

**English Literature**

Term	Week	Topic
<b>1</b>	1	<b>Expectation Setting</b>  Students will be familiar with what they need to do to be prepared for Literature lessons.  <b>Poetry: What makes a poem, a poem?</b>  Students will explore the difference between a poem and other text types.  Poem used: Bruises Heal by Andrew Fusek Peters & Polly Peters
	2	<b>Poetry: Understanding Diction</b>  Students will examine the concept of connotation and denotation and consider how they can express their views through the analysis of diction.  Poem used: Old Folks Home by Boey Kim Cheng  <b>WA1 Preparation:</b>
	3	Students will be given 2 poems for analysis: Bruises Heal by Andrew Fusek Peters & Polly Peters and Old Folks Home by Boey Kim Cheng. One of the poems will be tested for WA1.
	4	<b>Poetry: Expressing Analysis through Writing</b>  <ul style="list-style-type: none"> <li>Teachers to revise essay writing features with students - samplers will be provided for students to assess strengths and shortcomings.</li> <li>Poem used: Funeral Blues by WH Auden</li> </ul>
	Week 5 CNY (1/2 , 2/2)	<b>White Space</b>  Students will use this week for revision or go ahead of schedule.

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	6	<p><b>Poetry: Weighted Assessment 1</b></p> <ul style="list-style-type: none"><li>- Students will be required to respond to a 2 part question about the poem.</li><li>- Students will not be allowed to refer to their notes.</li></ul> <p><b>Poetry: Post Weighted Assessment Reflection</b></p> <ul style="list-style-type: none"><li>- Students will be required to select a poem: Bruises Heal by Andrew Fusek Peters &amp; Polly Peters, Old Folks Home by Boey Kim Cheng and produce a digital reflection. The digital reflection will be based on a prompt of their choice,</li></ul>
	7	<p><b>The Boy in the Striped Pyjamas: Context</b></p> <ul style="list-style-type: none"><li>- Why is context important to our understanding of The Boy in Striped Pyjamas?</li><li>- How does context affect our reading of the novel?</li><li>- How is context related to our understanding of character?</li></ul> <p><b>The Boy in the Striped Pyjamas - Reading Schedule</b></p> <ul style="list-style-type: none"><li>- Teacher to brief students on reading schedule.</li></ul>
	8	<p><b>The Boy in the Striped Pyjamas: Through Bruno and Gretel's Lenses I</b></p> <ul style="list-style-type: none"><li>- Students will explore how knowledge of the context enhances their understanding of Bruno and Gretel in the Boy in Striped Pyjamas.</li></ul>
	9	<p><b>The Boy in the Striped Pyjamas: Through Bruno and Gretel's Lenses II</b></p> <ul style="list-style-type: none"><li>- Students will explore how Boyne uses certain literary features to shape Bruno's and Gretel's character.</li></ul>
	10	<p><b>WA1 Review</b></p> <ul style="list-style-type: none"><li>- Students will be given the opportunity to clarify their doubts and learn from their mistakes.</li></ul>

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<b>2</b>	1	<b>Poetry: Understanding Similes and Extended Metaphors</b>  Students will examine similes and metaphors and consider how they can express their views through analysis.  - Poem used: <i>My Parents</i> by <i>Stephen Spender</i>
	2	<b>Exploring Childhood I</b>  - Students will explore the theme of childhood. Students will revise metaphors and be exposed to other literary features in the poem.  Poem used: <i>From the Diary of an Almost Four Year Old</i> by <i>Hanan Mikha'il Ashrawi</i>
	3	<b>The Boy in the Striped Pyjamas: Understanding Maria I</b> - Students will explore how knowledge of the context enhances their understanding of Bruno and Gretel in the Boy in Striped Pyjamas - Students will explore how Boyne uses certain literary features to shape Maria's character.
	4 Good Friday (15/4)	<b>The Boy in the Striped Pyjamas: Understanding Maria II</b> - Students will explore how knowledge of the context enhances their understanding of Bruno and Gretel in the Boy in Striped Pyjamas - Students will explore how Boyne uses certain literary features to shape Maria's character.
	5	<b>Understanding the Examinations I</b>  - Students will understand the expectations required when attempting the passage based question through the analysis of various samplers. - Students will attempt to craft a response in pairs digitally.
	6	<b>Understanding the Examinations II</b>  - Students will be given the opportunity to clarify feedback from their sample paragraphs. - Students will also revise on the expectations required when attempting the poetry section.

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	Week 7  Hari Raya Puasa/L abor Day(2-3 May)	Mid Year Exams
	8 Vesak Day (15/5)	Mid Year Exams
	9	<b>Examination Scripts Checking</b> <ul style="list-style-type: none"><li>- Students will be given the opportunity to clarify their doubts and learn from their mistakes.</li></ul>
	10	<b>The Boy in the Striped Pyjamas: Puppet Metaphor</b> <ul style="list-style-type: none"><li>- Students will explore how the puppet metaphor mentioned by Grandmother reflects Father's role in the novel.</li></ul>
	June Holidays	<b>Reading Project</b> <ul style="list-style-type: none"><li>- Students will embark on a task that requires them to be familiar with various parts of The Boy in the Striped Pyjamas.</li></ul>

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<b>3</b>	1 Youth Day (4th July)	<b>Effects of Discrimination</b>  Through The Boy in the Striped Pyjamas, students will explore how individuals end up believing that discrimination is justifiable and how victims are affected. Students will also examine how Boyne presents these individuals.
	2	
	3 Hari Raya Haji (11th July)	<b>Response to Discrimination</b>  Through The Boy in the Striped Pyjamas, students will explore how individuals respond to discrimination and how Boyne presents these individuals.
	4	
	5	<b>Prose: Expressing Analysis through Writing</b>  <ul style="list-style-type: none"> <li>- Students will understand the expectations required when attempting essay questions through the analysis of various samplers.</li> <li>- Students will examine what it means to draw connections across different parts of the novel in their responses.</li> </ul>
	6	<b>WA2: Essay on The Boy in the Striped Pyjamas</b>  <ul style="list-style-type: none"> <li>- Students will attempt an essay question on The Boy in the Striped Pyjamas.</li> </ul>
	7 9-10 Aug National Day	<b>White Space</b>  Students will use this week for revision or go ahead of schedule.

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	8	<b>Response to Discrimination through Poetry</b>  Students will explore how poetry can be used as a vehicle of response against discrimination.  Students will discover the use of literary devices that help convey the message of the poems.
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	10 Teacher's Day (2 Sept)	
	<b>September Holidays</b>	

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Term	Week	Topic
<b>4</b>	1	<b>Revision - Poetry</b>  Students will familiarize themselves with the poetry section for the End of Year Examinations.
	2	<b>Revision - Prose</b>  Students will familiarize themselves with the prose section for the End of Year Examinations.
	3	<b>End of Year Examinations</b>
	4	<b>End of Year Examinations</b>
	5	<b>End of Year Examinations Results Release</b>
	6 -7	<b>Post Exam Activity</b>  <b>Upper Secondary Literature Talk</b>

**Note:** This scheme of work provided does not include non-weighted assignments which would be assigned to students periodically to assess their learning and progress for the subject