Scheme of work: Two-year

Introduction

This scheme of work offers a possible route through teaching our English Literature (8702) course. This scheme assumes the GCSE course is a two-year course in centres where GCSE English Language and GCSE English Literature may be taught as discrete subjects by two or more members of the English team.

It covers the specification in a logical order (but it is just one of many possible ways the course could be organised) and suggests possible teaching and learning activities for all of the set and unseen texts. The learning opportunities outline potential activities but are by no means exhaustive and are there as a guide. The order is by no means prescriptive but offers a rationale for the suggested implementation and there are many alternative ways in which the content could be organised to suit your individual setting.

The scheme begins with an infographic of the exam papers for the subject. You may like to use copies of this with learners to help them conceptualise and visualise the course as it unfolds and see where the key assessment objectives are tested. The set text choices are then included here for ease of reference. This is followed by a grid which gives an overview of the suggested two-year course for departments. The course has been time balanced using the available weeks in the academic year to create substantial and equitable coverage of all of the elements of the course. The grid shows how the course may be organised into a core **Teaching phase**, followed by a **Consolidation phase** in Year 11 to close any gaps and a final phase of **Revision support** when the number of weeks can vary before the public exam period.

This overview is followed by a detailed suggested teaching plan, including a rationale for the implementation, timings, suggested activities and summative assessment ideas for each text. This is followed by links to suggested available resources to really bring the qualification to life for learners, ensuring they are engaged, motivated and inspired by their study of literature which will enable learners to be independent, critical thinkers with empathy and imagination, confident academic writers and readers for life. Suggested links and stepping stones onto our A-level qualifications in English Literature finalise the scheme.

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An overview of the papers: GCSE English Literature

<table>
<tr><td>Paper
1
Shakespeare and the 19th-century novel
64 marks
40% of GCSE
1 hour and 45 minutes</td><td colspan="2">Section A: Shakespeare
Learners will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.
30 marks AO1/AO2/AO3
4 marks AO4</td><td>Section B: The 19th-century novel:
Learners will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.
30 marks AO1/AO2/AO3</td></tr>
<tr><td>Paper
2
Modern Texts and Poetry
96 marks
60% of GCSE
2 hours and 15 minutes</td><td>Section A: Modern texts
Learners will answer one essay question from a choice of two on their studied modern prose or drama text.
30 marks AO1/AO2/AO3
4 marks AO4</td><td>Section B: Poetry
Learners will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.
30 marks AO1/AO2/AO3</td><td>Section C: Unseen poetry
Learners will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.
24 marks AO1/AO2
8 marks AO2</td></tr>
</table>

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Assessment objectives

- Read, understand and respond to texts (AO1).
- Develop an informed personal response (AO1).
- Use textual references, including quotations, to support interpretations (AO1).
- Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate (AO2).
- Show understanding of the relationships between texts and the contexts in which they were written (AO3).
- Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation (AO4).

The three core assessment objectives remain the same for all areas except for the Unseen poetry which is only assessed on AO1 and AO2. AO4 (use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation) is assessed for both the Modern text and Shakespeare.

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Literature text choices

For GCSE Literature learners will need to cover:

- one Shakespeare text (from a choice of 6)
- one 19th-century novel (from a choice of 7)
- one Modern text (from a choice of 12)
- one Poetry cluster of 15 poems (from a choice of 3)
- Unseen Poetry.

Text choices for GCSE English Literature Paper 1

Shakespeare text	19th-century novel
• Macbeth • Romeo and Juliet • The Tempest • The Merchant of Venice • Much Ado About Nothing • Julius Caesar	• Robert Louis Stevenson – The Strange Case of Dr Jekyll and Mr Hyde • Charles Dickens – A Christmas Carol • Charles Dickens – Great Expectations • Charlotte Brontë – Jane Eyre • Mary Shelley – Frankenstein • Jane Austen – Pride and Prejudice • Sir Arthur Conan Doyle – The Sign of Four

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Text choices for GCSE English Literature Paper 2

Modern text	Poetry clusters Learners to study one cluster of poems from a choice of three
Choose either: **Drama** • Chinonyerem Odimba – Princess and The Hustler • Winsome Pinnock – Leave Taking • JB Priestley – An Inspector Calls • Willy Russell – Blood Brothers (musical version) • Dennis Kelly – DNA • Shelagh Delaney – A Taste of Honey Or **Prose** • Kit de Waal – My Name is Leon • William Golding – Lord of the Flies • AQA Anthology – Telling Tales • George Orwell – Animal Farm • Meera Syal – Anita and Me • Stephen Kelman – Pigeon English	**Worlds and Lives** • Lines Written in Early Spring – William Wordsworth • England in 1819 – Percy Bysshe Shelley • Shall earth no more inspire thee – Emily Brontë • In a London Drawingroom – George Eliot • On an Afternoon Train from Purley to Victoria, 1955 – James Berry • Name Journeys – Raman Mundair • Pot – shamshad khan • A Wider View – Seni Seneviratne • Homing – Liz Berry • A Century Later – Imtiaz Dharker • The Jewellery Maker – Louisa Adjoa Parker • With Birds You're Never Lonely – Raymond Antrobus • A Portable Paradise – Roger Robinson • Like an Heiress – Grace Nichols • Thirteen – Caleb Femi

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Modern text	Poetry clusters Learners to study one cluster of poems from a choice of three
	Love and Relationships • Before You Were Mine – Carol Ann Duffy • Climbing My Grandfather – Andrew Waterhouse • Eden Rock – Charles Causley • Follower – Seamus Heaney • Letters from Yorkshire – Maura Dooley • Love's Philosophy – Percy Shelley • Mother Any Distance – Simon Armitage • Neutral Tones – Thomas Hardy • Porphyria's Lover – Robert Browning • Singh Song! – Daljit Nagra • Sonnet 29 – Elizabeth Browning • The Farmer's Bride – Charlotte Mew • Walking Away – Cecil Day-Lewis • When We Two Parted – Lord Byron Winter Swans – Owen Sheer

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Modern text	Poetry clusters Learners to study one cluster of poems from a choice of three
	Power and Conflict • Ozymandias – Percy Shelley • London – William Blake • Extract from, The Prelude – William Wordsworth • My Last Duchess – Robert Browning • The Charge of the Light Brigade – Alfred Lord Tennyson • Exposure – Wilfred Owen • Storm on the Island – Seamus Heaney • Bayonet Charge – Ted Hughes • Remains – Simon Armitage • Poppies – Jane Weir • War Photographer – Carol Ann Duffy • Tissue – Imtiaz Dharker • The Emigree – Carol Rumens • Checking Out Me History – John Agard • Kamikaze – Beatrice Garland

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A suggested overview for the course structure

Year 10	Phase 1 Teaching weeks 1-12	Phase 2 Teaching weeks 13-24	Phase 3 Teaching weeks 25-36
	Teaching phase		
Topic area	Introduction to the course Study of the chosen Poetry Cluster	Study of the Modern Text from a selection of Drama or Prose post-1900 – present day	Study of the Shakespeare Text
Leading to	Paper 2 Section B	Paper 2 Section A	Paper 1 Section A

Year 11	Phase 4 Weeks 1-6	Phase 5 Weeks 7-18	Phase 6 Weeks 19-30	Exam period
	Teaching phase		Consolidation phase and revision support	
Topic area	Study of Unseen Poetry	Study of the 19th Century Novel	Final revision and closing gaps Revision clinics Masterclasses Wellbeing support	Exam period
Leading to	Paper 2 Section C	Paper 1 Section A	Paper 1 and Paper 2	

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Teaching phase

Year 10 phase 1 in depth

GCSE English Literature focus: Paper 2 The Poetry Anthology

Learning opportunities

Stepping into the study of your chosen Poetry Cluster allows learners to work with individual literary texts building their confidence and reinforcing their subject knowledge before they begin a longer form text. The anthology texts help learners to conceptualise the world of literature over time and experience a wide variety of poetic forms and the voices of a wide range of poets. In this way, they have a chance to build extensive cultural capital before tackling the content of the plays and prose fiction texts. They have the chance to explore poets' choices of language, imagery, more figurative techniques as well as different forms and structural choices, firmly embedding that knowledge at the start of the course. The study of poetry creates opportunities for oracy through group discussion and exploration again building confidence from the outset.

Suggested timing (lessons)

Approximately 24 x 1-hour lessons (12 weeks)

Possible teaching and learning activities

To have a clear understanding of the key ideas in each poem activities could include:

- collaborative reading, exploring and annotating each poem
- creating a 50-word summary of each poem (then condense down to 10 then one word)
- completing a Knowledge Organiser on each poem
- making a class revision guide/flashcards on the anthology with individual learners or pairs of learners allocated a poem each
- preparing and presenting an analysis on a poem of choice, perhaps in pairs or small groups.

To have an understanding of methods used by the poets and the effects on the reader/audience, activities could include:

- low stakes quizzing and multiple-choice questions with a clear focus on methods
- exploring the connotations of word choices (playing with the impact of substituting for other words)
- exploring the effect of choices on our feelings, our responses, what we imagine or are led to think about
- considering the impact of structural choices (lines/words that stand out, use of punctuation for effect, or capital letters)
- experiment with using the writers' techniques in their own descriptive pieces.

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To be able to demonstrate a knowledge of the context and the big ideas of the poems, activities could include:

- looking at the key message of the poem – why has the poet written it? What do they want their reader to consider?
- briefly exploring the historical or social context of the poem through dual coding for example by looking at images from WW1 when reading *Exposure* by Wilfred Owen or Marilyn Monroe for *Before You Were Mine* by Carol Ann Duffy
- complete their own descriptive writing on a similar theme
- making a creative response to the poems via narrative writing, memoir writing or writing their own poetry mirroring techniques and key images.

To be able to create links/comparisons between the poems, activities could include:

- creating Venn diagrams to link poems thematically
- giving learners a named poem and asking them to select and match comparative partner poems linked by theme
- give learners the titles of the poems and ask them to group them in different ways.

To be able to voice an opinion on the poem, activities could include:

- whole class Q&A
- small group and paired discussions and debates (I think the most effective poem is… because…)
- paired presentations
- creating a poetry podcast in small groups.

Summative assessment

Complete a walking talking Paper 2-style response.

Supporting resources

- A comprehensive teaching guide to the newest addition to the Poetry Clusters: Worlds and Lives is available.
- The English and Media Centre has also published a teacher resource (paid).
- A significant number of interviews and resources connected to the poets featured in our Poetry Anthology for all three of the poetry clusters.
- Additional resources available via Teachit:
  - Love and relationships
  - Power and conflict
- A number of established educational publishers offer learner and teacher guides on the three poetry clusters within our GCSE Anthology

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Teaching phase

Year 10 phase 2 in depth

GCSE English Literature focus: Paper 2 The Modern Text

Learning opportunities

Moving into the study of the full Modern Text adds to the reading challenge for learners in a stepped way but also maintains the accessibility of a text written post 1900. Within the available choices, which cover both drama and prose fiction, there is the opportunity to select texts from a diverse selection of writers and from across different time periods in the 20th and 21st century to broaden cultural capital for learners. Learners can develop their knowledge of the structure of texts, the construction of plot and character and their skills of inference. They can also apply and add to their developing knowledge of a wide range of writers' methods from their study of poetry in Phase 1.

Suggested timing (lessons)

Approximately 24 x 1-hour lessons (12 weeks)

Possible teaching and learning activities

To have a clear understanding of the plot of the text, activities could include:

- creating timelines and plot summaries of each chapter/act
- watching productions of the text (where applicable, many of the text have play versions or film adaptations available others have audio books)
- recounting the text from one character's perspective
- knowledge organisers for learners to keep track of key ideas in each chapter/act.

To ensure learners are confident with the key characters in the text, activities could include:

- creating character profiles which learners add to as they read the text
- creating monologues from one character's perspective
- hot seating learners in role as a character
- creating timelines of key events for each key character.

To ensure understanding of methods used by the writer and the effects on the reader/audience, activities could include:

- close analysis of key extracts of the text
- changing key words of the text (or the structure) and considering the impact it has
- learners re-writing parts of the text and working in pairs to consider the impact of their choices.

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To be able to demonstrate a knowledge of the context and the big ideas of the text activities could include:

- reading articles/watching clips where the writer discusses their text
- exploring the historical context of the text by watching clips/reading other texts from the same time period
- exploring themes/'big ideas' of the text through unseen poetry.

Summative assessment

Complete a walking talking Paper 2 style response.

Supporting resources

- You can find additional resources and extensive support in teaching the most recently set texts here, including teaching guides, links to the Spark Conversation online events, lesson plans and resource booklets.
- Explore the resource pack produced by Penguin Lit in Colour for *My Name is Leon*
- Publishers Bloomsbury offer a comprehensive teacher guide to *Anita and Me.*
- A useful guide to *Pigeon English* may be found here.
- There are a significant number of resources available and available online for the teaching of established texts such as *Lord of the Flies* and *Animal Farm*. Free resources include Laura Reis Mayer's extensive guide to Lord of the Flies and Hazel K. Davis guide to Animal Farm:
- The *Telling Tales* anthology has a Cambridge teacher's guide available online free of charge.
- Alicia Pope for Nick Hern publications has produced an extensive study guide to *Princess & The Hustler*.
- Lynette Carr Armstrong and Samantha Wharton have produced an extensive study guide to *Leave Taking* again with Nick Hern books.
- A number or established education publishers produce study guides and resources for the plays *An Inspector Calls*, *DNA*, *Blood Brothers and A Taste of Honey.*
- The Cambridge GCSE English Literature for AQA produce a comprehensive learner guide to **An Inspector Calls**.
- You may wish to look out for recent productions in local and regional theatres where education resource packs are often produced to accompany productions.
- The National Theatre at Home has a version of A Taste of Honey available to stream here.

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Teaching phase

Year 10 phase 3 in depth

GCSE English Literature focus: Paper 1 Shakespeare Text

Learning opportunities

The confidence gained through earlier work on poetry and the modern text may provide a supportive route into the themes of your chosen Shakespeare text. Again, there are several choices you can make here to suit your own learners, and which will perhaps link thematically with your chosen Poetry Cluster and Modern Text. If you have chosen drama for your Modern Text, your learners may already have acquired some knowledge as to dramatic conventions and required vocabulary for the study of a play. Completing the study of Shakespeare at the bridging point of the two-year course may help learners to retain key knowledge of plot, character and theme. It may also allow time in the school year to see or screen a production or invite a theatre group into school to perform or workshop the play, adding to learners' enjoyment and engagement with the themes, characters and Shakespeare's language.

Suggested timing (lessons)

Approximately 24 x 1-hour lessons (12 weeks)

Possible teaching and learning activities

To ensure learners are confident with the key elements of the plot, activities could include:

- completing a 'cold watch' of a shortened or animated performance of the text first before tackling the written text
- creating timelines and plot summaries of each Act and Scene
- watching high quality productions of the text – there are numerous adaptations available for each of the texts
- knowledge organisers for learners to keep track of key ideas in each act.

To ensure learners are confident with the key characters in the text, activities could include:

- creating character profiles which learners add to as they read the play
- creating monologues or diary entries from one character's perspective
- hot seating learners in role as a character
- creating timelines of key events for each key character.

To build an understanding of methods used by the writer and the effects on the audience, activities could include:

- close analysis of key extracts of the text (building familiarity with extract-based exam format)
- considering the structure of the text and the impact (use of dramatic irony for example or use of settings)
- drawing imagery from speeches (use of simile and metaphor)
- considering prose vs verse
- thinking about the 'voice' of certain characters.

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To be able to demonstrate a knowledge of the context and the big ideas of the text:

- comparing the attitudes of the audience Shakespeare was writing for to those of a contemporary audience
- considering the key messages or possible intentions of the playwright in producing the text
- considering the key messages or intentions we can take from the text today: for example, depending on the text, what do we learn about life, love and marriage, parenting, social norms, social justice, attitudes to race, gender and the patriarchy, religion, power, kingship, politics and control.

Summative assessment

Complete a walking talking Paper 1-style response.

Supporting resources

- For a highly comprehensive selection of resources including links to productions, lessons plans, performance videos, interviews, images and interactive tasks visit the learning zone of the Royal Shakespeare Company. You can also access online performances, live lessons and resources to unlock Shakespeare's language.
- Similarly, The Globe Theatre's Teach Shakespeare website contains a resource base with performance clips and interviews, activities and lesson plans that you can download and curate into bespoke resources for your selected play. You can also access a range of productions to stream here.
- The National Theatre also has an online Learning Hub with resources from productions and teacher resources curated for the GCSE set Shakespeare texts.
- Productions can be streamed via the National Theatre at Home collection.

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Teaching phase

Year 11 phase 4 in depth

GCSE English Literature focus: Paper 2 Unseen Poetry

Learning opportunities

Working with unseen poetry at the start of Year 11 allows you to recap and reteach some key concepts around poetry analysis as well as evaluate how well learners have retained their prior knowledge of writers' methods and their subject terminology. It also allows for a creative and engaging start to what can feel like a stressful year for many learners. You can curate your own department anthology of contemporary poems that will interest and motivate your learners and include a diverse range of poets in your collection. Lessons can involve group discussion and exploration to foster independent thinking in readiness for the unseen poetry assessment.

Suggested timing (lessons)

Approximately 12 x 1-hour lessons (6 weeks)

Possible teaching and learning activities

- Provide learners with a range of photographs or pieces of art and ask them to express personal opinion before transferring their skills to a piece of poetry.
- Use low stakes quizzing to recap on key subject terminology.
- Use spoken word poetry (such as Kae Tempest or George the Poet) to engage learners with a range of poetry styles.
- Encourage small group exploration and feedback to build confidence in expressing their own views and ideas ahead of the unseen assessment.
- Ensure learners are clear on the key assessment objectives and methods for writing about AO1 and AO2.
- Complete short, sharp comparison grids of AO2 elements to help learners see the simplicity of the final 8-mark question.
- Use images connected with the poems to encourage narrative or descriptive writing responses to interleave skills and practice.

Summative assessment

Complete a walking talking Paper 2-style response.

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Supporting resources

You can find here a selection of poems and resources our guide to Teaching Unseen Poetry here.

A number of established educational publishers offer learner and teacher guides on the study of Unseen Poetry. However, you may wish to curate your own selections to suit your learners and explore a rich and diverse range of contemporary poets. You could explore ideas and resources from:

- The Poetry Foundation
- Poetry By Heart
- The Poetry Society
- The Southbank Centre: National Poetry Library
- The Penguin Modern Poets Series
- The National Literacy Trust's Young Poet Laureate Programme

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Teaching phase

Year 11 phase 5 in depth

GCSE English Literature focus: Paper 1 19th-century novel

Learning opportunities

Teaching the 19th-century novel as the final set text in the course helps to balance the cognitive load for learners in terms of retaining what can be a complex plot and several characters and themes. It comes after they have had considerable experience of working with contemporary texts and have had the chance to develop their knowledge of writers' methods. They bring with them the additional knowledge and cultural capital gained from the themes, ideas and methods accrued across a wide range of poetry, prose or drama including the complexity of Shakespeare's language in the previous year of study. Additionally, they may have, by this point, developed their academic writing skills to cope more readily with conceptualising the novel as a whole which is part of the assessment requirements.

Suggested timing (lessons)

Approximately 24 x 1-hour lessons depending on text choice (12 weeks)

Possible teaching and learning activities

Ensure learners are confident with the plot of their text, activities could include:

- creating timelines and plot summaries of each chapter
- watching productions of the text (where applicable, many of the texts have play versions or film adaptations available others have audio books) and creating follow up story boards for key events
- recounting the text from one character's perspective
- knowledge organisers for learners to keep track of key ideas in each chapter.

Ensure learners are confident with the key characters in the text, activities could include:

- creating character profiles which learners add to as they read the text
- hot seating learners in role as a character
- creating timelines of key events for each key character.

To have an understanding of methods used by the writer and the effects on the reader/audience, activities could include:

- close analysis of key extracts of the text (whilst building familiarity with approaching an extract-based text)
- changing key words of the text (or the structure) and considering the impact it has
- considering the authors' use of imagery (for example drawing and annotating the Red Room from *Jane Eyre* or The Ghost of Christmas Present from *A Christmas Carol* using the description), symbolism, metaphor and motif.

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To be able to demonstrate a knowledge of the context and the big ideas of the text, activities could include:

- using images, photographs and illustrations of the period
- watching productions of the text to help learners visualise the characters and their circumstances
- organising a visit to a museum in your local area or linked location to the text (for example to see Victorian artefacts, streets, the experiences of children in schools, factories and workhouses) or making use of resource packs from these venues
- organising a cross-curricular day/lesson with your History department.

Summative assessment

At the end of this half term, you could complete a walking talking Paper 1 style response.

Supporting resources

- A number of quality education publishers have useful teacher and learner guides to the 19th-century novels including the Cambridge series GCSE English Literature for AQA which has titles covering: *Great Expectations*; *The Strange Case of Dr Jekyll and Mr Hyde*; *Frankenstein* and *A Christmas Carol.*
- Collins produce a useful collection of guides AQA GCSE (9-1) English Literature and Language which interleaves study of the texts with sources and exercises for GCSE English Language on linked themes. These titles include *A Christmas Carol* and *The Strange Case of Doctor Jekyll and My Hyde*.
- The National Theatre has a learning guide and resources for Jane Eyre and Frankenstein including lesson plans and filmed versions of the stage adaptations.
- A number of theatre companies including the RSC have produced stage adaptations of A Christmas Carol and often produce accompanying education resource packs and production image galleries. The RSC pack is extensive in its coverage.

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Consolidation phase

Year 11 phase 6 in depth

GCSE English Literature focus: Paper 1 Shakespeare and the 19th- century novel

GCSE English Literature focus: Paper 2 Modern Texts and Poetry

Consolidation opportunities

This consolidation time brings together all of the elements of the course. It allows for a recap/reteach of any misconceptions and gaps that may have been identified through your mock exam period. The consolidation period creates the opportunity for learners to work more independently and build confidence towards their final exams. You could organise this phase into two-week blocks on each of the 4 set texts with additional time for unseen and timed practices, perhaps beginning with the texts initially studied in Year 10 and culminating in the most recent – a suggested order for this is given below.

Suggested timing (lessons)

Approximately 24 x 1-hour lessons (12 weeks possibly broken into 5 x 2-week blocks with additional contingency for timed practice responses).

Possible consolidation activities

To reteach/revise/consolidate knowledge and skills for GCSE English Literature Paper 2 Poetry Anthology and Unseen Poetry you could:

- work in groups to organise anthology poems by theme/suggest partnerships of poems
- make revision flashcards for the Poetry Anthology
- create collaborative/paired plans for past questions and present to the class
- complete low stakes quizzing on subject terminology/first lines of poems/key images
- play Desert Island Poems based on the radio show where learners discuss their favourite out of the collection
- establish 'Unseen Poetry Friday' where you share a fresh poem for learners to discuss and explore in pairs, small groups, whole class.

To reteach/revise/consolidate knowledge and skills for GCSE English Literature Paper 2 Modern Text you could:

- do a complete cold read to conceptualise the whole
- complete low stakes quizzing on plot and character
- complete chapter/act/summaries and/or flashcards
- complete theme trackers and/or character mind maps
- create collaborative plans for past questions
- watch a production of the Drama text or a dramatisation of the Prose text if available and evaluate the director's choices and effects.

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To reteach/revise/consolidate knowledge and skills for GCSE English Literature Paper 1 Shakespeare you could:

- do a complete cold read to conceptualise the whole
- watch a production or a number or performances of key scenes and evaluate the choices made by different directors
- complete low stakes quizzing on plot and character
- complete summaries or maps of the five acts and key events
- complete theme trackers and/or character mind maps
- write in role
- create collaborative plans for past questions.

To reteach/revise/consolidate knowledge and skills for GCSE English Literature Paper 1 Shakespeare and the 19th-century novel, you could:

- do a complete cold read to conceptualise the whole
- complete low stakes quizzing on plot and character
- complete chapter/act/summaries and/or flashcards
- complete theme trackers and/or character mind maps
- create collaborative plans for past questions
- watch a dramatization of the text if available and evaluate the director's choices and effects.

Summative assessment

- Complete a GCSE English Literature Past Paper 1.
- Complete a GCSE English Literature Past Paper 2.

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Revision support

Final revision opportunities

The final revision period following the Easter break and before the public exam period can be very short depending on the dates where the Bank Holidays fall. In this period, you could choose to continue with any of the suggested consolidation activities from Phase 6. Many learners at this stage may be experiencing stress or anxiety and you could include more low stakes or collaborative work here to help alleviate this as well as considering a more varied approach if time, budgets and staffing allows. You could capitalise on the specialist skills of your department such as who is a specialist in Drama, the Victorian novel or Poetry. You might consider:

- revision clinics on specific questions and texts
- past paper club where learners can drop in with any past questions they have completed in their own time
- a film morning or afternoon to watch a complete version of a play or dramatisation of a novel with treats
- a practical drama workshop to explore themes of characters in the Modern Drama or Shakespeare text
- guest speakers to offer masterclasses
- 'Help I Haven't Read It' club where learners who have gaps in their reading can listen to a member of staff read aloud from the novels or learners can re-read plays together in a non-judgemental space
- a fun poetry workshop for unseen poetry confidence.

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The learning journey continues

A-level English Literature

- Studying for GCSE English Literature Paper 1 and 2 provides a firm foundation for learners wishing to progress into A-level English Literature (7712 and 7717).
- The GCSE course allows learners to experience poetry from both pre and post 1900 and the experience of studying a complete 19th-century novel both of which link to available options in both Specification A and Specification B at A-level for example in **Love Through the Ages** for Specification A. The course allows for the study of a full Shakespeare play – making a strong base for the study of a different play at A level for example in **Literary Genres** for Specification B.
- The study of the Modern Text paves the way for the study of more contemporary novels and drama texts at A level for examples in the units **Literary Genres** and **Texts and Genres** in Specification B or **Texts in Shared Contexts** for Specification A. Developing their critical thinking, independence and academic writing across the two years will equip learners to relish the opportunity to work on the non-exam assessments.

A-level English Language and Literature

- Studying for GCSE English Literature Paper 1 and 2 also provides a firm foundation for learners wishing to progress into A-level English Language and Literature (7707).
- Work on the poetry anthology and prose fiction provides an effective stepping stone into the poetry and prose choices available in both the **Telling Stories** and **Exploring Conflict** units. The development of their academic writing skills will be directly relevant to the non-exam assessment **Making Connections**.

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