

English A Level Literature Intent



"Our aim is to empower our students through the teaching of English. We want them to leave BVGA equipped academically for a successful future, but it is just as important that they leave us equipped with the skills and personal qualities they will need to be active, engaged and fulfilled future citizens."

Students who pursue English Literature at A Level benefit from the strong foundations built at KS3 and 4. A Level lessons are rigorous and academically challenging, with high expectations set in the classroom and an understanding that students will read widely and study independently. The continuity offered by progression from Edexcel GCSE to Edexcel A Level creates a clear path of progression for students. The emphasis on the study of texts within their historical and social context is familiar to students from GCSE, for example, but at A Level they enjoy the challenge of widening their reading experience and sharpening their analysis. The course also introduces students to critical literary analysis thus preparing them for further academic study. The two-year course offers in-depth study of two prose texts, historic and contemporary poetry, a Shakespeare play and a modern play. In addition, students undertake an independent study of two thematically linked texts of their choice. As part of this independent study, students select their own texts, design their own question, read widely around their texts and contexts and select their own critical material to engage with. This component brings together the knowledge and skills they have acquired across the whole course and gives them the experience of planning and managing an extended piece of academic writing. The English Literature curriculum aims to shape students into confident and active readers of texts from established and modern authors. It equips them with the tools to question texts, understand how writers shape meanings and write within a social and cultural context. It also gives them the opportunities to form their own personal responses to texts.

Confident Learners	Confident Communicators	Confident Future Citizens
<p>To create confident learners, the English Literature curriculum is:</p> <ul style="list-style-type: none"> Carefully sequenced; building on prior understanding and skills. Focused on the knowledge and skills required for successful academic outcomes. 	<p>To create confident communicators, the English Literature curriculum:</p> <ul style="list-style-type: none"> Formalises talk within lessons; using paired and small group talk to help students shape their own views and interpretations. 	<p>To create confident future citizens, the English Literature curriculum:</p> <ul style="list-style-type: none"> Widens students' understanding of shared human experiences. Exposes them to diverse texts, ideas and opinions.
<p>The English Literature curriculum provides opportunities for all to:</p> <ul style="list-style-type: none"> Read a range of texts from established and modern authors. Develop their own personal responses to texts. Understand how writers, across a range of forms, use language to shape meaning. 	<p>The English Literature curriculum provides opportunities for all to:</p> <ul style="list-style-type: none"> Talk in pairs, talk in groups, and contribute to whole class discussion. Listen to the views and interpretations of academics and other students. Develop their leadership skills. 	<p>The English Literature curriculum provides opportunities for all to:</p> <ul style="list-style-type: none"> Acquire knowledge of different relationships, cultural experiences, historic periods and social issues. Be understanding and empathetic. Be challenged by ideas and views different to their own.

The Key Concepts running through English Literature

- Reading:** Active and engaged reading of diverse texts and authors; understanding and questioning the 'big ideas' in a text; authors' purposes; how authors use language to shape meaning; understanding context.
- Writing:** How to structure ideas and arguments cohesively over an extended academic essay; how to structure ideas; how to sustain an argument; how to offer alternative interpretations; how to produce extended written comparisons of texts.
- Oracy:** How to listen to the ideas and interpretations of others and use these to help shape personal responses; how to extend ideas and opinions; how to work collaboratively with others and manage a range of diverse views.

