

Developing subject knowledge - literature



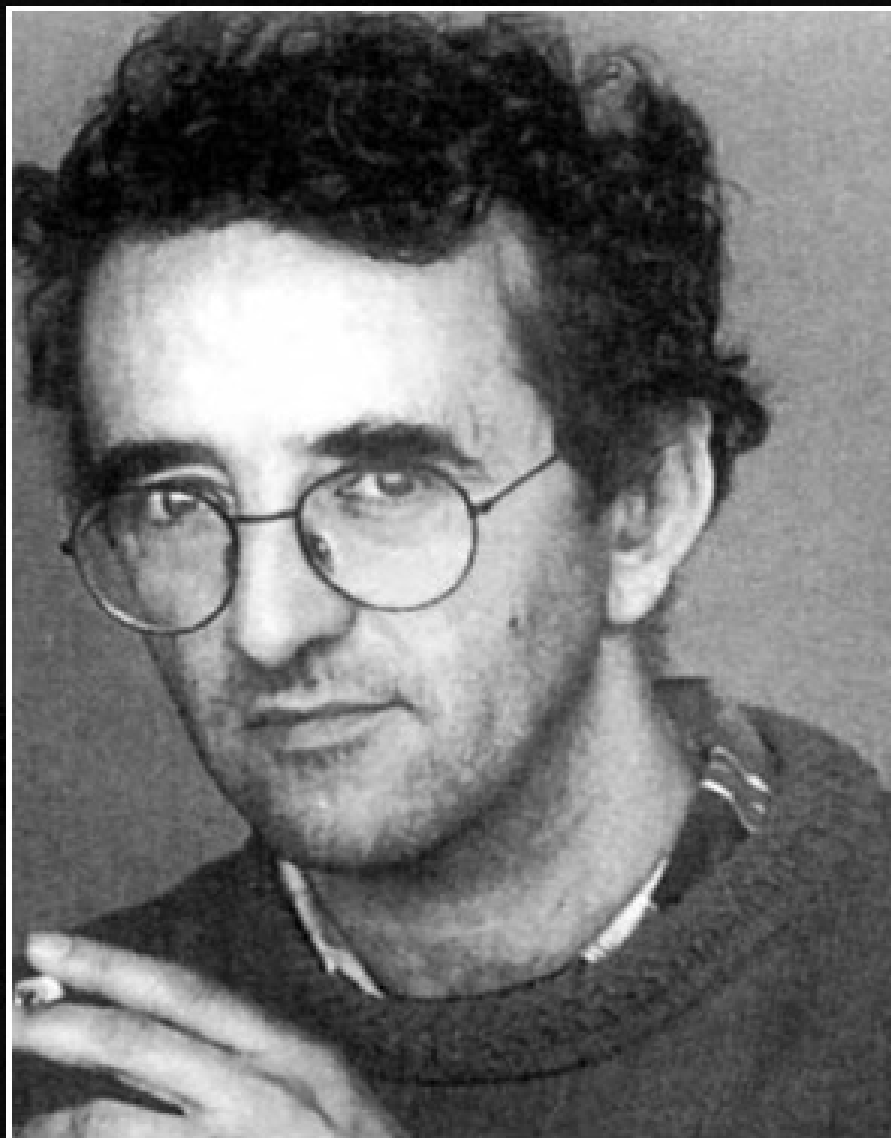
What is your favourite book?



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Literature is a vast forest and the masterpieces are the lakes, the towering trees or strange trees, the lovely, eloquent flowers, the hidden caves, but a forest is also made up of ordinary trees, patches of grass, puddles, clinging vines, mushrooms, and little wildflowers.

— *Roberto Bolano* —

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Textual Knowledge



You should have knowledge of the text and be able to do these things with ease:

- know the plot in great detail
- Recall numerous key quotations
- Make connections across the text
- Know a range of interpretations
- Know critical reception of the text
- Understand the arc of the text (journeys of characters, themes and ideas)
- Know all the characters in great detail
- YOUR spelling of key names and words should be perfect.



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Contextual Knowledge



You should have accurate, relevant knowledge of the provenance, history and reception of texts, including:

- thorough knowledge of the life and works of the author
- awareness of the literary period/movement to which the text belongs, and the textual features of the genre/period
- knowledge of other contemporary writers and key influential texts
- knowledge of key significant political, religious, social or other historical events, movements and philosophies which influence the text
- appreciation of where the text fits in the history and development of literature

Understanding of audience/reader reception of the text over time

Planning



You should be confident and creative when planning and adapting lessons and resources. Planning should ensure:

- lessons, even those planned by another colleague, are thoroughly considered and adapted to suit the needs of your class
- lessons respond to the needs of the group, based on up to date marking, assessment and student voice
- lessons are adapted to the needs of specific students (differentiation to challenge students is appropriately stimulating, and differentiation to support students is always still aspirational)

SOLs are monitored closely and you adapt the path of lessons to suit the progress of your group.



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Teaching



You should feel able to teach the following topics:

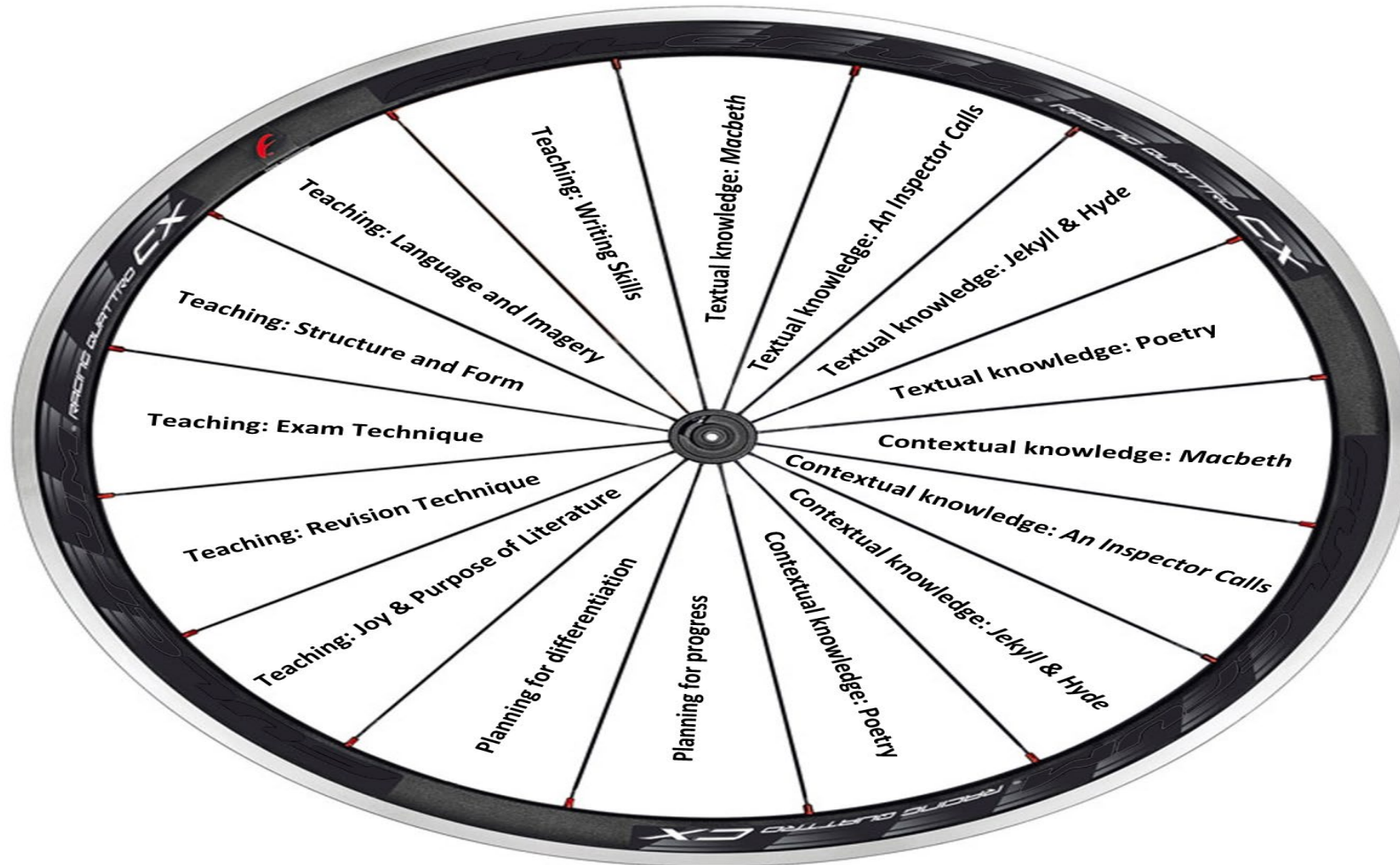
- writing skills: How to plan and write an essay, including introductions, paragraphs, comparisons, conclusions and arguments. How to write in an analytical, academic style, clearly and concisely
- language and imagery: How to identify and comment on the effect of literary device, including imagery and lexis.

Structure and form: How to identify relevant structural features and explore ways in which they create meaning. How to comment on form in a meaningful way

- exam technique: How to operate most efficiently and effectively in an exam situation. How to use knowledge of the success criteria to the best advantage

- revision technique: A range of effective and varied revision strategies that are appropriate to individual students. Directed and personalised support for particular areas of the course (students are not just left to revise 'everything', but have a specific area of focus.)

Joy and purpose: Students should have some appreciation of the purpose of literature as art, communication, exploration and entertainment. They should also find something in the text they can personally enjoy!



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WJEC Literature Specification



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