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agus Óige  
Department of Education  
and Youth

# Senior Cycle Level 2 Learning Programme: Literature Elective Module

For introduction to schools in September 2025.

Prepared by the National Council for Curriculum and Assessment (NCCA)

# Contents

Introduction	2
Rationale	2
Continuity and progression	3
Teaching and learning	4
Module: Literature	5
Glossary of terms	6



## Introduction

The Senior Cycle Level 2 Learning Programme (SCL2LP) consists of a range of curriculum areas, each designed on a modular basis. There are four curriculum areas at the heart of the SCL2LP: Numeracy; Communication and Literacy; Personal Care; and Electives. Literature is an elective module.

Literature is designed for a minimum of 60 hours of teaching time/class contact time over two years.

Module title	Recommended time in hours
Literature	60

## Rationale

This elective module is focused on developing students' knowledge, experience and understanding of literature. It will support students in making sense of what they hear, see and read. It will help them plan and organise their thoughts and self-expression to create an analytical response. Students will recognise that literature can be for different purposes and audiences. In turn, it will support the development of students' understanding, empathy, confidence, and their ability to communicate and respond to others.

Engaging with literature, within the context of this module, is to consider fictional and some non-fictional literary texts. Students will experience literary texts as listeners, viewers, readers and evaluators in both physical and digital form. Literary texts created by the student can be a diary or journal entry, story or a form of self-expression.

Literature is meant to be enjoyed. This module supports students to engage with literature in a pleasurable yet purposeful way. Literature promotes students' sense of self, while connecting to literacy and language proficiency. Engaging with literature may motivate students to want to know more. This helps connect students to others, to communities, to places and times.

To engage with literature may require reading, writing, recording, listening, creative thinking, expression or communicating with others. Students are immersed in a language rich environment which may provide motivation for reading, acquiring

knowledge and entertainment through stimulating their imagination. Literature provides opportunities to increase vocabulary. Building on students' understanding and use of language supports their ability to communicate with confidence in all forms.

Through engagement with literature, this module supports students to express opinions as they observe, predict, and make decisions. It supports creativity by promoting the expression of opinions and ideas, as well as skills such as negotiation and adaptability. This in turn enables and facilitates engagement with others. It promotes self-reflection as students draw on their emotions as well as their intellect to express their thoughts, ideas, feelings, needs and experiences verbally and non-verbally, in a supported setting.

The development of students' understanding of literature contributes to the development of key competencies in senior cycle as they engage with literature in all forms; spoken, written, listening. When this happens, all learning across senior cycle is supported and the development of important life skills that are essential to student independence are promoted. Students stand to benefit in many ways as they progress in learning pathways and as they transition to life beyond school.



## Continuity and progression

This module provides continuity from the Primary Language curriculum and the junior cycle experience, and it progresses, enhances, extends and deepens students' learning throughout senior cycle. Literature supports the development and progression of students' junior cycle key skills of literacy, communicating, being creative, managing myself and information, thinking, working with others and staying well. It builds on their learning from the Junior Cycle Priority Learning Units, particularly Communication and Literacy. In senior cycle, students are given opportunities to demonstrate how learning acquired here can be linked to prior learning, to other curriculum areas and life outside of school by applying their learning in areas such as Drama, Personal Care, Visual Art, Music, and the students' area of special interest. Literacy, social and wellbeing skills are extended as students express themselves, and understand and interpret written and spoken language. Numeracy is supported as students develop their ability to visualise and understand concepts.

Literature at senior cycle aims to build on students' interpersonal and intrapersonal skills, enhance relationships and promote greater independence, as well as providing students with a sense of achievement and confidence in their learning as they progress to the world of occupations, study or further services after school.



## Teaching and learning

Students can be supported in engaging with literature by explicitly teaching them ways to approach a literary text, enabling students to experience the relevance of what they are engaging with, choosing texts that are of interest to students and encouraging them to select, read or listen to literary texts in physical or digital form. Shorter pieces are a good starting point where students can apply their reading and listening strategies in approaching a literary text. Combining different forms of literature creates more opportunities for discussion, making connections to their world and promoting the enjoyment of the module. Using drama and role-play may allow students to explore the characters and their motivations in a safe and fun environment.

Students could be shown how to appreciate visual cues, graphics and illustrations. They can explore how these elements support the enjoyment of a piece of literature but also help the audience to understand setting, context, genre, and to challenge assumptions within a literary text. By examining titles and subtitles, students can predict what the piece is about and identify who the intended target audience is. This in turn supports students with identifying the style and genre of writing. By utilising approaches to reading and listening, students are enabled to draw on context to support their understanding, use their own experiences, make links and make connections. Becoming familiar with and using the basic

conventions of writing and reading means students are supported not just in their comprehension of literature, but in their enjoyment of the module.

This module provides opportunities to engage with and use literature imaginatively to give students the confidence to express opinions, use their own ideas and reflect critically. They can develop their imagination through creating, engaging with and presenting literature. Students can be encouraged to create work in their own preferred genre or style. Creative expression can enhance learners' understanding of the key concepts as well as the method of expression itself. This helps to reinforce all learning and progress students' ability to communicate, interact, create, express themselves, explore feelings and ideas as well as the perspectives and views of others in a variety of ways. This module also provides opportunities to use different methods of digital communication as opportunities are provided for students to learn and practise using the technology of their daily lives creatively and critically. Technology can be used to source stimuli for learning. Students can also become content creator.



## Module: Literature

### Module descriptor

Students should experience, engage with and enjoy many varieties of literature, in both physical and digital format. Students learn how literature is used to communicate and explore ideas and viewpoints, understand their own and other people's experiences, beliefs and cultures as they develop their ability to demonstrate empathy and to think logically and critically. Students learn how meaning is shaped and communicated and to use the basic conventions of grammar to support their comprehension and enjoyment of literature. Students develop an understanding of how language and literature varies according to the author, audience and purpose. They will be supported in using and developing their literacy and language skills to understand, respond to and use language effectively in a range of contexts, reflecting critically upon their own work and the work of others.

#### Students learn about

##### Engaging with literature

Different genres of literature and types of literary texts

Features of literature such as characters, plot, point of view, type of language, tone

Developing an awareness of how they use a range of languages to express themselves for different purposes and audiences

The conventions of writing (such as punctuation, spelling, capitalisation grammar) and their importance to understanding and enjoying a piece of literature

Responding personally to and thinking critically about a range of literary texts

What it means to be critical; examining aspects such as the influence of setting, how context is important, the mapping of plot, moments of climax/suspense and resolution

##### Creating literature

Imaginative self-expression

Common writing conventions support meaning, clarity and self-expression in writing

What it means to be critical of a piece of their own work; examining aspects such as setting, plot, characters, use of the conventions of writing

#### Students should be able to

- a. independently choose a piece of literature for pleasure
- b. identify a piece of literature on a certain theme or for a certain purpose
- c. recognise that language in literature varies according to the speaker, character, audience and purpose and genre of text
- d. recognise basic literary features to support enjoyment and understanding of literature
- e. identify and extract relevant information or key points from a piece of literature
- f. discuss different characters and ideas within a piece of literature
- g. communicate personal responses and ideas and support opinion
- h. attend and respond to others' opinions on characters and ideas in a piece of literature
- i. discuss how texts can explore others' experiences and points of view
- j. identify their preferred genres or types of literature
- k. use grammar and punctuation to support meaning in a piece of writing
- l. create a piece of literary text for a particular purpose and audience and present it to others
- m. express and support a personal point of view
- n. create a personal response to characters and ideas from a piece of literature
- o. organise and link ideas logically in a piece of text.



# Glossary of terms

Literary text	Literary texts are works whose primary purpose is the achievement of aesthetic and emotional effects to create art.
Non-literary text	Non-literary texts include but are not limited to informational texts (instructions, how to videos), digital texts (websites, podcasts), media texts (advertisements, media broadcasts), non-fiction (biography, documentary, travel texts) and opinion pieces (articles, speeches, social media posts). A non-literary text may include literary elements in its content and/or style but in most cases its primary purpose is not the same as literary texts.
Reading	Reading means to extract meaning from, and demonstrate understanding of, any form of text.
Writing	Writing is an umbrella term that means making letters, words, numbers or symbols on a surface with an instrument such as a pen, pencil, or digital instrument.



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Published August 2025.