Year: 13 A level Subject: English Language and Literature	Curriculum Intent: • Students will study a wide range of written and spoken texts from across a range of eras. Texts includes six substantial examples across the genres of prose, poetry, drama and non-fiction. Students will develop techniques of analysis, evaluation and production of original texts. • Students will learn and draw from the following language levels: phonetics, phonology and prosodics, lexis and semantics, grammar including morphology, pragmatics and discourse. • Students will apply this to analyse how language choices shape meaning in texts, the ways in which texts can be interpreted, how texts relate to each other and the contexts in which they are read and received. • Students will also explore how linguistic and literary approaches inform interpretations of texts, the significance of contextual factors in the production and reception of texts and how to apply linguistic and literary methodologies and concepts to inform responses to and interpretations of texts.	

	Term 1		Term 2		Term 3	
Topic Titles (in order of delivery Key knowledge / Retrieval topics)	1. **Coursework** Review student's drafting. Consider use of engaging language techniques. Coherence. Convincing reproduction of genre. 2. **A Streetcar Named Desire** Introduce context of Old South America. Introduce the writer Tennessee Williams Other significant context.	1. **Coursework** How to write a comparative essay. Topic sentences Introductions and Conclusions Embedding and analysing quotes Contextual factors 2. **The Great Gatsby** Genre, generic convention Symbols and motifs Structure 3. **Writing as a Reader** Writing a Commentary	1. **PPEs** 2. **Coursework** Develop student's drafting. Consider use of engaging language techniques. Coherence. Convincing reproduction of genre. 3. **A Streetcar Named Desire** Complete teaching of text including literary, linguistic and contextual content. Practice essay writing skills.	1 PPEs 2 Coursework Develop essay Redrafting 3 **PPE feedback** 4 **Revision:** **The Great Gatsby** **Rapture Anthology** **Reading as A Writer** 5 **Final coursework completion**	1. **Revision** 2. **Comparative essay writing practice for Non-Fiction Anthology texts** 3. **Extract essay writing skills for A Streetcar Named Desire**	1. **Revision** 2. **Essay Writing techniques** 3. **Creative Writing** 4. **Commentary**

	Analytical reading of text understanding the literary, linguistic, stylistic and dramatic techniques employed by the writer. Understand character relationships. Apply Grice's Maxims and Politeness Principles. Understand exam requirements and practice exam questions. **Revision Non-Fiction Anthology.** Revise texts and practice essay comparison of unseen foils.	Subverting genres 4. **Rapture Anthology Revision**	4. **Final Coursework completion**			
Understanding / Sequence of delivery Key Questions	What is the context behind Streetcar?	What **genres** does the Great Gatsby fall into?	What are drama conventions?			

	What is the context behind Tennessee Williams? How do drama conventions differ from prose, poetry and non-fiction? How do Grice's Maxims and the Politeness Principle apply to dialogue in plays?	Why has Fitzgerald structured the novel this way? What are **symbols and motifs**? How are symbols and motifs used in a novel? What needs to be included in a commentary? What does it mean to subvert a genre?	How does Tennessee Williams use literary and linguistic conventions? Where can you see the influence of contexts in Streetcar?			
Vocabulary	Grice's Maxims Politeness Principles Stagecraft -entrances and exits - props -stage directions - lighting - sounds - dramatic irony context	Tragedy – hamartia, hubris, anagnorisis, hubris, peripeteia, catharsis Romance Rites of Passage Social Satire commentary subvert	Stagecraft -entrances and exits - props -stage directions - lighting - sounds - dramatic irony context	1.	1.	