

English Language & Literature Unit Overview Year A Level

Year 11 into Year 12

Students will have finished their study of texts in year 11 before lockdown began but may well have still been working on the structures and essay techniques prior to sitting their GCSE exams. The Language side of the course is quite different to the study of Language at GCSE and so a lot of the knowledge is new to all students. A large part of each unit within year 12 and 13 is looking at how to structure essays and ensure that answers are hitting the specific assessment objectives that each component of the A level requires. For those that are still struggling, there are a range of writing prompts and an essay writing booklet that has been designed to assist students. The move to much more academic and specific essay skills is something that is new each year for students as they make their way from GCSE to A level, and whilst it builds on their skills from KS4, the requirements at KS5 are often a jump. There is further opportunity, therefore, to support and guide students through the process if they need it.

English Language and Literature - Year 12 Term 1: The Great Gatsby by F. Scott Fitzgerald

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>The nature of narrative in The Great Gatsby</p>	<p>Knowledge: range of narrative methods, concepts and conventions including suspense, conflict and surprise, narrative closure, narrative voice, narrator(s), pace, major and minor characters and characterisation, settings, dialogue, time, structure, viewpoint(s), motifs, symbols, description, imagery; significant literary and other relevant contexts such as genre, the USA in the 1920s, prohibition, segregation, class, the socio-political context and the position of women and the American Dream and</p>	<p>An ability to develop a sustained analysis with clear expression and appropriate use of terminology A detailed understanding of how the writer has shaped meaning within their texts with reference to appropriate examples Knowing how to link written discussion of details with the effects and meanings created across the whole text Secure identification and knowledge of the influences of significant contextual factors on the</p>	<p>KS3 English curriculum includes the study and reading of literary prose, such as in the NHS & BSF Y7 novel study unit of study, the Y8 study of Of Mice and Men and the Y9 study of To Kill a Mockingbird, Lord of the Flies or Animal Farm.</p> <p>All GCSE specifications in English Literature require the study of: at least one 19th century novel fiction or drama from the British Isles from 1914 onwards.</p> <p>All GCSE specifications on English Literature are designed to enable students to:</p>	<p>The Great Gatsby novel issued to students</p> <p>OCR resources including teaching guides on narrative</p> <p>EMC teaching guide</p> <p>Teaching resources on Shared Area/Sharepoint</p> <p>Film versions available via Mediaserver</p>

	<p>Emersonian transcendentalism Understanding: the use and impact of literary techniques and of linguistic methods; how meanings and effects are created through language; be able to consider the ways meanings are created and developed across the whole text; how generic and literary contexts inform the production and reception of the novel Skills: make accurate references to texts; use English and literary and linguistic terminology appropriately and coherently; apply literary and linguistic concepts to texts; develop detailed responses; make relevant connections to literary and generic contexts to illuminate interpretations</p>	<p>writer's deliberate choices and their effects</p>	<p>read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas 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.</p> <p>At NHS & BSF, Year 10 and 11 students study The Sign of the Four for the AQA GCSE English Literature examination</p>	
--	---	--	--	--

English Lit/Lang - Year 12, Terms 1 and 2 : Non-fiction anthology

What are we learning?	What knowledge, understanding and skills will we gain? ¹	What does mastery look like? ²	How does this build on prior learning? ³	What additional resources are available?
<p>Close study of a prescribed anthology of non-fiction texts, learning to compare with unseen texts that are connected in theme or form.</p>	<p>Knowledge: Different forms of writing and the conventions of them; different modes of communication; language terminology and frameworks for analysis; contextual information for each text within the anthology. Understanding: How lexical, grammatical, semantic, discourse, pragmatic, graphological and phonological choices link to the form, audience and purpose of a text; how gender can affect a text; the influence context can play on choices a producer makes; what to select to make good comparisons across texts; how language has changed over time Skills: constructing an argument; applying apt terminology and concepts; controlling essay structure and communicating fluently; analysing and evaluating the ways meanings are shaped in texts; comparing texts, the way they are written and the contexts that have affected them; the ability to decipher the purpose, audience and form for unseen texts</p>	<p>An ability to explore and develop an argument in a well-structured and fluent essay. A detailed understanding of how writers have shaped meaning within their texts with reference to appropriate examples An ability to analyse the significance and influence of purpose, form and audience on choices the writer makes An ability to select the most important features of texts to highlight the differences between them An ability to analyse the connections and differences between the texts with use of examples, linking to purpose, audience and form.</p>	<p>Year 7 – science fiction unit and the study of non-fiction texts, looking at changes across time and for different audiences. Year 8 – War, and the study of bias and perspectives within non-fiction texts. Year 9 – Speak out, the study of spoken language and rhetoric in non-fiction texts. Year 10 and 11 – language paper 2 and non-fiction texts from 19th, 20th and 21st C. The study of non-fiction is a requirement of ALL GCSE specifications, regardless of the previous school, “The texts must include literature and extended literary nonfiction, and other writing such as essays, reviews and journalism (both printed and online)” Students are required to: identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts; explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views; compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts; evaluate texts critically and support this with appropriate textual references</p> <p>Analytical and comparative essays throughout KS3 and KS4</p>	<p>The English Lit/Lang folder on sharepoint https://www.ocr.org.uk/Images/308613-glossary-of-terms-and-main-language-theories.pdf The British Library: https://www.bl.uk/english David Crystal (linguist) davidcrystal.com Sixth form library has many books on English Language and the study and analysis of meaning in text</p>

English Language and Literature - Year 12 Term 2: *Breaking Silence* by Jacob Sam-La Rose

What are we learning?	What knowledge, understanding and skills will we gain? ¹	What does mastery look like? ²	How does this build on prior learning? ³	What additional resources are available?
<p>The language of poetry – drawing on the discipline of stylistics for the integrated study of linguistic and literary approaches to poetry</p>	<p>Knowledge: Poetic techniques such as imagery, symbolism, rhythm, rhyme, tone, form and structure; linguistic choices including phonology, lexis, semantics and grammar; techniques for foregrounding such as repetition, pattern-making, pattern-breaking and deviation; significant literary and other relevant contexts such as Sam-La Rose’s Guyanese background, musical influences and interests, the socio-political context and context of poems within the text as a whole</p> <p>Understanding: the use and impact of literary techniques; the use and impact of linguistic choices; how meanings and effects are created through language; be able to consider the ways poems relate to each other and significant literary and other relevant contexts</p> <p>Skills: make accurate references to texts; use English and literary and linguistic terminology appropriately and coherently; apply literary and linguistic concepts to texts; make connections across and between texts; develop detailed responses; make relevant connections to contexts</p>	<p>An ability to develop a sustained analysis with clear expression and appropriate use of terminology</p> <p>A detailed understanding of how the writer has shaped meaning within their texts with reference to appropriate examples</p> <p>Secure identification and knowledge of points of comparison between texts and the influences of significant contextual factors on the writer’s deliberate choices and their effects</p>	<p>KS3 English curriculum includes the reading of poetry, such as in the NHS & BSF Y8 War Poetry unit of study, and the Y9 Poetry unit of study. All GCSE specifications in English Literature require the study of: a selection of poetry since 1789; all GCSE specifications on English Literature are designed to enable students to:</p> <p>read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas; write accurately, effectively and analytically about their reading, using Standard English</p> <p>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.</p> <p>Year 10 and 11 students study <i>Power and Conflict</i> poetry for the AQA GCSE English Literature examination</p>	<p><i>Breaking Silence</i> collection issued to students</p> <p>OCR resources including teaching guides</p> <p>The Poetry Station recordings of Jacob Sam-La Rose performing his poems</p> <p>Annual visit by Jacob Sam-La Rose for student workshops</p>

Year 12 into 13 Lit/Lang

During lockdown, Year 12 will have been working on two sides of the course: coursework and ‘A Streetcar Named Desire.’ The coursework required the close study of the text and the analysis of language, as well as appreciation of context, and the selection of a second independent text chosen by the student. Students will have had lessons on the specific linguistic features of the text, as well as the context and structures within it. As the coursework is individual, with individual titles, the teacher will be regularly working with students to check their understanding and offering intervention and help when needed during the Autumn term, when the unit will be continued.

For ‘Streetcar,’ students should have a good working knowledge of the storyline of the play, key moments of structure and staging, and an appreciation of how the context affects the ideas within the play. In order to ensure students have knowledge and understanding, low stakes quizzes at the start of lessons, essays and assessments will be used. The topic will be continued in the Autumn term to consolidate understanding and look at exam technique. Revision material, structures and scaffolds for essays will be provided for those students who need it.

English Lit/Lang - Year 13, Term 1: A Streetcar named Desire

What are we learning?	What knowledge, understanding and skills will we gain?¹	What does mastery look like?²	How does this build on prior learning?³	What additional resources are available?
The plot, characters, themes of A Streetcar Named Desire ; the structure and language of the play; the context of the play	Knowledge: use of language and literary devices, speeches, monologues, asides, dialogue; structure and the sequencing of action within the play; what the context of the play is (loss of the Old South culture of Southern Belle and plantations; New Orleans in the 1940s; effects of the Depression; effects of war on gender roles and the economy; treatment of women; the treatment of Polish immigrants; the American Dream and national identity; biographical context; concepts of masculinity); the themes; conversation	An ability to: Construct a controlled argument with fluently embedded examples. Show knowledge and understanding of the whole text Use linguistic and stylistic approaches and an understanding of dramatic techniques to develop an analysis of the text.	Year 7 – Sherlock Holmes play and the conventions of plays in comparison to prose Year 8 – Study of Of Mice and Men gives some context and background to this play; introduction to Shakespeare introduces drama as a genre Year 9 –Study of The Crucible as a drama text	Andrew Blades: Twentieth Century American Literature Alycia Smith Howard: Critical Companion to Tennessee Williams Nancy Tischler: Student Companion to Tennessee Williams Matthew Charles Roudanae: The

	<p>and discourse theories; aspects of staging including Williams' concept of plastic theatre.</p> <p>Understanding: Exploration of stage directions and their significance within the play; the significance of entrances and exits; the significance and influence of context on the play; how Conversation and Discourse analysis reveal meaning in the play; how meaning is shaped by aspects of theatricality and stage craft, including the set, props, stage directions, symbolism and lighting in the light of William's concept of plastic theatre; the significance of motifs</p> <p>Skills: applying apt terminology and concepts; controlling essay structure and communicating fluently; constructing and controlling an argument throughout an essay; analysing the ways meanings are shaped in texts; considering how contexts have affected writer's choices; being able to place a given extract within the context of the whole play.</p>	<p>Apply relevant methods for text analysis, drawing on linguistic and literary fields. Explore contexts and connections between the scene and the play as a whole, as well as literary and generic contexts.</p>	<p>Year 10/11 – Study of An Inspector Calls as a drama text, and Macbeth as a drama text</p> <p>Analytical essays throughout KS3 and KS4</p>	<p>Cambridge Companion to Tennessee Williams</p> <p>Philip Rolin: The Tennessee Williams Encyclopedia</p>
--	--	---	--	---

English Language and Literature - Year 13 Term 1: Non-Exam Assessment including *The Lost Continent* by Bill Bryson

What are we learning?	What knowledge, understanding and skills will we gain?¹	What does mastery look like?²	How does this build on prior learning?³	What additional resources are available?
<p>Independent study: analysing and producing texts</p> <p>Learners have the opportunity to work independently, pursue a particular individual interest and develop expertise building on an area of study from elsewhere in the course</p>	<p>Knowledge: range of methods, concepts and conventions including travel writing, conventions of humour including the grotesque, wordplay, stereotypes, patterning, repetition and pragmatics, talk in life and its representation in literature, language and taboo, conventions of non-fiction, time, narrative structure, use of narrative; significant literary and other relevant contexts such as genre, the USA in the 1980s, Bryson's background as a writer, elements of US history where relevant, the concept of American smalltown values and the map/shape of the journey as well as significant contextual information about own self-chosen book and genre for writing task</p> <p>Understanding: the use and impact of literary techniques and of linguistic methods; how meanings and effects are created through language; be able to consider the ways meanings are created and developed across and between texts; identify and be able to consider points of comparison between texts; how generic and literary contexts inform the production and reception of the texts chosen for study</p> <p>Skills: make accurate references to texts; use English and literary and linguistic terminology appropriately and coherently; apply literary and linguistic concepts to texts; develop detailed responses; make relevant connections to literary and generic contexts to illuminate interpretations; independently identify and develop comparisons;</p>	<p>An ability to develop a sustained analysis with clear expression and appropriate use of terminology</p> <p>A detailed understanding of how the writer has shaped meaning within their texts with reference to appropriate examples</p> <p>Knowing how to draw links and make detailed comparisons between texts based on linguistic and literary concepts and methods</p> <p>Secure identification and knowledge of the influences of significant contextual factors on the writer's deliberate choices and their effects</p> <p>Use a range of techniques to craft effects for a reader for particular purposes, informed by wider reading.</p>	<p>KS3 English curriculum includes the study and reading of literary prose including non-fiction, such as in the NHS & BSF Y7 novel study unit of study, the Y8 study of <i>Of Mice and Men</i> and the Y9 study of <i>To Kill a Mockingbird and the Preparation for Language Paper 2 unit in Y9</i>. Writing for purpose and audience is central to the KS3 curriculum, including in the Year 7 Science Fiction Unit and the Year 9 Dystopia unit..</p> <p>All GCSE specifications in English Language are designed on the basis that students should read and be assessed on high-quality, challenging texts from the 19th, 20th and 21st centuries. Each text studied must represent a substantial piece of writing, making significant demands on students in terms of content, structure and the quality of language. The texts, across a range of genres and types, should support students in developing their own writing by providing effective models.</p>	<p><i>The Lost Continent</i> by Bill Bryson issued to students</p> <p>Wide range of texts for comparison available in BSF Library</p> <p>OCR resources including teaching guides on NEA/Independent Study</p> <p>Anthology is suggested as a resource to draw from in planning own text production</p> <p>Suggested reading list and resources on Shared Area/Sharepoint</p> <p>What makes a good essay?</p>

	<p>use a range of techniques in own writing to create effects on a reader; be able to identify and explain own choices as a writer</p>		<p>All GCSE specifications on English Language are designed to enable students to:</p> <ul style="list-style-type: none"> evaluation of a writer's choice of vocabulary, form, grammatical and structural features write accurately, effectively and analytically about their reading, using Standard English, including making comparisons produce clear and coherent writing and write for impact. <p>At NHS & BSF, Year 10 and 11 students study <i>The Sign of the Four</i> for the AQA GCSE English Literature examination; they produce comparative writing in their study of poetry and read and write in a range of genres in Y10 and Y11.</p> <p>Y12 students have studied two whole texts and an Anthology and draw from their learning of these in producing their independent study.</p>	<p>Booklet for students</p>
--	--	--	---	-----------------------------

English Language and Literature - Year 13, Term 1 and 2: Narrative Writing

What are we learning?	What knowledge, understanding and skills will we gain? ¹	What does mastery look like? ²	How does this build on prior learning? ³	What additional resources are available?
<p>The theory of narrative and the techniques which can be used to write effective narratives.</p>	<p>Knowledge: key narrative theories (Aristotle, Freytag, Todorov, Propp, Genette, Lodge, Morrison); 5 main narrative voices (objective, framed, omniscient, limited omniscient, first-person); the difference between external and internal focalisation; how time is handled in narrative texts and the effect it has on the narrative; how speech and thought is represented in texts; methods of characterisation; stylistic analysis; generic conventions – their use and the effect of flouting them; different ways of opening narratives (Lodge and Morrison)</p> <p>Understanding: Understanding the difference between content and form and between story and plot; knowing when to show and when to tell; understanding the merits of different narrative techniques and features in order to achieve certain effects</p>	<p>An ability to clearly demonstrate the ways in which meanings are shaped in texts. An ability to exercise control and creativity in the use of English to communicate in different ways. An ability to consistently use clear written expression and appropriately use terminology relevant to the task and texts. A secure application of relevant concepts and methods from integrated linguistic and literary study. Clear and well developed critical analysis of ways in</p>	<p>Year 7 – creative writing opportunities within the study of the Gothic and science fiction genres</p> <p>Year 8 – study of adventure/suspense/tension texts and ensuing opportunities for creative writing</p> <p>Year 9 –creative writing opportunities in the study of Dystopian fiction</p> <p>Year 10/11 – Practice of descriptive and narrative writing for Language paper 1</p> <p>In all specifications, there is a requirement to: “Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences; Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts; use</p>	<p>Marcello Giovanelli: The Language of Literature: An Introduction to Stylistics</p>

	<p>Skills: Develop and improve own narrative writing by experimenting with the features and techniques taught; apply stylistic analysis to texts in order to influence own writing; imitate other writers' style; transform texts (e.g. retelling myths from a different perspective); write commentaries using given models and examples</p>	<p>which meanings are shaped in texts.</p>	<p>a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.”</p> <p>Analytical and comparative essays throughout KS3 and KS4</p>	
--	--	--	--	--