

Subject:	English Literature
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Teachers:	Ms Lord, Mrs Tomkinson, Mrs Steadman, Ms Capaldi and Mrs Kay, Miss Baker
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Exam Board:	Edexcel
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NEWPORT GIRLS' HIGH SCHOOL

KS5 CURRICULUM OVERVIEW

Curriculum Intent & Organisation	
At A Level, Students will study prose, poetry and drama from a range of periods and countries. All examinations are open book and we feel that the Edexcel course offers the best balance of breadth and depth at A Level.	
Examination Information	Facilitating Subject?
The course is assessed by three examinations (poetry, prose and drama) (80%) and one extended comparative coursework essay [Non-Examined Assessment] (20%).	Yes

Impact of Prior Learning from KS4
The A Level course builds on the interpretation, analysis and essay writing skills that are fundamental to the GCSE courses, with an increased focus on students developing their own independent readings of literary texts and on developing pre-undergraduate level essay writing skills. To support students in the transition from GCSE to A Level, all students are expected to read the set texts for the first year of the course over the summer holidays, in preparation for September. Students are also given a wider reading list of literary texts which compliment the set texts, as well as URLs to useful websites. This ensures students have a secure knowledge of the set texts before embarking on more in-depth study.
Equipment Required for this course
• Standard classroom stationery • Copies of all of the set texts (these can be new or second-hand) • Four lever arch files (one for each of the units) • Own lined paper • We recommend that students have a membership of their local library, in order to encourage them to read as widely as possible.

Curriculum Implementation – Areas of Focus Year 12		
Autumn Term	Spring Term	Summer Term
• 'The Picture of Dorian Gray' by Oscar Wilde. • 'Poems of the Decade: An Anthology of the Forward Books of Poetry'	• 'Dracula' by Bram Stoker. • 'A Streetcar Named Desire' by Tennessee Williams.	Coursework Preparation: American Literature in the 20th Century. Core Texts: • 'Ethan Frome' by Edith Wharton • The Poetry of Robert Frost Student will have the option to read and study other 20th Century American texts by writers such as Steinbeck and Wharton and are able to design a coursework question around their own choices of texts.

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Curriculum Implementation – Areas of Focus Year 13		
Autumn Term	Spring Term	Summer Term
• 'The Great Gatsby' by F. Scott Fitzgerald. • 'Death of a Salesman' by Arthur Miller. • Coursework preparation and workshops. • 'Othello' by William Shakespeare. • 'The Less Deceived' by Philip Larkin.	• 'Othello' by William Shakespeare. • 'The Less Deceived' by Philip Larkin. • Consolidation of texts studied in Year 12.	• Consolidation of texts studied in Year 12 and final examination preparation.

Impact / Outcomes
Learning will be assessed throughout the course by: • Low stakes testing of core knowledge (e.g. plot tests and terminology tests) • Practice essay style paragraphs • Homework essays • Mock examinations within the classroom • Formal mock examinations during assessment weeks and mock examination weeks • Assessment of the quality of class notes and homework notes • Informal assessment of spoken responses and in class presentations.

Homework / Self Study
At A-Level, it is important that students balance out pre-lesson preparation with post-lesson consolidation and homework is set with this in mind. Students are expected to have re-read whichever text or section of a text they will be exploring ahead of the lesson. In addition, students will often be set academic reading tasks, such as reading a literary article on one of the set texts in preparation for a seminar style discussion as a lesson opener. Exam style essays and coursework style essays will also be set. There are a number of stretch and challenge activities students can engage with and this includes listening to podcasts, reading extra academic texts and reading literary texts from the same genre or author as the set texts. Above all, we encourage students to be autonomous learners, in order to prepare them for life after A Levels.

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Ways to support learning

- Students will be issued with a handout during their pre-visit which includes a reading list and activities to complete prior to starting the course. There is an A Level study support group every week. This takes two different formats, depending on the week: a drop-in, so students can come along with questions or to complete work with support; and taught sessions focusing on examination skills. Any student in Years 12 or 13 is welcome to attend. For wider reading, students are encouraged to access The Guardian's Poem of the Week. For Edexcel Resources and Past Papers, students can use the following link: <https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/english-literature-2015.html>.

Field Work / Extension / Enrichment Opportunities

During the course, students will have the opportunity to attend theatre trips. In the last few years, students have been to see an RSC production of *Othello* and *The Taming of the Shrew*. The department have an education membership with the RSC, enabling us to offer regular trips to see productions in Stratford-Upon-Avon. There are a number of leadership roles available to students studying English Literature; we have both English and Reading Ambassadors. Currently, the ambassadors run The Literary Society, and a number of students are supporting with the school library. There are also opportunities in public speaking, as well as opportunities to act as mentors to KS3 and GCSE English students. There are a number of internal writing competitions, and details of any national writing competitions are shared with students regularly.

Next Steps

Every year, we have a number of students who are inspired to study English at university, with students often gaining places on some of the most competitive courses in the country. As well as English and related subjects, past students have studied a diverse range of subjects at undergraduate level such as: History, Politics, Law, Biology, Fashion Management, Paramedic Science, Physics, Psychology and Theatre Studies. The communication and essay writing skills students will develop during the course will be transferable to a variety of subjects and careers. English Literature is on the Russell Group list of facilitating subjects, meaning that the subject can help students gain places on a range of the most competitive courses at undergraduate level.

Inclusion	Inclusion within A-Level English
- Teachers follow student passports to ensure that the needs of all students with SEND are met. - Work is enlarged to the necessary size for visually impaired students. - Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs. - Students have the use of laptop if they have a SEND need whereby use of a laptop supports them.	- We include diverse voices, perspectives and identities in our curriculum, including writers with/who had disabilities, such as F. Scott Fitzgerald. - Within English, students are encouraged to think about their own experiences and how these intersect with the intellectual material they encounter. - Dyslexic students are provided with knowledge organisers for each topic in order to have reference to key terminology and definitions. - All teachers employ inclusive pedagogy so not just what they teach but how they teach is inclusive through a variety of delivery

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• Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons. • Dyslexic students are encouraged to use coloured overlays when they are required to read long passages. • Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources. • Students with ADHD are given movement breaks, fidget toys and lessons are 'chunked' to aid concentration. • Students are seated according to their needs, students work with the SENDCo to decide upon this.	techniques (place mats with instructions/ step-by-step guides, mind maps, multiple choice questions) and assessment design which contributes to the achievement of all pupils (e.g. use of model examples and scaffolded sentence starters/essay frames). • Students are provided with revision resources and tasks, which also includes a calendar schedule of what to complete and when, to help students with Autism organise their exam preparations in the lead up to the exams. • Use of visual and audio cues to support processing of written text. • Key words/subject vocabulary displayed on classroom walls to aid memory in addition to the use of mnemonics/acronyms.
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For more information, contact Mrs Tomkinson, Sixth Form English Co-ordinator, via schooloffice@nghs.org.uk