



AOLE	Subject	Year	Assessment
Languages, Literacy and Communication	English	9	How does Wilfred Owen explore the reality of war in 'Dulce et Decorum Est'?

Progression Table		
Progression Indicator	Knowledge/Skills	Literacy Framework
<b>Excelling</b>	<p>I can evaluate the use of poetic devices and explain the effect on the reader.</p> <p>I can analyse and evaluate the themes, perspectives, and messages conveyed in the poem.</p> <p>I can analyse the tone and mood created by the poet's choice of language.</p> <p>I show a clear appreciation of how meanings and ideas are conveyed through structure and form.</p> <p>I can use PQA consistently to structure my response.</p> <p>I show empathy with the subject matter and evaluate different interpretations including my own.</p>	<p>I can use a range of discipline-specific and general academic vocabulary accurately and precisely.</p> <p>I can use a range of strategies, e.g. speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information, extracting and commenting maturely on key ideas and themes.</p> <p>I can read closely, analysing the content, language and impact of texts to deepen my understanding.</p> <p>I can organise writing in an appropriate form, ensuring content is detailed within and between paragraphs or sections, developing and sustaining ideas coherently.</p>
<b>Advancing</b>	<p>I can analyse the use of poetic devices in the poem and explain the effect on the reader.</p> <p>I can analyse the themes, perspectives, and messages conveyed in the poem.</p> <p>I begin to show a clear appreciation of how meanings and ideas are conveyed through structure and form.</p> <p>I can use PQA to structure my response.</p> <p>I show empathy with the subject matter and offer my own personal response,</p>	<p>I have experienced a range of area of learning and experience/discipline-specific and general academic vocabulary, and can use them in my own communication.</p> <p>I can use a range of strategies, e.g. speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information.</p> <p>I can read closely, follow up and use additional material in texts to extend my understanding.</p> <p>I can organise and construct my writing effectively.</p>
<b>Securing</b>	<p>I can comment on the use of poetic devices in the poem and make simple comments on the effect on the reader.</p> <p>I am able to recognise and make simple comments on particular features of style and structure.</p> <p>I use some evidence from the poem to support my response.</p> <p>I show empathy with the subject matter and offer my personal opinion.</p>	<p>I can use varied, appropriate and precise vocabulary including area of learning and experience/discipline-specific words for different purposes.</p> <p>I can use a range of strategies for finding information, e.g. skimming for gist, scanning for detail.</p> <p>I can read closely, identifying and noting features of texts.</p> <p>I can use paragraphs and make links between them.</p>
<b>Beginning</b>	<p>I can locate and retrieve relevant information in order to respond to the question.</p> <p>I can make basic comments on the structure and themes in the poem.</p>	<p>I can write using an increasingly imaginative, varied and precise vocabulary.</p> <p>I can use a range of strategies to read with increasing fluency.</p>



	<p>I can recognise and identify sensory language and descriptive details that appeal to the senses in the poem. I can offer a personal response to the poem.</p>	<p>I can recognise the features of different types of text in terms of language, structure and presentation, and use appropriate language to talk about them. I begin to structure my writing using paragraphs.</p>
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