



**English Literature
(AQA)**

In the study of GCSE English Literature, our aim is for students to:

- read a wide range of classic literature fluently and with good understanding, and make connections across their reading; read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas; develop the habit of reading widely and often; appreciate the depth and power of the English literary heritage
- write accurately, effectively and analytically about their reading, using Standard English; acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

Year 11	Poetry: either the Power and Conflict cluster, or the Love and Relationships cluster (September – January)	Targeted Revision (March – May)
Knowledge (facts, information, concepts and key terminology)	Students will begin their study of their chosen poetry cluster and understand the content of each poem and how a writer uses language, structure and form to create meaning. They will begin to make comparisons between the poems and write about each poem using a critical style and utilising subject specific terminology. about the text and engage with subject specific terminology.	Students will complete targeted revision of aspects of the Literature course in order to consolidate and extend knowledge and understanding.
Understanding (ability to connect and synthesise knowledge within a context)	AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response, and use textual references, including quotations, to support and illustrate interpretations. AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. AO3: Show understanding of the relationships between texts and the contexts in which they were written.	Students will have the opportunity to showcase their knowledge in low-stakes quizzes and in more formalised examination practice. These will help address any gaps in understanding and help extend understanding that they have already acquired.
Skills (successful application of knowledge and understanding to a specific task)	<i>Literal and inferential comprehension:</i> understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events <i>Critical reading:</i> identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers’ social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text <i>Evaluation of a writer’s choice of vocabulary, grammatical and structural features:</i> analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation <i>Comparing texts:</i> comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above	Students will hone their examination technique and the application of their knowledge and understanding when approaching exam-style questions. A variety of approaches when addressing exam questions will be explored so that students can formalise the approach that best suits them when answering exam questions.
Formal Assessments (those done by all/vast majority of the cohort)	November: mock examination on English Literature Paper 2. March: mock examination of English Literature Paper 1 and Paper 2. Final exams: English Literature Paper 1 and Paper 2 completed.	
<p>By the end of the year, students on course for at least a grade 5 will...</p> <ul style="list-style-type: none"> • develop a generally coherent and engaged response to explicit and implicit meanings of texts • develop a clear understanding of the ways in which writers use language, form and structure • use apt textual references to support responses • use understanding of contexts to inform responses to texts • make credible comparisons between texts. 		