

English Literature

Our aim is to encourage students to develop their comprehension, reading and writing skills and to embed a love of reading alongside the skills to understand and explain a text.

Intent

We aim for them to leave Endeavour having developed their reading skills and writing skills from where they were at point of entry. We look at a wide range of literature, from poetry and Shakespeare to modern and classic fiction. Our lessons are designed to prepare students for adulthood in terms of independent reading and writing and comprehension.

Curriculum Links

Maths	English	Science
Deducting Problem solving Timelines	Vocabulary Justifying Speaking Listening SPaG	Analysis of text









Careers

Skills developed and gained in English Literature are valued and necessary for any career paths chosen by young people.

Teacher Librarian Media and Journalism Editor Editorial assistant Social media manager Interpreter Paralegal Freelance writer Publisher Marketing manager

Skills Builder

We teach skills that are essential to any person no matter what career path they choose. Using resources and support from [The Skills Builder Partnership](#) we aim to develop students' understanding and confidence within these essential skills.

Skill	How is this developed
Listening 	Students must receive, retain, and process new methods and ideas. <ul style="list-style-type: none"> • Reading and digesting new texts • Understanding higher level vocabulary when model answers are being articulated • Issuing instructions for tasks and general classroom practice
Speaking 	Students can verbalise information and ideas. <ul style="list-style-type: none"> • Students reading aloud • Expression of opinion or perspective on a range of texts and poetry • Communication during classroom or group activities • Verbalising answers to targeted questions
Problem Solving 	Students can find a solution to challenges. <ul style="list-style-type: none"> • Identifying relevant information • Exploring different perspectives relating to a topic/text • Researching context and analysing writers' intentions to enable a deeper understanding
Creativity 	Students can use their imagination and generation of new ideas. <ul style="list-style-type: none"> • Creative/descriptive writing (prose and poetry) • Exploring a range of potential ideas/perspectives relating to the subject matter • Evaluating/self-assessing
Staying Positive 	Students can use tactics and strategies to overcome setbacks and achieve goals. <ul style="list-style-type: none"> • Developing resilience when met with difficult vocabulary, concepts, and ideas • Maintaining enthusiasm during lengthier and more complex tasks or texts
Aiming High 	Students can set clear, tangible goals and devise a robust route to achieving them. <ul style="list-style-type: none"> • Develop confidence to attempt higher level questions • Use Tier 2 language/vocabulary to challenge learners • Differentiated learning objectives scaffolded to give all learners the opportunity to make progress
Leadership 	Students can support and encourage others to achieve. <ul style="list-style-type: none"> • Students having autonomy over their work/working independently • Taking a lead role on encouraging others • Peer led group work
Teamwork 	Students can work cooperatively with others to achieve. <ul style="list-style-type: none"> • Group work acting out scenes to facilitate understanding • Encouraging peer support working through challenging texts/tasks • Working together to develop understanding of key themes, concepts, and ideas.

Implementation

All lessons are planned on a basis that students must be able to relate their learning to personal and real-life experiences. All themes of the course are designed to ensure that we encourage a well round approach to the literature and provide appropriate differentiation to suit the needs of all learners.

Throughout the course, we ensure that we have plenty of opportunity to develop and demonstrate British Values and show respect and tolerance to any different thoughts and opinions. Each lesson has cross curricular links and ensures that learners can see the importance of the skills they are developing beyond the classroom.

Course Levels

AQA	Unit Scheme Awards	English Literature related unit scheme awards will allow the learners to continue developing their English literature skills. These awards are fully accredited by AQA Exam board, and these are an opportunity for learners to develop their academic confidence and skills.
AQA	GCSE	GCSE English Literature introduces all the above themes to learners to allow them to develop their skills of speaking and listening, reading and writing as well as spelling, grammar and punctuation.

Learning Content

As part of the AQA specification below are the texts that will be studied in Year 11:

The GCSE qualification is broken down into five sections:

- Shakespeare
- The 19th Century Novel
- Modern Text (drama and Prose)
- Poetry
- Unseen Poetry

Shakespeare's World	<ul style="list-style-type: none"> - About William Shakespeare and his life - The Elizabethan Era (poverty, social classes, and the monarchy) - Shakespeare's Theatre (Role of Women, Differences in the class system at the Theatre) - Language (understanding and translating Shakespeare's Language including Shakespearean insults)
Victorian Literature The 19 th Century Novel	<ul style="list-style-type: none"> - Life in Victorian England; workhouses, the Rights of Children in Victorian England compared to the Modern Day - Victorian Literary Greats; Charles Dickens, Charlotte Bronte, Elizabeth Browning. - Industrial Revolution
All the World is A Stage	<ul style="list-style-type: none"> - Extracts from Blood Brothers - Extracts from The History Boys - Skint
Words of War (not all poems will be used)	<ul style="list-style-type: none"> - Attack by Siegfried Sassoon - The Soldier Rupert Brooke - War Girls by Jessie Pope - Who's for the Game by Jessie Pope - For the Fallen by Laurence Binyon - Dulce Est Decorum Est by Wilfred Owen - First Time in by Ivor Gurney - Send off by Wilfred Owen - In Flanders Field by John McCrae - Belfast Confetti by Ciaran Carson - Half Cast by John Agard
Gothic Literature	<ul style="list-style-type: none"> - Understanding Gothic Conventions - Tales of the Unexpected Roald Dahl - Monkeys Paw - The Red Room
Creative Writing and Poetry Writing	<ul style="list-style-type: none"> - Develop the use of imagination - Develop reading/writing skills; This will be achieved via fortnightly themes - Themes will include Fantasy, Dystopian and Sci-fi

Each of the above are designed to enhance the learner's literal and inferential comprehension skills. They will explore aspects of the plot, characterisation and settings, discussions and distinguishing between what is happening and what is implied, whilst being able to explain motivation, sequence of events and identifying key themes. Learners will develop their skills of producing clear and coherent text and writing effectively about the texts, such as, writing to describe, explain, summarise, argue, analyse and maintaining a point of view. Learners will also have significant focus on improving their spelling grammar and punctuation.

Assessment

On admission, learners will complete a baseline assessment to allow teachers to identify any starting points. This will allow for teachers to track progress and apply interventions where necessary. At the end of each topic assessments will take place to identify strengths and weaknesses. Mock exams will take place using past papers as this is another part of our summative assessment procedure. Feedback and opportunities for students to discuss their learning form a part of our planning and marking procedures.

Impact

Baseline assessment information is used to evaluate progress from the point of entry to the point of leaving Y11. Our goal is for students to be able to clearly explain what they have learned and demonstrate these skills across the curriculum and outside of the classroom setting.

Useful Website Links

Below is a link to the awarding body we use for the GCSE Qualification:

<https://filestore.aqa.org.uk/resources/english/specifications/AQA-8702-SP-2015.PDF>

Extension and revision tasks can be found by accessing:

<https://www.bbc.co.uk/bitesize/examspecs/zxqncwx>

Romeo and Juliet - [Seneca - Learn 2x Faster \(senecalearning.com\)](#)

An Inspector Calls - [Seneca - Learn 2x Faster \(senecalearning.com\)](#)

A Christmas Carol - [Seneca - Learn 2x Faster \(senecalearning.com\)](#)

Power & Conflict - [Seneca - Learn 2x Faster \(senecalearning.com\)](#)

How Parents can Help Develop skills

You can support the work that we are doing by attending parent events, keeping up to date by regularly accessing our website and enquiring about what your child is doing at school.

Have conversations about literature related topics and encourage your child to read at home. Talk to your child about any books that you have read or any books that you would like to read, consider reading them together.

Engage in discussions about what texts your child is looking at, at school and ask them to tell you about them. This will help embed the knowledge and help them retain the information.