

A Level English Literature SOL

The A Level English Literature course runs over a period of two years. Students receive 10 hours of teaching-time per fortnight which is further supplemented by additional reading and homework activities. Students will have two teachers who teach specific elements of the course, largely split into Paper 1 and Paper 2.

Lesson resources for Paper 1 can be found here –

Lesson resources for Paper 2 can be found here –

Time Frame	Main Topic Areas	Skills and Activities	Assessment
Year 12 Study			
Autumn Half-Term 1			
Teacher 1	<ul style="list-style-type: none"> ● Introduction to Aspects of Comedy. ● Context of comedy – specific focus on comedy tropes and the genre as a whole. <p>Begin Poetry Anthology learning. The following poems work well as an entry level analysis and bridging from GCSE Lit: <i>Fanthorpe's Not My Best Side,</i> <i>Lochhead's My Rival's House</i> <i>Duffy's Mrs Sisyphus.</i></p> <p>Essay Writing Workshop – Expectations of A Level Academic Writing. Focus on introductions.</p>	<ul style="list-style-type: none"> ● Text analysis work to develop analysis, interpretation and understanding of how writers shape meanings. ● Establishing reading texts with a comedy lens. ● Embedding academic writing skills with short analytical essay. 	<p>First essay write up: How do writers utilise voices for comic value in two of the poems you have studied? PLT Essay Task before half term 2. See example introduction opening and success criteria in resources.</p> <p>Assessed using A Level Mark Scheme.</p>
Teacher 2	<ul style="list-style-type: none"> ● Introduction to Shakespearean Comedy. <p>Context of comedy – specific focus is Shakespearean comedy.</p> <ul style="list-style-type: none"> ● Begin reading Act 1 of <i>Twelfth Night</i>. <p>Focus – Comic setting, Comic characterisation, Comic language.</p> <p>Essay Writing Skills – Expectations.</p>	<ul style="list-style-type: none"> ● Text analysis work to develop analysis, interpretation and understanding of how writers shape meanings. ● Establishing reading texts with a comedy lens. ● Embedding academic writing skills with short analytical essay. 	<p>First Essay Write up: How does Shakespeare establish humour and absurdity in Act 1 of <i>Twelfth Night</i>?</p> <p>PLT Essay Task before half term 2. See example introduction opening and success criteria in resources.</p>
Autumn Half-Term 2			
Teacher 1	<ul style="list-style-type: none"> ● Begin the exam text: <i>The Importance of Being Earnest</i> by Oscar Wilde. ● Focus – Comedy context in terms of Wilde (setting, language, plot, Victorian society) ● Read the whole play. 	<ul style="list-style-type: none"> ● Begin and develop the skills required for the analytical triangulation of comedy context/text/meanings within an A Level essay response. ● Explore structure within an essay response. ● Introduce and deepen the understanding of academic phrasing. 	<p>Essay 2: How significant is the title '<i>The Importance of Being Earnest</i>'?</p> <p>See example essay in resources.</p>

Teacher 2	Continue Shakespeare's <i>Twelfth Night</i> Focus – Plot and comic conventions.	<ul style="list-style-type: none"> ● Begin and develop the skills required for the analytical triangulation of comedy context/text/meanings within an A Level essay response. ● Explore structure within an essay response. Introduce and deepen the understanding of academic phrasing. 	Essay 2 – Themed based question.
Spring Half-Term 1			
Teacher 1	<ul style="list-style-type: none"> ● Complete understanding and skills for <i>The Importance of Being Earnest</i>. ● Secure full understanding of the text. ● Establish planning for essay questions. 	<ul style="list-style-type: none"> ● Planning essays. ● Unpicking debate ideas central to the question discussion. ● Explore question stems 	Essay 3 – Debate question. Section C – Play and Poetry. For eg: To what extent can comedy always be defined as light-hearted in reference to two texts you have studied? See resources for example essay to be used as preparation and PLT.
Teacher 2	Twelfth Night - Completion of the whole play and mock preparation.	<ul style="list-style-type: none"> ● Planning essays. ● Unpicking debate ideas central to the question discussion. ● Explore question stems 	Focus on essay question: For eg: Love and Deception. Refer to AQA past paper guide for Section A and B questions. Focus on Extract question.
Spring Half-Term 2			
Teacher 1	<ul style="list-style-type: none"> ● Poetry Anthology: <i>Sunny Prestatyn</i> by Larkin. <i>Satirical Elegy</i> by Swift. <i>The Flea</i> by John Donne. <i>Tam O Shanter</i> by Burns. 	<ul style="list-style-type: none"> ● Retrieval of key essay concepts. ● Deep analysis of poetry interpretation. ● Annotation work and essay planning. ● Review context of comedy for poems. 	Link all to comedy conventions and Essay 4: Section C For example: To what extent can these poems be described as merely odd, but entertaining?
Teacher 2	NEA – Independent Reading and Study Preparation. Students read and present: Feminism and Gender. Narrative Theory. Marxism. Eco Critical. Post Colonialism. Students given a school of thought, a collection of poems and an essay question. Draft 1 of Poetry NEA.	<ul style="list-style-type: none"> ● Independent reading. ● Critical reading. 	NEA titles to be agreed with student and teacher. Planning stage.
Summer Half-Term 1			
Teacher 1	Preparing for Y12 Mock Exams. Section C: <i>Poetry and Play</i> Exam skills. Essay focus. Exemplar responses. Timed approaches. Students begin reading their book choice for NEA	<ul style="list-style-type: none"> ● Consolidation of previous learning. ● Preparation for EOY exams 	Mock Feedback and PLT work.

Teacher 2	Preparing for Y12 Mock Exams. Section A and B: <i>Twelfth Night</i> Exam skills. Essay focus. Exemplar responses. Timed approaches. Students begin reading their book choice for NEA	<ul style="list-style-type: none"> • Consolidation of previous learning. • Preparation for EOY exams 	Mock Feedback and PLT work.
Summer Half-Term 2			
Teacher 1	Begin NEA Prose – independent reading. Students offered a choice of authors, books and questions. Students can choose a personal choice but this must be sanctioned by the A Level teacher team. Both teachers must be in agreement. First draft of prose NEA and begin Unseen Crime Extract. (To cover one by the end of term)	<ul style="list-style-type: none"> • Independent reading skills • Further reading • Critical reading 	Planning/First draft NEA
Teacher 2	Complete Poetry NEA. – Final draft. Bridging for A2: What is crime writing? Begin Unseen Crime Extracts and prepare for A2 Crime genre.	<ul style="list-style-type: none"> • Structuring essay responses • Establishing full analytical responses 	Planning/First draft NEA

Time Frame	Main Topic Areas	Skills and Activities	Assessment
Year 13 Study			
Autumn Half-Term 1			
Teacher 1	<ul style="list-style-type: none"> ● Introduction to Aspects of crime writing ● Context of crime writing and expectations of genre <p>Begin Crime poetry anthology with specific focus on presentation of aspects of crime. Browning: My Last Duchess, The Laboratory, Porphyria's Lover George Crabbe: Peter Grimes</p> <p>Essay writing: How is a specific element of crime presented in the poems studied.</p>	<ul style="list-style-type: none"> ● Text analysis work to develop analysis, interpretation and understanding of how writers shape meanings. ● Reading texts through the lens of crime ● Developing writing on aspects of crime and making links between poems 	<p>First essay write up: 'In this selection of poetry the victims are always innocent.' To what extent do you agree with this view? Assessed using A Level Mark Scheme.</p>
Teacher 2	<ul style="list-style-type: none"> ● Introduction to Unseen crime. <p>Study of elements of crime writing and how to approach and unseen text</p> <p>Analysis of unseen extracts exploring presentation of key elements of crime</p>	<ul style="list-style-type: none"> ● Analysis of the presentation of victims, perpetrators, settings, the law, violence, justice and injustice in a range of crime texts ● Exploring texts through the lens of crime ● Looking at responses to unseen crime and establishing how to achieve each AO 	<p>First Essay Write up: Paper 2A Section A Unseen crime response. Paper linked: 2019 Paper 2A</p>
Autumn Half-Term 2			
Teacher 1	<ul style="list-style-type: none"> ● Study of the exam text Atonement Part 1 ● Focus – features of crime. Presentation of setting, victims, perpetrators, justice and injustice. ● Read part 1 in class. 	<ul style="list-style-type: none"> ● Exploration of social, historical and literary context. ● Explore narrative structure and effect on the reader ● Development of skills in responding to novel through the lens of crime. 	<p>Essay 2: The biggest victim in part 1 of Atonement is Robbie Turner. To what extent do you agree? See example essay in resources.</p>
Teacher 2	<ul style="list-style-type: none"> ● Study of exam text Brighton Rock ● Reading of parts 1-3 in class ● Focus – features of crime. Presentation of setting, victims, perpetrators, justice and injustice. ● 	<ul style="list-style-type: none"> ● Exploration of narrative style and structure ● Exploration of social, historical and literary context. ● Development of skills in responding to novel through the lens of crime. 	<p>Essay 2 – Presentation of villains and victims</p>
Spring Half-Term 1			

Teacher 1	<ul style="list-style-type: none"> • Study of parts 2, 3 and Epilogue from Atonement • Secure full understanding of the text. • Mock Exam revision 	<ul style="list-style-type: none"> • Analysing the presentation of victim, crime, perpetrators and their development across the whole text • Forming debate arguments. • Planning essay responses • Revision for March mock exam 	Interleaved revision response Paper 1 Section A Twelfth Night
Teacher 2	Brighton Rock <ul style="list-style-type: none"> • Reading of parts 4-7 in class • Focus – features of crime. Presentation of setting, victims, perpetrators, justice and injustice. Ballad of Reading Gaol <ul style="list-style-type: none"> • Focus – features of crime. Presentation of setting, victims, perpetrators, justice and injustice. 	<ul style="list-style-type: none"> • Exploration of narrative style and structure • Exploration of social, historical and literary context. • Development of skills in responding to novel through the lens of crime. • Revision and preparation for March mock exam 	Interleaved revision: Essay on presentation of women Paper 1 Section C
Spring Half-Term 2			
Teacher 1	Mock Exam PLTs and completion of NEA	<ul style="list-style-type: none"> • Analysis of WAGOLLS • Modelling of style and addressing of any misconceptions • Working with NEA mark scheme and one to one guidance to improve NEA 	March Mock Exam Paper 1 and 2
Teacher 2	Mock Exam PLTs and completion of NEA	<ul style="list-style-type: none"> • Analysis of WAGOLLS • Modelling of style and addressing of any misconceptions • Working with NEA mark scheme and one to one guidance to improve NEA 	March mock exam Paper 1 and 2
Summer Half-Term 1			
Teacher 1	Exam Revision	<ul style="list-style-type: none"> • Planning responses Paper 1 Section A • Revision of key themes and comic tropes Paper 1 Section B • Revision of Atonement through lens of crime • Revision of Crabbe and Browning poetry through lens of crime 	Response written as part of revision
Teacher 2	Exam Revision	<ul style="list-style-type: none"> • Planning responses for Paper 1 Section C • Revision of Brighton Rock through the lens of crime • Revision of The Ballad of Reading Gaol through the lens of crime • Unseen poetry practice 	Responses written as part of revision