

## Audit of literature taught in years 7 to 9

### Introduction

In the early years of secondary school, teachers are not constrained by exam board choices, and consequently should have more influence over the type and range of literature taught. The purpose of this audit is to help you capture a snapshot of the literature that you are teaching in years 7 to 9.

The audit is designed to act as a catalyst for thought and a framework for discussion about what literature you are teaching, how you teach it and, most importantly, why you are teaching it. We hope that it sparks critical thought and pertinent questions about the experience that our learners have through literature, and the lasting influence that you would like them to take away from their literature encounters.

**Part A** of the audit asks you to note the texts (prose, poetry, plays) you teach to Years 7, 8 and 9. You are asked to identify aspects of those texts to help you reflect on the range of literature being taught. There is also a question on how you teach the texts (whole text or extracts).

**Part B** provides a series of questions designed to support reflection on:

- the purpose of teaching literature
- the body of literature you are teaching
- how you are teaching it.

The questions are a starting point; they will hopefully provoke further questions.

You might use the questions as the focus for a development session, or for discussion in a series of department meetings.

**PART A**

**Year 7 - list literature typically taught in this year**

	Author	Title	Year of publication	Whole text or extracts	Protagonist: Male/ Female	Areas represented in the text (tick)					Themes
						BAME	Religion/ belief	LGBTQ+	[dis]ability	Socio-economic	
Prose											
Poetry											

Plays												
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**Year 8** - list literature typically taught in this year

	Author	Title	Year of publication	Whole text or extracts	Protagonist: Male/ Female	Areas represented in the text (tick)					Themes
						BAME	Religion/ belief	LGBTQ+	[dis]ability	Socio-economic	
Prose											
Poetry											

Plays											
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**Year 9 - list literature typically taught in this year**

	Author	Title	Year of publication	Whole text or extracts	Protagonist: Male/ Female	Areas represented in the text (tick)					Themes
						BAME	Religion/ belief	LGBTQ+	[dis]ability	Socio-economic	
Prose											
Poetry											

Plays											
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**PART B**

**QUESTIONS ABOUT PURPOSE**

- 1) What are the main purposes of teaching literature in years 7 to 9?
- 2) What should be our vision for learning about and through literature in years 7 to 9?

**QUESTIONS ABOUT WHAT IS TAUGHT**

- 3) Do our learners gain a broad experience of novels, plays and poetry?
- 4) Do our learners gain experience of literature from different times (including post-2010 literature) and places?
- 5) Looking at the number of male and female authors and protagonists in our provision, are we satisfied with the balance?
- 6) Through our choices, are we providing any particular messages (intentional or inadvertent) about inclusivity (e.g. relating to race, ethnicity, disability, religion, sexuality)?

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England

### QUESTIONS ABOUT HOW LITERATURE IS TAUGHT

- 7) Are texts being taught as whole texts or extracts? What might be the impact of this?
- 8) Are we providing sufficient challenge for learners in how we teach literature?