

English Year 7

Cycle 1: Classical Myths

Core knowledge:

- Life and culture in Ancient Greece.
- Names of Gods, places, plot and characters from myths and legends of ancient Greek and Roman civilisations.
- Use of allusions - references to civilizations applied in modern day.
- Structure of narratives and epics, with a focus on the *Odyssey*.
- Application of narrative writing components including description, language techniques and grammar.

Assessment:

- Cumulative knowledge %
- PIRA national reading assessment
- Narrative writing piece based on story from the *Odyssey*

Curriculum sequence:

This topic revisits the traditions of storytelling explored in Phases 1 and 2. Pupils build on their prior knowledge of Biblical allusions as they explore allusions from the classical world which will reappear later this year and throughout Phases 3-5, particularly in poetry and Shakespeare topics. Pupils practise and consolidate grammar and narrative writing skills from Year 6 in imaginative pieces inspired by classical tales.

Links to KS3 National Curriculum:
 Reading fiction/short stories/historical words/seminal works; reading critically for techniques/conventions; imaginative writing; consolidating grammar; spoken English in classroom discussion.

Cycle 2: Romeo and Juliet

Core knowledge:

- Plot, characters and themes of the Shakespeare play, with a focus on: rules, rebels and revenge.
- Key theatre terminology, including methods of language, structure and stagecraft.
- Non-fiction examples to support idea that Shakespeare's plays/messages are timeless.
- Persuasive terminology.
- Application of terminology to own non-fiction writing, with a focus on speeches.

Assessment:

- Cumulative knowledge %
- PIRA national reading assessment
- Persuasive writing piece (mid-cycle)
- Question about presentation of a theme in an extract and in the play as a whole

Curriculum sequence:

This topic introduces pupils to a new Shakespeare play, whilst revisiting and developing understanding of his plays and methods which were met in Phase 2. The topic focuses on the play through a thematic lens, allowing pupils to delve into key scenes in depth - a challenging and rewarding exercise - whilst also having an appreciation for the plot and message of the full work. Classical and Biblical allusions, as well as allusions relating to fate, will be revisited and consolidated ready for use in Year 8 and beyond.

Links to KS3 National Curriculum:
 Reading fiction/non-fiction/historical words/seminal works/Shakespeare play; in-depth author study: Shakespeare; reading critically for techniques/conventions including stagecraft; persuasive transactional writing; consolidating grammar; spoken English in classroom discussion;

Cycle 3: Of Mice and Men

Core knowledge:

- Plot, characters and themes of the Steinbeck novella, with a focus on the depictions of isolation and discrimination.
- Understanding that texts are products of their times and therefore can be fallible in their depictions, particularly of minority groups.
- Key terminology, including methods of language, structure and form.
- Application of descriptive writing components including language techniques and grammatical features.
- Formal debating structure.

Assessment:

- Cumulative knowledge %
- PIRA national reading assessment
- Descriptive writing piece (mid-cycle)
- Question about presentation of a theme in an extract and in the play as a whole

Curriculum sequence:

This topic introduces pupils to an American novella which deals with challenging topics and concepts, including racial and gender-based biases in modern American history. Pupils read the full text, whilst considering, for the first time, that as readers they must be 'critical' of written work, which is a construct of the writer's. Pupils revisit the grammar and descriptive writing skills covered in Cycle 1, using Steinbeck's work as models for their own writing.

Links to KS3 National Curriculum:
 Reading fiction/seminal works; reading critically for techniques/conventions; in-depth author study: Steinbeck; imaginative writing; consolidating grammar; spoken English in classroom discussion; participating in formal debates and structured discussions.

	improvising, rehearsing and performing play scripts in order to generate language and discuss language use and meaning; using role, intonation, tone, volume, mood, silence, stillness and action to add impact.	
Alongside their English lessons, pupils have one Book Club lesson per week where they read a novel or collection of short stories and practise a range of skills which aid comprehension (retrieving key information, summarising, defining vocabulary, making inferences, predicting). This ensures pupils read a wide range of fiction and non-fiction across the year, including coverage of genres, historical periods, forms and authors.		

English Year 8

Cycle 1: WW1 Poetry	Cycle 2: Jekyll and Hyde	Cycle 3: Modern Play - DNA
<p>Core knowledge:</p> <ul style="list-style-type: none"> Contextual understanding of the British Empire, propaganda, WW1 battlefields and lasting impact of war on individuals/society. Study poems written about/by British soldiers and the WW1 experiences of forgotten voices of the Britain Empire. Key poetry terminology, including methods of language, structure and form. Application of descriptive writing components including language techniques and grammatical features. <p>Assessment:</p> <ul style="list-style-type: none"> → Cumulative knowledge % → PIRA national reading assessment → Descriptive writing based on stimulus → Question about presentation of war in a Wilfred Owen poem <p>Curriculum sequence:</p> <p>This topic introduces pupils to poetry analysis: drawing meaning from methods. Pupils read non-fiction texts to explore context surrounding WW1 poetry, considering the impact of extreme patriotism on much British</p>	<p>Core knowledge:</p> <ul style="list-style-type: none"> Plot, characters and themes of the Stevenson novella, The Strange Case of Dr Jekyll and Mr Hyde. Key narrative terminology, including methods of language, structure and form. Contextual understanding of the Victorian era and tropes of Gothic/C.19th literature, taught via non-fiction reading. Application of narrative writing components including description, language techniques and grammar. <p>Assessment:</p> <ul style="list-style-type: none"> → Cumulative knowledge % → PIRA national reading assessment → Narrative writing piece → Question about presentation of a theme in an extract and in the play as a whole <p>Curriculum sequence:</p> <p>This topic introduces pupils to a 19th Century novella, whilst revisiting method analysis from previous Cycles. Pupils meet new, and complex, vocabulary and grammatical features which provide solid grounding for later study of older, unfamiliar texts. Pupils learn new, whole-text methods to use</p>	<p>Core knowledge:</p> <ul style="list-style-type: none"> Plot, characters and themes of the modern Dennis Kelly play, as well as legal understanding of Joint Enterprise Law and philosophical concepts. Critical engagement with the texts as products of their time/timeless entities debate. Key theatre terminology, including methods of language, structure and stagecraft. Application of persuasive terminology to own non-fiction writing, with a focus on articles and speeches. Application of spoken English in formal debating structure and via play scripts. <p>Assessment:</p> <ul style="list-style-type: none"> → Cumulative knowledge % → PIRA national reading assessment → Persuasive non-fiction writing piece → Question about presentation of a theme in the play as a whole <p>Curriculum sequence:</p> <p>This topic revisits and develops an understanding of features of Ancient Greek theatre with a focus on tragedy</p>

<p>literature of the time. Pupils are taught a new approach to structuring their descriptive writing, alongside consolidation of language techniques and grammar.</p> <p>Links to KS3 National Curriculum: Reading fiction/short stories/historical words/seminal works/poetry; in-depth author study: Wilfred Owen; reading critically for techniques/poetic conventions; imaginative writing; consolidating grammar; spoken English in classroom discussion.</p>	<p>in their own narrative writing.</p> <p>Links to KS3 National Curriculum: Reading fiction/non-fiction/historical words/seminal works; in-depth author study: Stevenson; reading critically for techniques/conventions; analysis of challenging texts; consolidating grammar; imaginative writing; spoken English in classroom discussion.</p>	<p>plays. Pupils read the full play DNA, exploring the legal and moral issues raised and considering the effect of the writer's methods, as well as how moments could/should be staged for maximum impact. Pupils revisit the grammar and persuasive writing skills covered in Year 7, referring to examples of published non-fiction as models for their own writing.</p> <p>Links to KS3 National Curriculum: Reading fiction/plays; reading critically for techniques/stagecraft conventions; transactional writing; script writing; consolidating grammar; spoken English in classroom discussion; participating in formal debates and structured discussions; improvising, rehearsing and performing play scripts in order to generate language and discuss language use and meaning; using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p>
<p>Alongside their English lessons, pupils have one Book Club lesson per week where they read a novel or collection of short stories and practise a range of skills which aid comprehension (retrieving key information, summarising, defining vocabulary, making inferences, predicting). This ensures pupils read a wide range of fiction and non-fiction across the year, including coverage of genres, historical periods, forms and authors.</p>		

English Year 9

Cycle 1: Kafka's Metamorphosis

Core knowledge:

- Plot, characters, themes and allegorical messages of Kafka's short story Metamorphosis.
- Understanding of texts read through 'critical lenses' - family, Marxist, philosophical - and key terminology associated with those.
- Key narrative terminology, including methods of language, structure and form, to analyse.
- Application of narrative writing components including 5-part structure, description, language techniques and grammar.

Assessment:

- Cumulative knowledge %
- PIRA national reading assessment
- Narrative writing piece
- Question about presentation of a theme in an extract and in the play as a whole

Curriculum sequence:

This topic introduces pupils to an allegorical short story, whilst revisiting method analysis from previous Cycles. Pupils develop their critical approach to reading texts through three 'lenses', and meet new vocabulary and grammatical features. Pupils continue to develop their use of sophisticated whole-text methods in their own narrative writing, as part of the Phase 4 approach.

Links to KS3&4 National Curriculum:
 Reading fiction/non-fiction/historical words/seminal works; in-depth author study: Kafka; reading critically for techniques/conventions; analysis of challenging texts; make an informed personal response; consolidating grammar; imaginative writing; spoken English in classroom discussion;

Cycle 2: Poetry and the Human Condition

Core knowledge:

- Contextual understanding of poetry through the ages - from the Classical period to modern day - with a focus on the human condition.
- Understand position of texts in the canon, explored through religious writings, Shakespeare's plays/poems, non-fiction texts and poetry.
- Key poetry terminology, including methods of language, structure and form.
- Application of descriptive writing components including language techniques and grammatical features.

Assessment:

- Cumulative knowledge %
- PIRA national reading assessment
- Non-fiction reading analysis questions and descriptive writing based on stimulus
- Question comparing presentation of a theme in two poems

Curriculum sequence:

In this topic, pupils learn the context and common features of literature from the Medieval period through to the Renaissance, the Enlightenment, the reactionary movement of Romanticism, right through the Victorian period to the Eco poetry of the late 20th and early 21st Centuries. This ensures that when pupils reach their GCSE texts in Year 10, they are able to consider their place within the literary canon instead of learning isolated snippets of context. Pupils practise key non-fiction reading skills as well consolidating their use of language techniques and accurate grammar in descriptive writing.

Cycle 3: Macbeth

Core knowledge:

- Plot, characters and themes of the Shakespeare play.
- Critical engagement with the texts as products of their time/timeless entities debate.
- Key theatre terminology, including methods of language, structure and stagecraft.
- Application of persuasive terminology to own non-fiction writing in a range of forms/topics.
- Application of spoken English via play scripts.

Assessment:

- Cumulative knowledge %
- PIRA national reading assessment
- Persuasive non-fiction writing piece
- Question about presentation of a character/theme in the play as a whole

Curriculum sequence:

This topic revisits and develops understanding of theatre techniques through a new play in advance of GCSE. Pupils read the full play, exploring the moral issues raised and considering the effect of the writer's methods, as well as how moments could/should be staged for maximum impact. Pupils revisit the grammar and persuasive writing skills covered in Phase 3, referring to examples of published non-fiction as models for their own writing and presentations..

Links to KS3&4 National Curriculum:
 Reading high-quality, challenging literature/Shakespeare play/extended non-fiction; in-depth author study: Shakespeare; understand and critically evaluate texts, including stagecraft; literary traditions and social, historical and cultural context; make an informed personal response; transactional writing; script writing; consolidating grammar; plan, revise, edit and

participating in structured discussions.	Links to KS3&4 National Curriculum: Reading fiction/non-fiction/historical words/seminal works/Shakespeare/poetry; reading critically for techniques/poetic conventions; literary traditions and social, historical and cultural context; making critical comparisons; analysis of challenging texts; imaginative writing; consolidating grammar; spoken English in classroom discussion.	proof-read; spoken English in classroom discussion and presentations; participating in structured discussions; improvising, rehearsing and performing play scripts in order to generate language and discuss language use and meaning; using role, intonation, tone, volume, mood, silence, stillness and action to add impact.
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English Year 10

Cycle 1: Lord of the Flies	Cycle 2: Power and Conflict Poetry	Cycle 3: 19th Century Text
<p>Core knowledge:</p> <ul style="list-style-type: none"> Plot, characters and themes of Golding's modern novel. Critical engagement with the texts as products of their time/timeless entities debate (including context of WW2 and Cold War). Key theatre terminology, including methods of language, structure and form. Application of descriptive writing components including language techniques and grammatical features. <p>Assessment:</p> <ul style="list-style-type: none"> → Cumulative knowledge % → Descriptive writing piece → Question about presentation of a character/theme in the play as a whole <p>Curriculum sequence: This topic revisits and develops understanding of allegorical texts and their techniques through pupils' modern GCSE novel. Pupils read the full novel, exploring the moral issues raised and considering the effect of the writer's methods in presenting characters/his message. Pupils revisit the grammar and writing skills covered</p>	<p>Core knowledge:</p> <ul style="list-style-type: none"> 10 of 15 GCSE Anthology poems covered: narrative voice/plot/methods/message. Historical context for each poem and poet. Sophisticated poetry terminology, including methods of language, structure and form. Introduction to GCSE Language non-fiction reading paper; application of approaches to questions. <p>Assessment:</p> <ul style="list-style-type: none"> → Cumulative knowledge % → Language Paper 2 reading section (Q1-4) → Question comparing presentation of a theme in two poems <p>Curriculum sequence: In this topic, pupils learn the possible messages, contexts and methods of a majority of their GCSE Literature anthology poems. Building upon their diachronic understanding from Year 9, pupils are able to position these poems within a literary timeline which aids in identifying common topics and tropes. Pupils practise key non-fiction reading</p>	<p>Core knowledge:</p> <ul style="list-style-type: none"> Plot, characters and themes of a 19th Century novel: A Christmas Carol, Jane Eyre, Great Expectations (class/cohort dependent). Critical engagement with the texts products of their time/timeless entities debate (including Victorian context). Key novel terminology, including methods of language, structure and form. Introduction to GCSE Language fiction reading paper; application of approaches to questions; revision of descriptive/narrative writing. <p>Assessment (Year 10 mocks):</p> <ul style="list-style-type: none"> → Language Paper 1 (fiction reading and writing) → Question about presentation of a character/theme in the novel as a whole <p>Curriculum sequence: In this topic, pupils read and explore their 19th Century GCSE novel, building upon the vocabulary/contextual knowledge first met in Year 8. Pupils revisit the essay</p>

<p>in previous years, referring to examples of Golding's writing as models for their own descriptive writing.</p> <p>Links to KS4 National Curriculum: Reading high-quality, challenging literature/extended non-fiction; understand and critically evaluate texts; literary traditions and social, historical and cultural context; make an informed personal response; descriptive writing; consolidating grammar; plan, revise, edit and proof-read; spoken English in classroom discussion; participating in structured discussions.</p>	<p>skills and apply these to one of the GCSE Language assessment papers.</p> <p>Links to KS4 National Curriculum: Reading high-quality, challenging literature/extended non-fiction; appreciate rich and varied literary heritage; understand and critically evaluate texts; literary traditions and social, historical and cultural context; re-reading literature and other writing as a basis for making comparisons; plan, revise, edit and proof-read; spoken English in classroom discussion; participating in structured discussions.</p>	<p>writing approach built upon each year to consolidate their application to this text. Pupils practise key fiction reading skills using the core text, as well as additional extracts from the time period/topic, and apply these to another of the GCSE Language assessment papers.</p> <p>Links to KS4 National Curriculum: Reading high-quality, challenging literature/extended non-fiction; appreciate rich and varied literary heritage; understand and critically evaluate texts; literary traditions and social, historical and cultural context; re-reading literature and other writing as a basis for making comparisons; plan, revise, edit and proof-read; spoken English in classroom discussion; participating in structured discussions.</p>
<p>Pupils learn core knowledge and develop key skills which will support their success in their AQA GCSE English Language and English Literature examinations at the end of Year 11.</p>		

English Year 11

Cycle 1: Unseen Poetry

Core knowledge:

- Approach to answering unseen poetry element of GCSE Literature assessment.
- Remaining GCSE Anthology poems covered: narrative voice/plot/methods/context/message.
- Sophisticated poetry terminology, including methods of language, structure and form.
- Revise GCSE Shakespeare play: Macbeth.
- Revise and consolidate Language Paper 2 Reading and Writing approaches.

Assessment:

- Cumulative knowledge % (ongoing)
- Full Literature and Language papers (mocks)

Curriculum sequence:

Pupils learn an approach to the final element of the Literature specification (unseen poetry) and complete learning of Anthology poems. Pupils revise/practise all other elements for both qualifications.

Links to KS4 National Curriculum:

Reading high-quality, challenging literature/extended non-fiction; appreciate rich and varied literary heritage; understand and critically evaluate texts; literary traditions and social, historical and cultural context; re-reading literature and other writing as a basis for making comparisons; plan, revise, edit and proof-read; spoken English in classroom discussion; participating in structured discussions; speak confidently.

Cycle 2: Revision

Core knowledge:

- Revise GCSE poetry anthology, 19th Century novel and modern novel.
- Application of essay-writing components.
- Revise and consolidate Language Paper 1 and 2 Reading and Writing approaches (fiction and non-fiction).
- Plan and complete Spoken English element of Language qualification.

Assessment:

- Cumulative knowledge % (ongoing)
- Full Literature and Language papers (mocks)

Curriculum sequence:

Pupils revise/practise key knowledge and approaches to all elements of the two qualifications.

Links to KS4 National Curriculum:

Reading high-quality, challenging literature/extended non-fiction; appreciate rich and varied literary heritage; understand and critically evaluate texts; literary traditions and social, historical and cultural context; re-reading literature and other writing as a basis for making comparisons; plan, revise, edit and proof-read; spoken English in classroom discussion; participating in structured discussions; speak confidently; planning speeches/presentations for different purposes and audiences.

Cycle 3: Revision

Core knowledge:

- Revise GCSE Shakespeare play, poetry anthology, 19th Century novel, modern novel and unseen poetry.
- Application of essay-writing components.
- Revise and consolidate Language Paper 1 and 2 Reading and Writing approaches (fiction and non-fiction).

Assessment:

- GCSE examinations

Curriculum sequence:

Pupils revise/practise key knowledge and approaches to all elements of the two qualifications.

Links to KS4 National Curriculum:

Reading high-quality, challenging literature/extended non-fiction; appreciate rich and varied literary heritage; understand and critically evaluate texts; literary traditions and social, historical and cultural context; re-reading literature and other writing as a basis for making comparisons; plan, revise, edit and proof-read; spoken English in classroom discussion; participating in structured discussions; speak confidently

Pupils learn core knowledge and develop key skills which will support their success in their AQA GCSE [English Language](#) and [English Literature](#) examinations at the end of Year 11.

English Literature Year 12

Cycle 1:	Cycle 2:	Cycle 3:
<p>Core knowledge:</p> <ul style="list-style-type: none"> • <u>Drama</u> - A Streetcar Named Desire: plot, characters, themes, context, interpretations. • <u>Prose</u> - Dracula: plot, characters, themes (focus on the supernatural), context, interpretations. • <u>Poetry</u> - contemporary Poems of the Decade: topics, themes, interpretations. Contextual awareness of 2000s in literary canon. • Method terminology: language, structure, form. • Essay writing approaches. <p>Assessment:</p> <p>→ AP1: knowledge quiz and A Streetcar Named Desire essay question</p> <p>Curriculum sequence:</p> <p>Pupils are introduced to the course through a close reading of one <u>drama</u> text in class. Alongside this, pupils independently read their first <u>prose</u> text, ready for analysis later in the cycle. Pupils also begin studying their set contemporary <u>poems</u> and make comparisons between their methods and thematic links.</p>	<p>Core knowledge:</p> <ul style="list-style-type: none"> • <u>Drama</u> - A Streetcar Named Desire: revision. • <u>Prose</u> - Dracula: revision; Beloved: plot, characters, themes (focus on the supernatural), context, interpretations. • <u>Poetry</u> - contemporary Poems of the Decade: topics, themes, interpretations. • Method terminology: language, structure, form. • Essay writing approaches. <p>Assessment:</p> <p>→ AP2: essay questions on A Streetcar Named Desire, Dracula and poetry comparison</p> <p>Curriculum sequence:</p> <p>Pupils revise and refine writing about their modern <u>drama</u> text. Pupils read their second <u>prose</u> text and learn approach for comparison of the theme of the supernatural across them. Pupils also continue studying their set contemporary <u>poems</u> and make comparisons between their methods and thematic links.</p>	<p>Core knowledge:</p> <ul style="list-style-type: none"> • <u>Prose</u> - Dracula and Beloved: comparison approach (the supernatural). • <u>Poetry</u> - revision and comparison approach. • <u>NEA</u> - two texts of choice linked to anchoring theme/trope. • Method terminology: language, structure, form. • Essay writing approaches. <p>Assessment:</p> <p>→ AP3: essay questions on A Streetcar Named Desire, Dracula and Beloved comparison and poetry comparison</p> <p>→ NEA proposal</p> <p>Curriculum sequence:</p> <p>Pupils revise and refine writing about their modern <u>drama</u> text, comparing their <u>prose</u> texts and comparing their set contemporary <u>poems</u>. Pupils are introduced to the <u>NEA</u> component of the course, for which they are required to choose two texts linked to an anchoring cohort topic/trope. Pupils complete independent reading of fiction and academic journals before compiling a proposal for their NEA.</p>

Pupils cover texts and components detailed on the [Edexcel A Level English Literature](#) specification, to prepare them for their examinations at the end of Year 13.

Links to KS5 National Curriculum:

Read widely and independently; engage critically and creatively with a substantial body of texts and ways of responding to them; develop and effectively apply their knowledge of literary analysis and evaluation; explore the contexts of the texts they are reading and others' interpretations of them; exploration of changing traditions; reading of the major literary genres of poetry, prose and drama; ways in which writers shape meanings in texts; ways in which individual texts are interpreted by different readers; ways in which texts relate to one another and to the contexts in which they are written and read; ways in which texts are interpreted by different readers, including over time; ways in which texts relate to one another and to literary traditions, movements and genres; the significance of cultural and contextual influences on readers and writers; communicate fluently, accurately and effectively their knowledge, understanding and judgement of texts; use literary critical concepts and terminology with understanding and discrimination; make appropriate use of the conventions of writing in literary studies, including accurate referencing and use of quotations.

English Literature Year 13

Cycle 1:

Core knowledge:

- Revision:
Paper 1 Love through the Ages
Section A: Othello
Section B: Unseen Poetry (two poems from different periods)
Section C: Comparing texts (The Go-Between vs Pre-1900 anthology)
- New content:
Paper 2: Texts in Shared context, Modern Times
Section A: Feminine Gospels
Section B: Comparison

Cycle 2:

Core knowledge:

- Revision:
Paper 1 Love through the Ages
Section A: Othello
Section B: Unseen Poetry (two poems from different periods)
Section C: Comparing texts (The Go-Between vs Pre-1900 anthology)
- New content:
Paper 2: Texts in Shared context, Modern Times
Section A: Feminine Gospels
Section C: Comparison of A Streetcar Named

Cycle 3:

Core knowledge:

- Revision of all elements

Assessment:

- ➔ A Level examinations

Curriculum sequence:

Pupils revise and refine writing about all components.

<p>of A Streetcar Named Desire and The Colour Purple</p> <ul style="list-style-type: none"> • <u>Non-exam assessment:</u> Two texts (at least one pre-1900) • Method terminology: language, structure, form. • Essay writing approaches. <p>Assessment:</p> <ul style="list-style-type: none"> → AP5: full Paper 1 → NEA deadline <p>Curriculum sequence:</p> <p>Pupils revise and refine writing about all Paper 1 elements of the course. Pupils complete the <u>NEA</u> component of the course, for which they are required to write a 2500 word essay about two texts (The Tempest and one of their choice). Pupils are introduced Paper 2 with a collection of poetry by Duffy and two texts written in the 1900s.</p>	<p>Desire and The Colour Purple</p> <ul style="list-style-type: none"> • <u>New content:</u> Paper 2: Texts in Shared context, Modern Times Section B: Unseen Prose • Method terminology: language, structure, form. • Essay writing approaches. <p>Assessment:</p> <ul style="list-style-type: none"> → AP6: full Paper 1 and 2 <p>Curriculum sequence:</p> <p>Pupils are introduced to the unseen prose component. Pupils revise and refine writing about all other components.</p>	
<p>Pupils cover texts and components detailed on the AQA A Level English Literature specification, to prepare them for their examinations at the end of Year 13.</p>		
<p>Links to KS5 National Curriculum:</p> <p>Read widely and independently; engage critically and creatively with a substantial body of texts and ways of responding to them; develop and effectively apply their knowledge of literary analysis and evaluation; explore the contexts of the texts they are reading and others' interpretations of them; exploration of changing traditions; reading of the major literary genres of poetry, prose and drama; ways in which writers shape meanings in texts; ways in which individual texts are interpreted by different readers; ways in which texts relate to one another and to the contexts in which they are written and read; ways in which texts are interpreted by different readers, including over time; ways in which texts relate to one another and to literary traditions, movements and genres; the significance of cultural and contextual influences on readers and writers; communicate fluently, accurately and effectively their knowledge, understanding and judgement of texts; use literary critical concepts and terminology with understanding and discrimination; make appropriate use of the conventions of writing in literary studies, including accurate referencing and use of quotations.</p>		

