English language A2 PLC:

Personalised Learning Checklist

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| **Content/Topic: Language Framework –** **Lexis and semantics** | **Red** | **Amber** | **Green** |
| Able to identify a proper noun |  |  |  |
| Able to identify a common noun |  |  |  |
| Able to identify and comment on the effect of an abstract noun |  |  |  |
| Able to identify a material verb |  |  |  |
| Able to identify and comment on the effect of a relational verb |  |  |  |
| Able to identify and comment on the effect of a mental verb |  |  |  |
| Able to identify and comment on the effect of a dynamic verb |  |  |  |
| Able to identify and comment on the effect of a stative verb |  |  |  |
| Able to identify and comment on the effect of an auxiliary verb |  |  |  |
| Able to identify a pre-modified adjective |  |  |  |
| Able to identify a post-modified adjective |  |  |  |
| Able to identify and comment on the effect of a base adjective |  |  |  |
| Able to identify a comparative adjective |  |  |  |
| Able to identify a superlative adjective |  |  |  |
| Able to identify a pre-modified adverb |  |  |  |
| Able to identify a post-modified adverb |  |  |  |
| Able to identify & comment on the writer’s choice of determiners |  |  |  |
| Able to identify & comment on the writer’s choice of connectives |  |  |  |
| Able to identify & comment on the writer’s choice of preposition |  |  |  |
| Able to identify and comment on the effect of a personal pronoun |  |  |  |
| Able to identify and comment on the effect of ellipsis |  |  |  |
| Able to identify anaphoric referencing |  |  |  |
| Able to identify cataphoric referencing |  |  |  |
| Able to identify and comment on the effect of substituting  |  |  |  |
| Able to identify features within their lexical fields |  |  |  |
| Able to comment on the synonymy of a word |  |  |  |
| Able to comment on the antonymy of a word |  |  |  |
| Able to comment on the hyponymy of a word |  |  |  |
| Able to identify conceptual metaphors |  |  |  |
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| **Content/Topic: Language Framework –** **Grammar and Syntax** | **Red** | **Amber** | **Green** |
| Able to identify and comment on the effect of a noun phrase |  |  |  |
| Able to identify and comment on the effect of a verb phrase |  |  |  |
| Able to identify and comment on the effect of a adverbial phrase |  |  |  |
| Able to identify and comment on the effect of a short sentence |  |  |  |
| Able to identify a compound sentence |  |  |  |
| Able to identify a complex sentence |  |  |  |
| Able to identify the mood of a text and justify using references |  |  |  |
| Able to identify the function of a text and justify using references |  |  |  |
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| **Content/Topic: Language Framework –****Phonetics and phonology** |  |  |  |
| Able to identify the sound patterns implicit in words |  |  |  |
| Can identify and explain sound symbolism in a text |  |  |  |
| Can identify and explain lexical onomatopoeia  |  |  |  |
| Can identify and explain non-lexical onomatopoeia |  |  |  |
| Able to identify and comment on the effect of alliteration |  |  |  |
| Able to identify and comment on the effect of assonance  |  |  |  |
| Able to identify and comment on the effect of consonance  |  |  |  |
| Can link the ideas of phonology in the creation of humour |  |  |  |
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| **Content/Topic: Language Framework –****Graphology** |  |  |  |
| Can express how the shape of the text effects the reader |  |  |  |
| Able to identify and comment on the effect of iconic images  |  |  |  |
| Able to identify and comment on the effect of symbolic images |  |  |  |
| Can comment on the effect of the writer’s choice of typography |  |  |  |
| Can comment on the effect of the writer’s choice of empty space |  |  |  |
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|  | **Red** | **Amber** | **Green** |
| **Content/Topic: Language Framework –****Pragmatics** |  |  |  |
| Can apply the context of a text & reference the effect on lexis |  |  |  |
| Can identify the implications in a text with reference to the text |  |  |  |
| Can identify the inferences in a text with reference to the text |  |  |  |
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| **Content/Topic: Language Framework –****Graphology** |  |  |  |
| Can express how the shape of the text effects the reader |  |  |  |
| Able to identify and comment on the effect of iconic images  |  |  |  |
| Able to identify and comment on the effect of symbolic images |  |  |  |
| Can comment on the effect of the writer’s choice of typography |  |  |  |
| Can comment on the effect of the writer’s choice of empty space |  |  |  |
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| **Content/Topic: Language Framework –****Spoken Discourse** |  |  |  |
| Able to analyse conversational discourse/transcripts |  |  |  |
| Able to identify adjacency pairs & the effect it has on conversation  |  |  |  |
| Able to identify turn-taking & the effect it has on conversation  |  |  |  |
| Able to identify an insertion sequence & comment on its effect  |  |  |  |
| Able to comment on a speaker’s control of topic management |  |  |  |
| Able to identify powerful participants & their effect on the conversation |  |  |  |
| Able to identify back channelling & comment on its effect  |  |  |  |
| Able to identify discourse markers & comment on their effect  |  |  |  |
| Able to identify fillers & comment on their effect  |  |  |  |
| Able to identify hedges & comment on their effect  |  |  |  |
| Able to identify false starts & comment on their effect  |  |  |  |
| Able to identify skip connectors & comment on their effect  |  |  |  |
| Able to identify fixed expressions & comment on their effect  |  |  |  |
| Able to identify ellipsis & comment on their effect  |  |  |  |
| Able to identify tag questions & comment on their effect  |  |  |  |
| Able to identify deixis & comment on its effect  |  |  |  |
| Can explain Grice’s Maxim & comment on its application to the text.  |  |  |  |
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| **Content/Topic: Language Acquisition** |  |  |  |
| Able to identify the stages of language acquisition - Crystal |  |  |  |
| Able to discuss the phonological and pragmatic development of children from birth to 11 years |  |  |  |
| Able to identify lexical, grammatical and semantic development from birth to 11 years |  |  |  |
|  | **Red** | **Amber** | **Green** |
| Can explain the concepts of theorists to language acquisition: |  |  |  |
| Chomsky - Nativist |  |  |  |
| Vygotsky – Social interaction (Socio-cultural) |  |  |  |
| Skinner – Behaviourist |  |  |  |
| Bruner – LASS/critical period hypothesis |  |  |  |
| Piaget – Cognitive |  |  |  |
| Holt and Willard – Social Constructive |  |  |  |
| Berko and Brown – Wug test |  |  |  |
| Petitto and Holowka  |  |  |  |
| Halliday |  |  |  |
| Nelson |  |  |  |
| Rescola |  |  |  |
| Aitchison |  |  |  |
| Able to identify child directed speech methods |  |  |  |
| Able to analyse spoken transcripts |  |  |  |
| Able to apply different approaches to teaching children to read: |  |  |  |
| Phonics approach |  |  |  |
| The Look Say approach |  |  |  |
| The psycholinguistics approach |  |  |  |
| Able to recognise the techniques for developing reading skills |  |  |  |
| Able to recognise the reading stages used within education |  |  |  |
| Able to recognise the stages of writing in children |  |  |  |
| Can explain the 7 stages of writing development - Barclay |  |  |  |
| Can explain the 4 stages of writing – Kroll |  |  |  |
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| **Content/Topic: Language and Change** |  |  |  |
| Able to recognise lexical changes in language throughout history: |  |  |  |
| Identify and explain borrowing |  |  |  |
| Identify and explain scientific progress |  |  |  |
| Identify and explain affixation |  |  |  |
| Identify and explain compounding |  |  |  |
| Identify and explain blending |  |  |  |
| Identify and explain conversion |  |  |  |
| Identify and explain clipping |  |  |  |
| Identify and explain initialism |  |  |  |
| Identify and explain acronyms |  |  |  |
| Identify and explain back-formation |  |  |  |
| Identify and explain archaisms/obsolete words |  |  |  |
| Identify and explain neologisms |  |  |  |
| Identify and explain coinage |  |  |  |
| Identify and explain back-formation |  |  |  |

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|  | **Red** | **Amber** | **Green** |
| Able to recognise semantic change and meaning: |  |  |  |
| Identify and explain amelioration |  |  |  |
| Identify and explain pejoration |  |  |  |
| Identify and explain broadening |  |  |  |
| Identify and explain generalisation |  |  |  |
| Identify and explain expansion |  |  |  |
| Identify and explain extension |  |  |  |
| Identify and explain narrowing of meaning |  |  |  |
| Identify and explain specialisation |  |  |  |
| Identify and explain restriction |  |  |  |
| Able to recognise grammatical changes |  |  |  |
| Able to recognise phonological changes |  |  |  |
| Able to recognise regional variations – RP/Estuary English |  |  |  |
| Able to recognise graphological changes – technology |  |  |  |
| Able to recognise the significance of the printing press |  |  |  |
| Able to recognise the significance of dictionaries  |  |  |  |
| Able to discuss the significance of standardisation |  |  |  |
| Able to recognise the impact of internal influences |  |  |  |
| Able to recognise the importance of external influences |  |  |  |
| Able to recognise the significance of American English |  |  |  |
| Able to discuss the causes of change since 1700: |  |  |  |
| Social change/gender changes |  |  |  |
| Economic change |  |  |  |
| Globalisation |  |  |  |
| Immigration |  |  |  |
| Invasion/wars |  |  |  |
| Technology |  |  |  |
| Foreign languages |  |  |  |
| Able to discuss English in the future – bidialectism/technology/diversity |  |  |  |
| **Content/Topic – Attitudes to language** |  |  |  |
| Can explain the concept of prescriptivism |  |  |  |
| Can explain the concept of descriptivism |  |  |  |
| Can use different methodologies to study language change |  |  |  |
| Able to discuss the concepts of theorists: |  |  |  |
| Romaine |  |  |  |
| Bex |  |  |  |
| Goodman |  |  |  |
| Fairclough |  |  |  |
| Mackinnon |  |  |  |
| Crystal |  |  |  |