

 <b>English Literature (AQA)</b>	<b>Intent – To ensure that all students can:</b> <ul style="list-style-type: none"> <li>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</li> <li>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.</li> </ul>		
<b>Year 10</b>	Unseen Poetry study Shakespeare (Macbeth or Much Ado About Nothing) (September – December)	19 <sup>th</sup> Century Novel study (A Christmas Carol, Frankenstein or The Strange Case of Dr Jekyll and Mr Hyde) (February – April)	Poetry: either the Power and Conflict cluster, or the Love and Relationships cluster (April – July)
<b>Knowledge</b> (facts, information, concepts and key terminology)	<b>Unseen Poetry</b> Students will know how poets employ language, form and structure to create meaning in their poetry, with a focus on knowing key poetic terms. . <b>Shakespeare and 19<sup>th</sup> century novel</b> Students will know the plot and key narrative aspects of their studied texts and know how writers have employed language, structure and form to create meaning. gain a good understanding of the plot of their chosen text and understand how language, form and structure is used to create meaning. Students will also know the purpose and intentions of the writers of these texts and the contextual factors that have shaped them. Students will also know subject specific terminology to utilise when discussing and analysing the texts.		<b>Poetry Cluster</b> Students will know the content of each poem and how the poets have employed language, form and structure to create meaning and shape the response of the reader. They will know that intent and purpose of each of the poets and their poems and the contextual factors that have shaped the poems. Students will also know subject specific terminology to utilise when discussing and analysing the texts.
<b>Understanding</b> (ability to connect and synthesise knowledge within a context)	<b>Unseen Poetry and Poetry Cluster study</b> <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 <b>Shakespeare and 19<sup>th</sup> century novel</b> <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.		
<b>Skills</b> (successful application of knowledge and understanding to a specific task)	<b>Unseen Poetry and Poetry Cluster</b> 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. <b>Shakespeare and 19<sup>th</sup> century novel</b> 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. <b>Shakespeare only</b> - AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation		
<b>Formal Assessments</b>	<b>October</b> Unseen Poetry assessment. <b>December</b> Shakespeare assessment.	<b>April</b> 19 <sup>th</sup> century novel assessment.	<b>EoY Exam: first mocks (May)</b> English Literature Paper One mock examination.
<b>By the end of the year, students on course for at least a grade 5 will...</b> <ul style="list-style-type: none"> <li>develop a generally coherent and engaged response to explicit and implicit meanings of texts</li> <li>develop a clear understanding of the ways in which writers use language, form and structure</li> <li>use apt textual references to support responses</li> <li>use understanding of contexts to inform responses to texts</li> <li>make credible comparisons between texts.</li> </ul>			

