.)			
I can identify links and connections between the two poems within the essay			
I can analyse the links and connections between two poems in an essay			
I can write a well-developed response within timed conditions			
I can ensure my response answers the question throughout the essay			

