

**ENGLISH DEPARTMENT: SCHEME of WORK OVERVIEW**  
**A Level English Literature (from 2015)**

**Component 1. Poetry**  
***Poems of the Decade***

<b>Overall Objectives</b>	<p>A01 - Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression</p> <p>A02 - Analyse ways in which <b>meanings</b> are shaped in literary texts</p> <p>A03 - Demonstrate understanding of the significance and influence of the <b>contexts</b> in which literary texts are <b>written and received</b></p> <p>A05 - Explore literary texts informed by different interpretations</p>
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<b>PLTS/6Rs</b>	<p><b>Independent enquirers</b></p> <p><b>Reflective Learners</b></p> <p><b>Team Workers</b></p> <p><b>Creative Thinkers</b></p> <p><b>Effective participators</b></p> <p><b>Self Managers</b></p>
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<b>SUGGESTED TASKS</b>	<b>ASSESSMENTS</b>
<ul style="list-style-type: none"> <li>• Independent reading of text</li> <li>• Independent notes taking of key events and character points</li> <li>• In class reading and close analysis of poems</li> <li>• In class note taking</li> <li>• Paired/group discussion</li> <li>• Individual/paired/group presentations on aspect of texts</li> <li>• Use of padlet and PPTs to encourage development of written responses</li> <li>• Diagrams and charts</li> <li>• Discussion and writing activities on all aspects of poetry</li> <li>• Annotation of individual poems</li> <li>• Reading log/mindmap, completed at least at the end of every poem.</li> <li>• Read contemporary critiques and develop alternative interpretations.</li> <li>• Discussion of the relevance of the historical, social, literary and cultural background specified within the text.</li> <li>• Individual or pairs of students to deliver presentations on aspects of the poetry, requiring seminar-style discussion from all students, key questions and consideration of contrasting viewpoints.</li> <li>• Encourage further critical reading to enhance students' independent study</li> </ul>	<p>Practice essays –</p> <p>One per half term initially</p> <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Essay on a studied poem on:  <i>the development of themes, the poet's use of language and imagery, the use of other poetic techniques.</i></li> </ul> <p>• Question from SAMS (Sample Assessment Materials) and Past Papers</p> <p>Critical interpretation of the poems and their immediate context (within the text):</p> <ul style="list-style-type: none"> <li>• Historical, political, cultural, literary and autobiographical context within the poem</li> <li>• Structure</li> <li>• Form</li> <li>• Meaning</li> </ul>

<p>skills and understanding of the writer and the poem</p> <ul style="list-style-type: none"> <li>• Short essays at key points in their reading, with focus on relevant literary aspects of the text, like form, structure, language and meaning</li> <li>• Keeping a poetry log. This might include key terminology and examples of their use, a reading journey to reflect students' reading of poetry independently</li> <li>• Making a list of poems that students have particularly enjoyed, key questions about poems they have read.</li> <li>• Consideration of how to annotate a poem</li> <li>• Consideration of ambiguity – investigating possible different readings of poems</li> <li>• Students map connections between studied and unseen poems.</li> <li>• Students select examples from set poems (or wider reading) to pair with a poem from <i>Poems of the Decade</i>, plus give justifications for their choices.</li> <li>• Presentations to be given by individuals or pairs of students on pairs of poems.</li> <li>• Discussing, planning and writing work that considers links and connections between prescribed and unseen poems.</li> <li>• Making a comparative chart of poems with similar themes</li> <li>• Plan and write a poetry essay in timed conditions</li> </ul>	<ul style="list-style-type: none"> <li>• Language</li> <li>• Setting</li> <li>• Theme</li> <li>• Poetic devices <ul style="list-style-type: none"> <li>○ Rhetorical devices</li> <li>○ Figurative devices</li> </ul> </li> </ul>
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<p><b>Resources</b></p>	<p><b>Text: <i>Poems of the Decade</i></b></p> <ul style="list-style-type: none"> <li>• Student Handbook</li> <li>• Poetic Elements Chart</li> <li>• Audio recordings of some contemporary poets, including materials from <i>The Poetry Archive</i></li> <li>• Resources on individual poems prepared by teacher</li> <li>• EDEXCEL Teacher guide</li> <li>• Visits from poets where possible throughout the school term.</li> </ul>
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KNOWLEDGE	SKILLS
<p>Have knowledge of:</p> <ul style="list-style-type: none"> <li>○ the definition and development of poetry in English literature</li> <li>○ literary terminology related to poetry analysis and how to use it effectively</li> <li>○ appropriate further reading.</li> </ul> <p>Have knowledge of:</p> <ul style="list-style-type: none"> <li>○ Elements of poetry</li> <li>○ Theme</li> <li>○ Content</li> <li>○ Context</li> <li>○ Setting</li> <li>○ Tone</li> <li>○ Mood</li> <li>○ Voice and narrator (<i>poetic persona</i>)</li> <li>○ Structure</li> <li>○ Verse Form</li> <li>○ Style/Technique</li> </ul> <p>Have knowledge of Poetic devices:</p> <ul style="list-style-type: none"> <li>○ Rhetorical devices <ul style="list-style-type: none"> <li>➤ Alliteration</li> <li>➤ Assonance</li> <li>➤ Onomatopoeia</li> <li>➤ Sibilance</li> <li>➤ Rule of 3</li> <li>➤ Repetition</li> </ul> </li> <li>○ Figurative devices: <ul style="list-style-type: none"> <li>➤ Sense Imagery – visual, auditory, olfactory, tactile, gustatory</li> <li>➤ Symbolism</li> <li>➤ Motif</li> <li>➤ Simile</li> <li>➤ Metaphor</li> <li>➤ Metonym</li> <li>➤ Synecdoche</li> <li>➤ Allusion</li> <li>➤ Reference</li> </ul> </li> </ul> <p>Have knowledge of Poetic structure:</p>	<p>Be able to read for meaning</p> <p>Be able to take notes and build up notes after reflecting on text</p> <p>Be able to develop detailed knowledge and understanding of texts</p> <p>Be able to closely analyse text to understand the way poets create meaning</p> <p>Be able to explain the effect of the poets' language</p> <p>Be able to identify links and patterns within texts and between texts</p> <p>Be able to develop ideas on theme and meaning, supporting ideas with precise textual detail</p> <p>Be able to reflect and adapt own view in light of alternative interpretations</p> <p>Be able to independently read around the text</p> <p>Be able to write fluently and with accurate written expression</p> <p>Be able to use appropriate literary terminology</p> <p>Be able to develop arguments in essay form, supporting ideas with evidence</p> <p>Be able to evaluate critical readings and use to inform own interpretation of poetry texts</p>

<ul style="list-style-type: none"> <li>○ Stanzaic &amp; non- stanzaic</li> <li>○ Anaphora</li> <li>○ Enjambment</li> <li>○ Caesura (Poetic pause)</li> <li>○ Rhyme</li> <li>○ Rhythm</li> <li>○ Meter</li> </ul> <p>Have knowledge of:</p> <ul style="list-style-type: none"> <li>○ Context within the text</li> </ul> <p>Develop a thorough knowledge of:</p> <ul style="list-style-type: none"> <li>○ Literary terminology as above</li> <li>○ Analysis of Poetry using the elements of poetry and technical terms</li> </ul> <p>Have knowledge of :</p> <ul style="list-style-type: none"> <li>○ Looking at “Ways into the Text”</li> <li>○ Initial reading and responding to representative literature – poetry</li> </ul>	<p>Be able to analyse the elements of poetry</p> <p>Be able to evaluate literary devices</p> <p>Be able to evaluate the use of language</p> <p>Be able to write essays and incorporate critical ideas, context and poetic elements and include references and quotes</p>
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