

A Level English Literature Overview (2021-22)

Year 12						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
Learning	<p>Students are introduced to the theme of paper 1, tragedy, inc. aspects of tragedy, key terminology, context etc.</p> <p>Focus then shifts to paper 1 tragic texts, <i>Othello</i> and <i>Death of a Salesman</i> to be studied through the tragic lens and with a focus on course AOs. Study involves close reading with class teacher, student annotations and research and students producing written responses to a range of exam style tasks.</p>	<p>Study of the two texts from last half term completed.</p> <p>Exam skills focus in preparation for sections A, B and C for November assessment. Close feedback given on exam performance and focused CTG work set and completed on all three sections of paper 1.</p> <p>Teacher 2 introduces the critical anthologies and students study the different 'isms' in preparation for NEA.</p>	<p>Teacher 1 close reads <i>Remains of the Day</i>, the NEA prose text, with students. Students formulate their own NEA prose titles to be agreed with staff.</p> <p>Teacher 2 begins close study of Keats' poetry with a focus on poetic decisions, contexts and links with the tragic genre.</p>	<p>Complete close reading of <i>Remains of the Day</i> in preparation for submission of NEA first draft. Teacher 2 also completes close study of Keats' poetry.</p> <p>Teacher 2 introduces the poetry element of NEA and works with students to help them decide which poet they would like to focus on.</p>	<p>The theme of paper 2, Social and Political Protest Writing is introduced inc. aspects of protest writing, key terminology, context etc. Focus shifts to <i>The Handmaid's Tale</i> and to <i>The Kite Runner</i>. Close reading of both texts is completed with a focus on the course AOs. Study involves close reading with class teacher, student annotations and research and students producing written responses to a range of exam style tasks. Focused CTG work is also completed.</p>	<p>Complete study of both protest texts.</p>
Assessment	<p>Teacher assessment of exam style task responses as well as understanding shown in class discussions and 1:1 feedback.</p>	<p>Y12 November assessment</p>	<p>Teacher assessment of written, exam style responses as well as of verbal responses and feedback.</p>	<p>First draft of prose NEA.</p> <p>Teacher assessment of written, exam style responses as well as of verbal responses and feedback.</p>	<p>Y12 final exams (full paper 1)</p> <p>Teacher assessment of verbal feedback and discussion.</p>	<p>First draft of poetry NEA.</p> <p>Teacher assessment of written, exam style responses as well as of verbal responses and feedback.</p>

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Year 13						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning	<p>Teacher 1 begins close study of Blake’s <i>Songs of Innocence and Experience</i>, while teacher 2 introduces unseen textual analysis for paper 2 section A. A sharp focus is maintained on the AOs, in particular analysing the authorial methods present and making links to context and genre.</p> <p>Revision is ongoing via homework, in class activities etc. for <i>Othello</i>, <i>Death of a Salesman</i> and Keats’ poetry.</p>	<p>Completion of study of <i>Songs of Innocence and Experience</i> and unseen exam skills.</p> <p>Comprehensive feedback given on Y13 mock exam performance and focused CTG work should be done and fed back on to enhance performance.</p>	<p>Revision is the key focus for this term.</p> <p>Teacher 1 returns to paper 1 section C texts (<i>Death of a Salesman</i> and Keats’ poetry) and exam skills, as well as unseen texts revision. Teacher 2 returns to <i>Othello</i>. Revision is sharply focused on exam skills and AOS.</p>	<p>Revision continues across all texts.</p>	<p>Revision across all texts is finalised.</p>	
Assessment	<p>Teacher assessment of written, exam style responses as well as of verbal responses and feedback.</p>	<p>NEA final drafts submitted by the end of Autumn 2.</p> <p>Y13 mocks (full papers 1 and 2).</p>	<p>Teacher assessment of written, exam style responses as well as of verbal responses and feedback.</p>	<p>Teacher assessment of written, exam style responses as well as of verbal responses and feedback.</p>	<p>Public exams.</p>	

