

YEAR 7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Core Question	What are the features of a story?		How do stories change over time?		How are stories shaped by past stories and their context?	
Text/Topic	Greek and Roman Mythology	Beowulf	The Legend of King Arthur	Fables, Fairy Tales and Chaucer	Shakespeare's Macbeth	Shakespeare's Macbeth
Essential Questions	What are the traits of an Epic Hero and a Tragic Hero?	How can you compare the heroic traits of Odysseus and Beowulf?	Is Sir Gawain an Epic Hero or a Tragic Hero and what other character archetypes do we see?	How can we see some of the traits of an Epic Hero is other types of protagonists?	How could Macbeth be argued to be an Epic Hero at the start of the play?	How does Macbeth become a Tragic Hero by the end of the play?
	What is the difference between a myth and a legend?	What is the Hero's Journey story structure?	How does The Green Knight conform to the Hero's Journey structure?	Can Fairy tales or Fables link to the Hero's Journey structure?	How was Shakespeare influenced by past text types?	How does Macbeth subvert the Hero's Journey Structure?
	What character archetypes appear in stories?	How are gender roles presented in myths and legends?	How were myths and legends influenced by the rise of Christianity in Britain.	How Chaucer was influenced by Fables and morality plays?	What were the moral beliefs in Jacobean England?	How does Lady Macbeth subvert the expectations of women at the time?
By the end of the Unit students will...	Correctly classify texts as myths or legends.	Move from identifying features to recognising recurring narrative patterns.	Understand how myths and legends follow recurring narrative patterns.	Explain how fables are structured to teach people how to behave.	Understand that texts are shaped by historical context and audience belief and explain how Shakespeare's writing is shaped by the influence of past texts.	Explain how Macbeth changes across the play, using events to show development.
	Identify the traits of an Epic Hero.	Recognise stages of a hero's journey in different myths.	Identify how Sir Gawain's story follows the Hero's Journey structure.	Explain the difference between a Fable and a Fairy Tale and how these were influenced by myths and legend structures.	Explain how beliefs about witchcraft influence the way characters and events are presented.	Explain how Macbeth subverts the Hero's Journey structure once he becomes a Tragic Hero.
	Identify the difference between	Recognise that in myths and legends, gender roles and	Explain how the characters in The Green Knight confirm	Explain how character archetypes have	Identify the character archetypes that appear in Macbeth.	Explain how Macbeth fits the tragic hero model and how Lady

	an Epic Hero and Tragic Hero.	archetypes are rigid, reflecting cultural beliefs.	to character archetypes.	developed in Fables and Fairy Tales.		Macbeth fits into feminine archetypes.
	Identify some other character archetypes.	Know that cultural context shapes the values and roles represented in stories.	Know how Christianity combined with mythology to influence the Legend of King Arthur.	Explain how Chaucer uses characters and stories to expose hypocrisy or unfair judgement.	Understand how a text's historical context shapes the fears, values, and moral judgements expressed through characters, themes, and narrative choices.	Recognise that characters in literature make choices that lead to consequences. These choices determine their downfall or growth.
Vocabulary	Myth, legend, protagonist, antagonist, duplicitous.	Misogyny, Patriarchy, valiant, conceited, vengeance.	Chivalry, Temptation, Bargain, Courteous.	Pilgrimage, virtue, trait, brute, morality, satire.	Monarch, allegory, superstition, occult.	Transgression, vanquish, blood-lust, tyrant, submissive, dominant.
Core Concepts	Heroism, Duty, Religion, Revenge.	Honour, Courage, Humility, Misogyny, Heroism, Duty, Religion, Revenge.	Chivalry, Morality, Duty, Honour, Misogyny, Courage.	Religion, morality, conflict, misogyny, discrimination, the 'Other'.	Misogyny, revenge, conflict, religion, the 'Other', fear, love, duty, superstition.	Misogyny, revenge, conflict, religion, the 'Other', fear, love, duty, superstition.
Summary of Conceptual Knowledge	Religious and superstitious beliefs explain characters' actions.	Attitudes towards women in society are shaped through religious belief.	Attitudes towards women in society are shaped through religious beliefs and societal expectations, but some women in power can subvert this.	Morality and religion are used to judge behaviour.	Characters experience conflict when desire, sense of duty, love and fear clash.	Fear and suspicion lead to demonisation, affecting how characters are judged when they break moral or religious rules.
	A characters' conflict of duty and desire can lead to negative consequences, such as revenge.	A character can be heroic in one culture but not in another and we can compare how heroism is presented across myths.	Morality, duty and honour can be applied to heroes in different contexts and circumstances.	People who break social rules are often considered bad, dangerous or foolish.	Superstition and religion create fear and suspicion.	Characters (Macbeth and Lady Macbeth) make choices even when they know those choices break moral or religious rules.
	In myths and legends, moral positions are clear and right or	Honour, courage, humility and heroism do not mean the	Humility and being able to accept your wrong doing can turn	Discrimination occurs when groups or	Misogyny affects how female characters are judged and treated.	Characters are judged differently because of

	wrong is not questioned.	same thing in every story – and sometimes culture dictates what behaviours are praised or criticised.	a Tragic Hero back in an Epic Hero.	individuals are treated as the ‘other’.		misogyny or being seen as ‘the other’.
Writing: Punctuation and sentence structure	Full stops and capital letters to accurately punctuate sentences.	Coordinating conjunctions in compound sentences.	Fronted adverbials. Commas in lists.	Question marks and explanation marks.	Complex sentences. Subordinating conjunctions. Commas to separate clauses.	Review of all learnt this year.
	Simple and compound sentence to express actions and events.					
Writing: Text structure	Describe: Write a paragraph of description that follows a clear sequence of events.	Persuade: Basic persuasive letter with clear viewpoint. Inform: factual report using simple sentences.	Argue: Short argument paragraphs with reasons Formal Letters: Letter with correct salutation and closing	Entertain: use descriptive language and imagery in basic narrative structure.	Inform: Speech to inform and describe.	Persuade/Argue: Short persuasive paragraphs in a speech. Critical Writing: Introduce critical writing through Macbeth.
Writing: Word-level and grammar	Use adverbs and adjectives to make sentences more descriptive.	Introduce to simile, metaphor and personification.	Verbs that suggest values (e.g. defied, protected, hesitated).	Past and present tense.	Transition words – firstly, secondly, finally.	How simile, metaphor and personification can be used to create imagery.
	Develop precise verbs e.g. fled, seized.		Causal connectives – because, therefore, as a result.	Adjectives and adverbs to present character portrayal.	Adjectives and adverbs – how they can be used to persuade.	Verbs of judgement – demonstrates, reveals, proves.
Reading: Comprehension skills	Skimming and scanning. Visualising.		Making predictions.		Questioning.	
Reading: Inference and effect of language	Identify quotations that can prove their point.	Explain how the quotation proves their point.	Begin to consider how individual word choices give them their point.	Analyse the effect of individual words.	Consider the deliberate effect of language.	Analyse how a character has changed throughout a text.

Reading: Authorial intent	Authors make choices that affect the way we feel about a character.	Begin to identify choices authors make that affect how we feel about different characters.	Understand that writers use words to achieve effects. Begin to comment on the specific techniques identified.	Link the writer's choice of words to the message or intention of the text.	Begin to understand how author's intentions are shaped by their lives and context.	Understand how a writer's choice of words can affect how the reader feels about a character and how this can change.
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YEAR 8	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Core Question	How do stories teach moral and social values?		How did the changes in society influence the Literature of the 19 th Century?		How does genre shape the features of stories?	
Text/Topic	The Crucible	Pride and Prejudice	Romanticism, Dickens and the Bronte's		Gothic Horror and Detective Fiction	
Essential Questions	Which male and female character archetypes to Proctor and Abigail represent?	How can we see the evolution of male and female character archetypes through Elizabeth and Darcy?	How has the Byronic Hero evolved from the Tragic Hero archetype?	How did the Romantic Poets celebrate the Romantic and Byronic Hero archetype?	How does the Gothic Horror genre conform to and adapt traditional character archetypes?	What features of typical male archetypes do we see embodied in Dupin and Sherlock Holmes?
	How does Proctor's story-arc show how the Hero's Journey structure has adapted over time?	How does Austen use the of universal patterns of growth, challenge, and transformation that we see in the Hero's Journey Structure?	How do both Bronte and Dickens show that universal patterns of growth, challenge and transformation can be different in narratives focused on 'the Other'.	What did the Romantic Poets believe in and how does this link to universal patterns of human experience, including the archetype of the 'Other'?	How do the conventions of the Gothic Horror genre conform or subvert universal patterns of growth, challenge, and transformation?	How do the conventions of the Detective genre conform or subvert universal patterns of growth, challenge, and transformation?
	What moral and social values is Miller teaching the audience?	How does Austen reflect the moral and social values associated with class and marriage?	How do Bronte and Dickens reflect the negative impact of poverty on the lives of their characters?	How was a Romanticism a reaction to the Age of Enlightenment and the Industrial Revolution?	How is the Gothic Horror genre a sub-genre of Romanticism and how are its influences and ideas similar and different?	How is the Detective genre linked to the Gothic Horror genre, and how does this adaptation of genre reflect society at the time?

By the end of the Unit students will...	Know which character archetypes to apply to Proctor and Abigail.	Know how the hero archetype developed throughout Literature and how this links to Mr Darcy's character.	Be able to explain how the Tragic Hero archetype evolved into the Byronic Hero and how this links to the ideals of Romanticism.	Be able to explain how the Romantic Poets created and popularised the archetype of the Romantic Hero.	Know that the Gothic Horror genre developed certain character archetypes that best linked to the conventions of the genre.	Be able to analyse how Dupin and Holmes conform to traditional male archetypes.
	Know how Proctor's story arc shows the development of the Hero's Journey structure outside of mythology.	Know how female archetypes developed over time and how this links to the presentation of Elizabeth.	Be able to explain how universal patterns of growth, challenge and transformation can look different in a text with a Byronic Hero (Heathcliff) to an Ordinary Hero (Oliver Twist).	Be able to explain how the beliefs of the Romantic Poets continue the ideas of universal patterns of growth, challenge and transformation that are found in Literature.	Be able to explain how different Gothic Horror texts both confirm to, and subvert, universal patterns of growth, challenge and transformation.	Be able to explain how different Detective Fiction texts both confirm to, and subvert, universal patterns of growth, challenge and transformation.
	Be able to identify the moral values Miller is trying to teach the audience, such as the dangers of hysteria, superstition and demonisation.	Be able to identify examples of the Georgian beliefs around love, marriage and social class in Pride and Prejudice.	Be able to identify how characters who are 'Other' or outsiders were treated by 19 th Century society.	Be able to explain how the beliefs of Romanticism were created as a reaction to the Age of Enlightenment and the Industrial Revolution.	Identify and analyse the effect of the Gothic Horror conventions of the genre in a range of different texts.	Identify and analyse the effect of the Detective Fiction conventions of the genre in a range of different texts.
	Compare the presentation of Proctor and Abigail to past characters, such as Lady Macbeth.	Be able to explain how the Hero's Journey structure adapts in Literature to focus on character growth, change and transformation of the main characters.	Be able to analyse how Bronte and Dickens show the negative impact of poverty on their characters.	Be able to analyse how the Romantic Poets present their beliefs and attitudes towards issues in society in their poetry.	Be able to explain how the Gothic Horror genre links to Romanticism.	Be able to explain how the Detective Fiction genre was developed from the Gothic Horror genre.
Vocabulary	Puritan, corrupt, perjury, adultery, repent.	Advantageous, improper, philanderer, obstinate, inferior.	Byronic Hero, condemnation, affluent, meagre, ignorance, haughty.	Industrial, pastoral, rapture, sublime, hypocrisy.	Gothic, wretch, psychoanalysis, paranoia.	Deduction, idiosyncratic, enigmatic, dubious, adversary.

Core Concepts	Oppression, hypocrisy, discrimination, demonisation, revenge, pride, desire, religion, the 'Other', misogyny, superstition.	Pride, prejudice, discrimination, oppression, desire, duty, love, conflict, the 'Other', misogyny.	Discrimination, prejudice, oppression, desire, revenge, religion, fear, love, conflict, the 'Other', misogyny.	Oppression, religion, rebellion, the sublime, desire, hypocrisy, discrimination, prejudice, conflict, the 'Other', romantic hero.	Oppression, desire, religion, discrimination, prejudice, pride, revenge, mystery, fear, conflict, the 'Other', misogyny, superstition.	Mystery, fear, desire, oppression, duty, conflict, the 'Other', superstition, reason.
Summary of Conceptual knowledge	Religious and superstitious beliefs explain characters' actions and can lead to tragic consequences.	Religious and societal beliefs can create discrimination and oppression, leading to the perception of people being 'Other'.	Religious and societal beliefs can create discrimination and oppression, leading to the perception of people being 'Other'.	Rebellion against religious and societal beliefs can lead to the perception of people being 'Other'.	Rebellion against religious and social beliefs can lead to the 'Other' being both feared more greatly, as well as being admired.	The rejection of superstition can lead to the embracing of reason.
	The conflict between duty and desire can lead to hypocrisy.	Religious and societal expectations can cause a conflict between duty and desire, when it comes to love and relationships.	Poverty and differences in social class can cause conflict between duty and desire, leading to tragic consequences.	Changes in religious and social beliefs can change the concept of being 'Other' to being a desired characteristic.	Changes in the perception of duty in society can lead to both freedom of desire and conflict.	Developments in science and technology can influence the changes in society, leading to different conflicts between duty and desire.
	The demonisation of the 'Other' or the outsider creates misogyny and other forms of discrimination.	Experiencing conflict through love can cause characters to overcome their flaws, such as excessive pride or prejudice.	The demonisation of the 'Other' or the outsider creates misogyny and other forms of discrimination.	Poverty and hardship can lead to a rejection of the hypocrisy of society and lead to rebellion.	The fear of the rapid changes in society can lead further rebellion and rejection of societal norms.	The rise of the understanding of psychology can influence how characters are presented in society.
Writing: Punctuation and sentence structure	Secure accurate full stops, capitals, commas after fronted adverbials.	Introduce semi-colons to link related sentences.	Parentheses (brackets, dashes, commas) for additional detail.	Control of varied sentence lengths to build tension or emphasis.	Use of ellipsis and others forms of punctuation to build suspense.	Review and consolidate full punctuation range used this year.

	Expand simple/compound/complex sentences confidently.	Begin using colons before lists.	Embed clauses more securely.	Short sentences for effect.	Controlling structure or complex sentences for deliberate effect.	
Writing: Text structure	Describe: Multi-paragraph descriptive writing with clear zooming in/out.	Persuade / Inform: Structured persuasive letter or article with viewpoint. Informational writing with cohesion and clear sequencing.	Argue: Introduce counter-argument and refutation.	Critique: begin to develop evaluative writing through critiquing the effectiveness and success of a poem.	Entertain: More developed narrative: tension, pacing, character focus.	Explanatory: Balanced writing exploring two sides of an issue.
Writing: Word-level and grammar	How synonyms and antonyms can be used to develop more interesting adjective and adverb choices.	Figurative devices: extended metaphor, motif.	Verb aspect: perfect and progressive forms.	Adverbial phrases for control of tone.	Rhetorical devices: triplets, direct address etc.	Begin using semantic fields for effect in longer writing.
	Modal verbs for certainty/doubt.	Co-ordinating conjunctions.	How adjectives and adverbs can be selected to present character.	How figurative devices can control tone.	More sophisticated transition words.	Revisit front adverbials and other ways of varying sentence openings.
Reading: Comprehension skills	Skimming and scanning to identify arguments/ideas.	Predicting using deeper textual clues.	Generating insightful questions	Summarising longer extracts	Tracking ideas across multiple chapters	Synthesising information across the whole text.
Reading: Inference and effect of language	Accurate and more judicious selection of quotations.	Explaining effect of key words/phrases in additional depth.	Analysing methods beyond words (imagery, contrast).	Exploring mood and tone.	Explaining writer intention behind vocabulary choices.	Analysing how characters develop across a text.
Reading: Authorial intent	How writers shape reader sympathies.	Identifying specific authorial choices.	Linking technique to purpose.	Beginning to use context to explain meaning.	Exploring theme communication.	Evaluating how writer intentions shape reader response.

YEAR 9	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Core Question	How can the interpretation of stories change over time?		How can stories reflect political viewpoints and warnings?		How can stories explore what it means to be human?	
Text/Topic	Conflict Poetry	The Tempest	Animal Farm	Dystopian Fiction	Lord of the Flies	The Great Gatsby
Essential Questions	How is the Hero archetype used as propaganda in Conflict Poetry?	How does Prospero not fit neatly into just one character archetype?	There is no traditional Hero archetype in Animal Farm. Why do you think this is?	What character archetypes do we tend to see in dystopian fiction?	Which character archetypes do Ralph, Piggy, Jack and Simon conform to, and what message is Golding sending through these archetypes?	Which character archetypes do Gatsby, Nick and Daisy conform to and what message is Fitzgerald sending through their characters?
	How do universal patterns of growth, challenge, and transformation present differently in conflict poetry?	How do we see universal patterns of growth, challenge, and transformation in both Prospero and Caliban's characters?	How does Orwell show negative universal patterns of growth, challenge, and transformation in the novella?	How does dystopian fiction subvert universal patterns of growth, challenge, and transformation?	How does Golding use universal patterns of growth, challenge, and transformation to comment to human nature?	How do we see differing universal patterns of growth, challenge, and transformation in Gatsby, Nick and Daisy's characters?
	How do the intentions and experiences of the poets shape their poetry?	How can we view The Tempest from a post-colonial perspective?	How was Orwell influenced to write the novella by the conflicts of the 20 th Century?	How did dystopian fiction emerge as a genre as a reaction to the conflict of the 19 th and 20 th Centuries?	How was Golding inspired to write Lord of the Flies based on his own experiences and the conflict of the 20 th Century?	How does Fitzgerald use the novel to reflect the context of 20 th Century America, particularly the idea of the American Dream?
By the end of the Unit students will...	Be able to explain how conflict poetry was used to manipulate its reader through the use of the Hero archetype.	Be able to explain how Prospero can be viewed as both a villain and a hero, linking his portrayal to different character archetypes.	Be able to analyse why Orwell chose for there to be no hero in Animal Farm as the protagonist, and how arguable Napoleon, the antagonist, in the central character.	Be able to explain how traditional character archetypes are developed in dystopian fiction and why.	Be able to analyse and begin to evaluate the characters of Ralph, Jack, Simon and Piggy through their character archetypes.	Be able to analyse and begin to evaluate the characters of Gatsby, Nick and Daisy through their character archetypes.
	Be able to analyse how the language of the poems reflect the	Be able to analyse Caliban through the	Be able to explain how Orwell uses elements of a	Be able to analyse the text studied by explaining how	Be able to analyse each character's universal pattern of	Be able to analyse each character's universal pattern of

	individual experiences of soldiers and how this transforms them for better or for worse.	archetype of the 'noble savage'.	traditional Fable to tell the story and analyse why he has done this.	universal patterns of growth, challenge, and transformation are deliberately subverted and why.	growth, challenge, and transformation throughout the text and analyse how and why these differ.	growth, challenge, and transformation throughout the text and analyse how and why these differ.
	Be able to explain how the context of the poems is reflected through the analysis of language, form and structure.	Be able to analyse how we see universal patterns of growth, challenge, and transformation in the character arcs of both Prospero and Caliban across the play.	Be able to analyse how dystopia leads to negative universal patterns of growth, challenge, and transformation and explain why Orwell has shown this.	Be able to explain how the dystopian genre is influenced by the conflicts of the time and how we can link the texts to real-world dystopias across the world.	Be able to analyse the symbols and motifs of the novel and link these to Golding's intentions.	Be able to analyse Be able to analyse the symbols and motifs of the novel and link to Fitzgerald's intentions.
	Be able to draw comparisons between the poems in terms of theme, language, form, structure and context.	Know what colonisation is and how The Tempest can be viewed through post-colonial literary theory.	Be able to analyse the text in through its context and Orwell's intentions.	Be able to explain the origins of the dystopian genre and how and why it developed.	Be able to analyse the text through the context of Golding's influences and experiences, and how these shaped his intentions.	Be able to analyse the text through the context of Fitzgerald's influences and experiences, and how these shaped his intentions.
Vocabulary	Propaganda Sombre Jingoistic Satire Sarcasm Massacre	Colonisation Usurp Treason Pathos Exploit	Communism Capitalism Socialism Oppression Inequality Ideology	Totalitarianism Surveillance Matriarchal Indoctrinate Authoritarian	Civilisation Savagery Zoomorphism Mutiny Malevolent	Prosperous Aspiration Symbolism Culpability
Core Concepts	Conflict Oppression Discrimination Prejudice Loss Honour Patriotism Duty Desire	Colonisation Oppression Patriarchy/Misogyny Discrimination Prejudice Revenge Treachery Duty Desire	Democracy Dictatorships Oppression Corruption Inequality Allegory Duty Desire Propaganda	Democracy Theocracy Oppression Corruption Inequality Prejudice Discrimination Patriarchy/Misogyny Duty Desire	Morality Discrimination Prejudice Dictatorship Totalitarianism Savagery Corruption of Innocence Duty Desire	Hopes Dreams Patriarchy Misogyny Corruption Conflict Duty Desire

Summary of Conceptual knowledge	The experiences of the poets can be seen through the pressures of patriotism, honour and duty.	Impressions of colonisation will differ between the coloniser and those who are exploited.	Dictatorships causes inequality and the oppression of those weaker and more easily manipulated through propaganda.	Authoritarianism is a product of corruption and leads to inequality and oppression.	Human morality is shaped by religion and the laws of society. When this is stripped away, savagery emerges.	Human morality is shaped by our hopes and dreams, and people can do immoral things to achieve them.
	The conflict between duty and the desire to survive can lead to a loss of honour and patriotism.	The conflict between duty and desire can lead to revenge, discrimination and oppression.	In dystopian fiction, the duty of those in power is fuelled by their own corrupt desires.	Theocracy leads to misogyny and the oppression of women, where men used duty as an excuse for their desire to control women.	Totalitarianism can emerge through manufactured fear and a break-down of law and order in society.	A conflict between duty and desire can cause suffering to not only the individual, but those around you.
	Many war poets felt discriminated against and oppressed by the Generals who felt their individual lives didn't matter.	Texts can be viewed from different perspectives when viewed through their own context and a modern one.	Real-world oppression and dictatorships can be used as an allegory in a work of fiction.	Dystopian Fiction is influenced by real-world oppression and authoritarianism, making the reader reflect on their own and other's experiences.	Even innocent children are capable of great evil, when there is no culpability or consequences for their actions.	Classism and Patriarchy in society can cause great misery to people. Writers can use this to promote ideas about equality.
Writing: Punctuation and sentence structure	Review/revise sentence structure and appropriate punctuation (e.g. commas in fronted adverbials and subordinate clauses)	Introduce hyphens to avoid ambiguity; flexible parentheses.	Confident use of semi-colons and colons for cohesion.	Introduction to syntax and how to consider the order of words in a sentence.	Manipulating pace and mood through syntax in narrative/persuasive writing.	Mastery review: deploying punctuation and syntax deliberately.
Writing: Text structure	Describe: Sophisticated descriptive pieces with structural shifts.	Persuade: Extended persuasive speeches/essays with balanced viewpoint.	Argue: Fully developed argument including thesis, counter-argument, rebuttal.	Entertain: Complex narrative structures (dual timeline, multiple perspectives).	Inform/Explain: High-level explanatory writing using nominalisation and clear cohesion.	Critical Writing: Full analytical paragraphs with thesis-driven responses.

Writing: Word-level and grammar	Nuanced vocabulary: connotation, tone, register.	Figurative sophistication: symbolism, juxtaposition, extended imagery.	Passive constructions for emphasis; shifts in tense for viewpoint.	Nominalisation for academic writing.	Rhetorical sophistication: polysyndeton, asyndeton, antithesis.	Developing an individual writer's voice through patterns of language.
Reading: Comprehension skills	Synthesising ideas from multiple chapters.	Evaluating viewpoint and bias.	Tracking themes and motifs across a whole text.	Comparing ideas or perspectives across texts.	Understanding genre conventions and intertextual connections.	Forming independent, justified interpretations.
Reading: Inference and effect of language	Multi-layered quotation analysis.	Analysing writer's craft across paragraphs and stanzas (structure + language).	Exploring symbolism, and imagery.	Explaining how techniques shape character, mood, or themes.	Evaluating different possible interpretations.	Whole-text language analysis.
Reading: Authorial intent	Understanding how context shapes message.	Purpose and audience linked to key textual decisions.	How writers use structure to develop viewpoint.	Comparing authorial intentions across texts.	Exploring ideological viewpoints in literature.	How writer and reader contexts shape interpretation.