

English Literature A-level Transition Plan

Welcome to English Literature A' level. We look forward to teaching you the course which will immerse you in a range of texts from Shakespeare to contemporary novels and poetry. The final text choices will be decided by your teachers and shared with you once the timetable has been confirmed and teachers assigned to teach A' level have chosen the plays, novels and poetry they want to teach you. A copy of the specification can be found here

<https://www.ocr.org.uk/Images/171200-specification-accredited-a-level-gce-english-literature-h472.pdf>

We would encourage you to read any of the texts outlined; just for pleasure!

The transition work we have chosen for you is designed to promote your reading and critical skills that are essential to success at A' level as you become more critical, independent learners.

The table below contains details of each activity and the deadline by which the work should be completed. Each exercise varies in time depending on the length of reading, watching or writing you will be completing and totals about 15 hours. A suggested completion time is given to enable you to manage your time effectively, together with deadlines.

If you have any questions, or if a lack of internet access/ technology prohibits you from completing the exercises please contact me via e-mail: swells@fromecollege.org

Kindest regards,

Mrs Wells (English Faculty)

Activity	Expected completion time	Deadline
Let a poem brew over time Choose a poem. National Poetry Library https://www.nationalpoetrylibrary.org.uk/online-poetry/poems Set a timer for 10 seconds. Do a 'snapshot' look at the poem for 10 seconds – don't try to read it – and jot down anything you notice about it. Do the same again but this time for 30 seconds. Now put the poem to one side. On three different days over the next week or so, spend about 10 minutes reading the poem and writing about it in any way you want. You might write about what you like or what you are puzzled by or you might just ask questions. It's up to you whether you read over what you wrote on the previous occasion – there are advantages to both ways. Over the course of the next few weeks you could try the activity both ways. On the last day, read the poem again, read over all your writing, then make a few notes or record a voice message exploring how your response to the poem changed and developed	1 hour	8 th June
Explore EMagazine https://www.englishandmedia.co.uk/e-magazine/emag-login/ Username: english@fromecollege Password: Frome123 Dip into the openings of several articles and choose the one that most immediately grabs your attention. Read the article and pick out three points to share. These could be ideas you find interesting, that you want to question (perhaps because you disagree, perhaps because you want to find out more), a point you don't understand. Take one of the points and add your own ideas to it or write a new point of your own.	1 hour	15 th June

<p>Watch a play</p> <p>https://www.nationaltheatre.org.uk/learning/schools/secondary-and-fe/on-demand-in-schools</p> <p>Password for National Theatre to be posted on FROG when it is made available to us</p> <p>Digital Theatre also offers a wide range of plays to watch on-demand (including from the Royal Shakespeare Company). Although this is a subscription site, some of their plays are available on their YouTube site. They are also currently offering a 30-day free trial. https://www.youtube.com/user/digitaltheatre https://www.digitaltheatre.com/consumer/productions</p> <p>Shakespeare's Globe also has a wide range of plays which can be rented or bought at https://globeplayer.tv/all</p> <p>Watch the play online. (Try to arrange to watch the same play with friends, and have an interval break in the middle, so that you can chat about it.)</p> <p>Write the script for a podcast/online discussion between a critic and the director. (If you having been watching the same play as some of your friends, hold an 'After Show' discussion. One of you could play the director, one a lead actor and one the interviewer/critic.)</p> <p>You can see examples of this sort of discussion on the following websites (all are freely accessible):</p> <ol style="list-style-type: none"> 1. National Theatre YouTube channel http://youtube.com/playlist?list=PLJgBmjHpqgs7citDojiasj-nMABL_DXku 2. National Theatre podcasts https://podcasts.apple.com/gb/podcast/nt-talks/id486761654?mt=2 3. Young Vic https://www.youtube.com/playlist?list=PLqth0oZ0oHJJYftVHd2ZHwaKQ_shhRGhf 4. Shakespeare's Globe https://www.youtube.com/channel/UCjz6LNDQOWaCkQegAHxyo2g 5. RSC https://www.youtube.com/channel/UCjz6LNDQOWaCkQegAHxyo2g 	4 hours	29 th June
<p>Dip a toe into books about books</p> <p>As well as critical books about specific writers, there are also a wide range of books available about literature more generally. Some of these are written for people studying literature at university, others are written for a more general audience.</p> <p>The opening pages of all the books listed below are available online via Amazon's 'Look Inside' feature.</p> <p>Read the opening pages of two or three (or more) of these books. Which would you most like to go on to read? Why?</p> <p>Select tiny quotations which interest or please you. Use these to create a poster, an Instagram post, or a Twitter thread.</p> <p>If you can, talk to a classmate about your choice, or share your selected quotations via the platform recommended and validated by your school. If you can't do this, explore your ideas in a written or voice message to yourself.</p> <p>On novels:</p>	1 hour	6 th July

<p>John Mullan: <i>How Novels Work</i> (https://tinyurl.com/hownovels) David Lodge: <i>The Art of Fiction</i> (https://tinyurl.com/lodgefiction) Francine Prose: <i>Reading Like a Writer</i> (https://tinyurl.com/prosereadwrite)</p> <p><u>On poetry</u> James Fenton: <i>An Introduction to English Poetry</i> (https://tinyurl.com/fentonpoetry) Ruth Padel: <i>The Poem and the Journey</i> (https://tinyurl.com/padelpoetry) Mark Yakich: <i>Poetry – A Survivor’s Guide</i> (https://tinyurl.com/yackichpoetry)</p> <p><u>On Shakespeare</u> Bill Bryson: <i>Shakespeare – The World as a Stage</i> (https://tinyurl.com/brysonshakes) Emma Smith: <i>This is Shakespeare</i> (https://tinyurl.com/smithshakes)</p> <p><u>On Drama</u> David Edgar: <i>How Plays Work</i> (https://tinyurl.com/playswork) Richard Eyre: <i>Interviews with Theatre People</i> (https://tinyurl.com/talktheatre) Steve Waters: <i>The Secret Life of Plays</i> (https://tinyurl.com/lifeplays)</p> <p><u>On English in general</u> Robert Eaglestone: <i>Doing English</i> (https://tinyurl.com/doingenglish)</p>		
<p>The world of Literary podcasts</p> <p>Listen to a literature podcast. Any of the following would be good places to start (try two or three – the styles and approaches are very different). Share what you listened to with friends. Which podcast would you most recommend and why? Keep listening to any of the podcasts you enjoyed (or try out some others), follow the ones you like on Instagram or Twitter and let the presenters know what you thought. Write a one page review of one of them summarising their ideas and your response to those ideas</p> <p>The Guardian Books podcast https://www.theguardian.com/books/series/books Radio 4 Books and authors https://podcasts.apple.com/gb/podcast/books-and-authors/id331296649?mt=2</p> <p>Not Another Books podcast https://podcasts.apple.com/gb/podcast/not-another-book-podcast/id1370122551?mt=2</p> <p>The Literary Salon https://podcasts.apple.com/gb/podcast/the-literary-salon/id495583876?mt=2</p> <p>Simon Mayo’s Books of the Year https://podcasts.apple.com/gb/podcast/simon-mayos-books-of-the-year/id1402579687?mt=2</p> <p>Anything But Silent (British Library) https://podcasts.apple.com/gb/podcast/anything-but-silent/id1464701909</p>	1 hour	13 th July
<p>Immerse yourself in a virtual library</p> <p>The British Library’s Discovering Literature website is a real treasure trove for anyone interested in Literature. It includes hundreds of articles on texts from Chaucer to 21st century novels such as Andrea Levy’s <i>Small Island</i>, plus images of many of the fascinating items in the British Library Collection.</p> <p>The Discovering Library website is divided into the following periods:</p> <p>Medieval https://www.bl.uk/medieval-literature</p>	2 hours	20 th July

<p>Shakespeare re https://www.bl.uk/shakespeare re</p> <p>[Including: <i>Macbeth</i>, <i>Much Ado About Nothing</i>, <i>Romeo and Juliet</i>, <i>Twelfth Night</i>, <i>The Tempest</i>]</p> <p>Restoration and 18th Century https://www.bl.uk/restoration-18th-century-literature</p> <p>Romantics and Victorian https://www.bl.uk/romantics-and-victorians</p> <p>[Including: Wordsworth, Blake, Coleridge, <i>Jane Eyre</i>, <i>Frankenstein</i>, <i>Pride and Prejudice</i>, <i>Strange Case of Dr Jekyll and Mr Hyde</i>, <i>Oliver Twist</i>, <i>A Christmas Carol</i>, <i>Hard Times</i>, Christina Rossetti]</p> <p>20th Century https://www.bl.uk/20th-century-literature</p> <p>[Including: <i>An Inspector Calls</i>, <i>Animal Farm</i>, the poetry of Wilfred Owen, <i>Nineteen Eighty-Four</i>]</p> <p>The first thing you could do is simply spend an hour or so exploring the different sections of the website, allowing yourself to follow whatever paths interest you. Keep a Word document open so that you can copy and paste titles and web addresses of anything you might want to return to later</p> <p>Over time complete the British Library Critical Treasure Trail</p> <p>Read an article that's caught your attention and select one key point – bit of treasure – from it.</p> <p>Use the links on the right-hand side of the web page to follow a critical trail through the site. Read two more articles, collecting bits of treasure as you go. Share your treasure as quotations in any form you wish (Power Point, Word, Publisher, Word Art)</p>		
<p>Listen to Literature The audiobooks listed below are available to listen to online free of charge. They are all ones you might come across in your A Level literature course. Even if you don't go on to study any of these particular texts, each will contribute to your wider understanding of literature.</p> <p>If you can, arrange with a few other people to try this activity at the same time – that way you can share your choices and your reviews. Listen to the opening few minutes of each and choose the one that most grabs you. Make a brief note of what made you want to keep on listening. Listen to your choice of audio book. Create a mind map about the book. Focus on the big picture – what the story is, what it is about (underlying themes and ideas), anything that seems particularly interesting about the way it is written.</p> <p>The audio books</p>	3 hours	3 rd August

<ul style="list-style-type: none"> o <i>Jane Eyre</i> o <i>Frankenstein</i> o <i>Pride and Prejudice</i> o <i>Brave New World</i> o <i>My Antonia</i> o <i>Ethan Frome</i> o <i>Picture of Dorian Gray</i> o <i>The Age of Innocence</i> o <i>The Metamorphosis</i> o <i>The Age of Innocence</i> o <i>Wuthering Heights</i> o <i>The Yellow Wallpaper and Other Stories</i> o <i>The Jungle</i> <p>https://stories.audible.com/discovery/enterprise-discovery-21122353011?ref=adbl_ent_anon_ds_ds_dml_cntr-4</p>		
<p>Experience a University Lecture</p> <p>In 2015 Professor Emma Smith from Hertford College, Oxford University, recorded her undergraduate lecture series on Shakespeare plays. These are all available via Apple Podcasts https://itunes.apple.com/gb/itunes-u/id399194760 and via Oxford University (https://podcasts.ox.ac.uk/people/emma-smith)</p> <p>This is how she describes the approach she takes in the lectures:</p> <p><i>Each lecture in this series focuses on a single play by Shakespeare, and employs a range of different approaches to try to understand a central critical question about it. Rather than providing overarching readings or interpretations, the series aims to show the variety of different ways we might understand Shakespeare, the kinds of evidence that might be used to strengthen our critical analysis, and, above all, the enjoyable and unavoidable fact that Shakespeare's plays tend to generate our questions rather than answer them.</i></p> <p>Different approaches, a variety of different ways, thinking around a central critical question, enjoyable, more questions than answers – these lectures are the <i>perfect</i> way to experience what it means to be a student of literature (as well, of course, as discovering more about some Shakespeare plays).</p> <p>The lectures were written and delivered for undergraduates at Oxford University, so you should expect to find them a bit of a challenge. But it's the sort of challenge which someone interested in Literature should find very satisfying, even exciting. And Emma Smith explores her ideas with real clarity and delivers the lecture with humour. So give them a go – don't worry about understanding everything, especially the first time you listen. Use the suggestions below to help you.</p> <p>Choose the play you studied for GCSE. Look at the mini-description of the lecture and make a note of your own ideas and questions about this idea.</p> <ul style="list-style-type: none"> o <i>Macbeth</i>: This lecture explores ideas of agency – who or what makes happen the things that happen in <i>Macbeth</i>? o <i>Twelfth Night</i>: This lecture takes a minor character in <i>Twelfth Night</i> - Antonio - and uses his presence to open up questions of sexuality, desire and the nature of romantic comedy. o <i>Romeo and Juliet</i>: This lecture tackles the issue of the spoiler-chorus, in an already-too-familiar play. o <i>The Tempest</i>: This lecture asks if it's useful to think about the character of Prospero as a self-portrait of Shakespeare. o <i>The Merchant of Venice</i>: This lecture discusses the ways the play's personal relationships are shaped by models of financial transaction, using the casket scenes as a central example. o <i>Henry V</i>: This lecture asks whether the presentation of King Henry V in the play is entirely positive o <i>Julius Caesar</i>: This lecture focuses on the scene with Cinna the Poet to discuss structure, tone, and politics. 	2 hours	17 th August

<p>o <i>Othello</i>: This lecture looks at the central question of race and its significance in the play. o <i>Much Ado About Nothing</i>: This lecture asks why the characters are so quick to believe the self-proclaimed villain Don John, thinking about male bonding and the genre of comedy</p> <p>Listen to the lecture in the background, as you are doing something else, just to get used to the approach and style.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listen to the lecture without worrying about taking notes. Afterwards see if you can jot down two or three ideas that interested you. Listen again another day and see if you can add to your notes. <input type="checkbox"/> If you can, arrange with a classmate to listen to the same lecture and swap notes. <input type="checkbox"/> Listen to a second lecture on a play you haven't studied but are interested in. If you can, listen to an audio dramatisation of the play or watch the play online (see activity 4) before you listen to the lecture. <input type="checkbox"/> Reflect on what it was like to listen to a lecture – what did you enjoy? What did you find challenging? <input type="checkbox"/> Draft an email to Emma Smith in which you explore your response to one of her ideas. 		
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Equipment Required for September:

Pens – multiple colours

Highlighters

Copies of the set texts (published later in the year.) Please contact Mrs Wells if you would like to discuss financial assistance for this.