

No.	Fundamentals for comparative skills in coursework In a play and a novel I can....	Red (date)	Amber (date)	Green (date)
1	identify the key characters in each text and compare them in an insightful way (AO1/AO4)			
2	recognise the differences between the formats and explain how the authors use them to get their ideas across (e.g. stream of conscience/flashback in novels, stage directions/dialogue in plays) (AO2/AO4)			
3	explain how the context in which they were written influenced the author's choices and message (AO1/AO3/AO4)			
4	Explain how the context in which they are set, which may be the same or different from when they were written, influenced the author's choices and message (AO1/AO3/AO4)			
5	analyse how specific word choices influence tone/message (AO2/AO4)			
6	analyse how the setting in the novel and the play modifies tone and/or message (AO2/AO4)			
7	label the character's overarching emotions and illustrate ways in which the authors convey the character's emotions (AO1/AO2/AO4)			
8	evaluate how successful the authors are at conveying the character's emotions (AO1/AO4)			
9	link ideas from an outside source (academic book, review, interview, Ted Talk, etc.) to the two texts to illuminate ideas in your argument (AO1/AO4/AO5)			
10	Create topic sentences in order to convey a clear and concise argument at the beginning of each paragraph; aim to illustrate and develop one idea per paragraph and to compare the texts each time you introduce a new idea (i.e. link it to both texts) (AO1/AO4)			
11	identify and judge ways in which the authors convey the character's attitude towards what is being discussed in the play or the novel (AO1/AO4)			
12	Identify the main themes and discuss how the main themes represented are developed throughout the novel or the play, noting contradictions, changes, and expansions from middle to end (AO1/AO4)			
13	link real world ideas to the play and the novel by identifying ideas they aim to promote or criticise and how contrast and compare how they deal with them (AO1/AO3/AO4)			
14	construct an argument how the play and the novel build mood, tone, character, and theme and link to the outside world and one another (AO1/AO3/AO4)			

Key - * = Technical Literary Language needed to support ideas.

Bold = skill identified

Skills ranked in order of complexity: **identify**; **label**; **illustrate**; **recognise**; **describe**; **summarise**; **analyse**; **assess**; **decide**; **judge**; **evaluate**; **link**; **construct**.

No.	Fundamentals for close reading skills in coursework In a Duffy poem I can....	Red (date)	Amber (date)	Green (date)
1	identify the key character voice			
2	recognise whether the reader knows more/ less than character			
3	explain the impact of this knowledge imbalance on the mood within the poem			
4	analyse how specific word choices influence tone			
5	analyse how specific word choices influence the message			
6	analyse how the setting in the poem modifies tone			
7	label the character's overarching emotions			
8	illustrate ways in which the author conveys the character's emotions			
9	evaluate how successful the author is at conveying the character's emotions			
10	describe the character's attitudes towards what is being discussed in the poem			
11	identify and judge ways in which the author conveys the character's attitude towards what is being discussed in the poem			
12	Identify the main themes and discuss how the main themes represented are developed throughout the poem, noting contradictions, changes, and expansions from middle to end			
13	link real world ideas to the poem by identifying ideas the poem aims to promote or criticise and how representative this is of the ideas in the rest of the poems in the poetry anthology			
14	construct an argument, using your annotations, about how the poem builds mood, tone, character, and theme and links to the outside world and the rest of the poetry anthology.			

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Skills ranked in order of complexity: **identify; label; illustrate; recognise; describe; summarise; analyse; assess; decide; judge; evaluate; link; construct.**

No.	Term one Fundamentals for close reading of dystopic texts In an unseen dystopic extract I can....	Red (date)	Amber (date)	Green (date)
1	identify the key character voice*			
2	recognise whether the reader knows more/ less than character			
3	explain the impact of this knowledge imbalance on the mood/sense of danger within the extract*			
4	label the character's overarching emotions			
5	illustrate ways in which the author conveys the character's emotions*			
6	evaluate how successful the author is at conveying the character's emotions*			
7	identify whether the extract contains typical features common to dystopic texts*			
8	summarise and illustrate ways in which the author subverts or promotes typical features of dystopia*			
9	decide whether characters, places, or objects are symbolic of key ideals within dystopic fiction (hope for freedom, rebellion, etc.)			
10	describe the character's attitudes towards their society			
11	identify and judge ways in which the author conveys the character's attitude towards their society*			
12	link real world ideas to the unseen extract by identifying ideas the unseen extract aims to satirise or criticise			
13	analyse how the setting in an unseen extract links to key features of dystopic fiction*			
14	construct an argument, using your annotations, about how the unseen extract connects to other pieces of dystopic fiction			

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No.	Fundamentals: in relation to Ibsen and Comparisons to Rossetti I can....	Red (date)	Amber (date)	Green (date)
1	1: Structure a. identify 3 differences between the texts' structure. b. identify 3 similarities between the texts' structure. c. identify the main structural features of A Doll's House and discuss them in relation to the plot, the key themes, and the context. d. identify the main structural features of Rossetti's poetry discuss them in relation to the key themes and context.			
2	2: Themes a. identify 10 key themes in Ibsen. b. identify 10 key themes in Rossetti. c. link 5 examples from the text to each key theme in Ibsen. d. link 5 examples from the text to each key theme in Rossetti. e. summarise the main symbolisms hidden in Rossetti's choice of images (e.g. the wedding day, the door, the garden, the market, etc.). f. summarise the main symbolisms hidden in Ibsen's choice of the image of the door and the home in general.			
3	Characters a. evaluate the differences between Nora and Torvald, the differences between Mrs Linde and Nora, the differences between Dr Rank and Torvald, and the differences between various characters in Rossetti (e.g. the women in Maude Clare, the groom and Maude Clare, the girls in Goblin Market and the people they know, etc.) b. discuss the concept of love between characters in the play and the poems.			
4	Context a. explain the significance of the new woman on Ibsen's play and Rossetti's poems. b. explain the significance of Victorian repression on Ibsen's play. c. explain the significance of gender stereotypes on Ibsen's play. d. explain the significance of the author's gender on the presentation of their ideas in the play and poems. e. explain the significance of the author's gender on the presentation of their ideas in the play and poems. f. explain the significance of her religious beliefs on Rossetti's poems. g. explain the significance of her work with fallen women on Rossetti's poems.			
5	Comparison a. evaluate the freedom that a male and a female Victorian writer had to express their ideas and how this impacts on the presentation of ideas in the play and poems.			

	b. discuss the differences and similarities between the representation of themes in each text.			
	c. discuss the differences and similarities between the representation of characters in each text.			

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No.	Fundamentals for close reading skills in Shakespeare Text	Red (date)	Amber (date)	Green (date)
	In an extract I can....			
1	identify the key character voice in the extract*			
3	explain what the language tells you about the relationship between the main characters in the			
4	analyse how specific word choices influence tone*			
5	label the character's overarching emotions			
6	illustrate ways in which the author conveys the character's emotions*			
7	evaluate how successful the author is at conveying the character's emotions*			
8	identify the purpose of the extract – what does it show the audience? What impact is it meant to have on the audience? How does it move the play forward or increase the audience's understanding of a particular character?			
9	analyse using one word analysis.			
10	identify the main themes in the play and link at least three to the extract.			
11	discuss a particular word, idea or feature in the play, comparing how a Shakespearean audience might view it vs. how a modern audience might view it.			
12	construct a well-considered argument that links heavily to the extract and includes plenty of small-quote analysis and one-word analysis.			

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No.	Fundamentals: in relation to The Tempest I can....	Red (date)	Amber (date)	Green (date)
1	1: Structure a. identify 6 key facts about the text's structure. b. identify 3 differences between the text's structure and a typical Shakespeare play. c. discuss structural features in relation to the plot, the key themes, and the context. d. explain why Shakespeare began the play in <i>medias res</i> (the middle of the action)			
2	2: Themes a. identify 10 key themes in the play. b. summarise the significance hidden in Shakespeare's choice of images; the tempest itself; the island; the cave where Caliban lives; the tree Ariel was freed from; Prospero's books; and magic. c. identify the purpose of magic in the play and what it is used to symbolise			
3	Characters a. identify the characteristics of each key character in the play. a. evaluate the differences between Caliban and Ariel, the differences between Caliban and Prospero, the differences between Miranda and Ferdinand. b. discuss the concept of love between characters in the play and the poems. c. discuss the concept of hatred between characters in the play and the poems			
4	Context a. explain how a modern audience thinks of power imbalance in the play. b. explain how a Shakespearean audience thinks of power imbalance in the play. c. explain how a modern audience thinks of the relationship between Prospero and Caliban. d. explain how a Shakespearean audience thinks of the relationship between Prospero and Caliban. e. explain how a modern audience thinks of the fact that Miranda speaks less towards the end of the play. f. explain how a Shakespearean audience thinks of the fact that Miranda speaks less towards the end of the play. g. explain how a modern audience thinks of the relationship between Prospero and Ariel. h. explain how a Shakespearean audience thinks of the relationship between Prospero and Ariel. i. analyse how the representation of Caliban links to theories of post colonialism.			
5	construct a well-considered argument that explores relevant key themes of the play.			

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No.	Fundamentals for The Road and Comparisons to The Handmaid's Tale In The Handmaid's Tale and The Road I can....	Red (date)	Amber (date)	Green (date)
1	1: Structure a. identify 3 differences between the two texts' structure. b. identify 3 similarities between the two texts' structure. c. identify the main structural features of The Road and discuss them in relation to the plot. d. identify the main structural features of The Handmaid's Tale discuss them in relation to the plot.			
2	2: Themes a. identify 10 key themes in The Road. b. identify 10 key themes in The Handmaid's Tale. c. link 5 examples from the text to each key theme in The Handmaid's Tale. d. link 5 examples from the text to each key theme in The Handmaid's Tale. e. summarise the main symbolisms hidden in McCarthy's choice of the image of the road. f. summarise the main symbolisms hidden in McCarthy's choice of the image of the fire.			
3	Characters a. evaluate why the mother and the ex-handmaid take their lives and how this alienates the reader or makes the reader sympathise with them. b. discuss the concept of love between characters in relation to Nick and Offred, Luke and Offred, Moira and Offred, and The Man and The Boy. c. discuss the characters who make negative or selfish decisions in the previous and new worlds and what the reader is meant to think about these decisions, in relation to Serena Joy, the aunts, the cannibals, and the mother who eats her child. c. discuss the characters who make positive, rebellious, or unselfish decisions in the previous and new worlds and what the reader is meant to think about these decisions, in relation to those in MayDay, Moira, Nick, the Commander, Ely, The Boy, and the new family who take in The Boy.			
6	Context a. explain the significance of 9/11 on McCarthy's novel. b. explain the significance of global warming on McCarthy's novel. c. explain the significance of the threat of nuclear war on McCarthy's novel. d. explain the significance of gender stereotypes and parenthood on McCarthy's novel. e. explain the significance of living in Berlin, near the Berlin wall, in Atwood's novel. f. explain the significance of Aids and issues with gay rights on Atwood's novel. c. analyse how Atwood incorporates the undoing of female rights in the 1980s into her novel.			

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