



Topic name	Term	Skills developed	Prior links in the curriculum	Next link in curriculum	Other notes
Introduction to language study Language Levels - Teaches the frameworks using worksheets/tests etc - Focus specifically on language and mode, drawing comparisons and connections between different modes Language levels: Graphology Mode Lexis and Semantics Phonology Pragmatics Representation <u>Paper 1 – Section A</u> <u>Textual Variations and</u> <u>Representations</u>	A u t u m n	Paper 1: Language, the Individual and Society Textual variations and representations Students should study a range of texts: about various subjects; from various writers and speakers; for various audiences; for various purposes; in a variety of genres; using a variety of modes (written, spoken, electronic); from different times; from different places (global, national, regional). When analysing texts, students should explore how language is: shaped according to audience, purpose, genre and mode; shaped according to context; used to construct meanings and representations; used to enact relationships between writers, speakers and audiences or between participants within a text. This exploration will include: methods of language analysis; how identity is constructed; how audiences are addressed and positioned; the functions of the texts; the structure and organisation of the texts; how representations are produced. - AO1 and AO3 Paper 1: Language, the Individual and Society Section A - Textual Variations and Representations Two texts (one contemporary and one older text) linked by topic or theme. A question requiring analysis of one text (25 marks) A question requiring analysis of a second text (25 marks) A question requiring comparison of the two texts (20 marks). - Question 1 and 2 AO1 and AO3 - Question 3 AO4	Builds on skills for English Language KS3 & 4 GCSE English Language Paper 2 Section A.	Students are introduced to the frameworks needed for the study of Language which will act as the foundation for the rest of the A Level. Students are introduced to the idea of Representation and how the language used affects and can manipulate the reader.	Teacher 1
Introduction to language study Grammar Uses mini-texts to reinforce framework knowledge,		Paper 1: Language, the Individual and Society Textual variations and representations (Information as above)	New terminology and knowledge based on fundamental information covered at KS2.	Students consolidate knowledge of frameworks which will enable them to use appropriate subject terminology and access AO1.	Teacher 2



language concepts and methods Focus specifically on representation, considering the use of noun phrases/labelling in creating and shaping meaning <u>Paper 1 – Section A</u> <u>Textual Variations and Representations</u>	A u t u m n	Paper 1: Language, the Individual and Society Section A - Textual Variations and Representations Two texts (one contemporary and one older text) linked by topic or theme. A question requiring analysis of one text (25 marks) A question requiring analysis of a second text (25 marks) A question requiring comparison of the two texts (20 marks). - Questions 1 and 2 AO1 and AO3 - Question 3 AO4	GCSE English Language Paper 2 Section A.	Students are introduced to the idea of Representation and how the language used affects and can manipulate the reader. Students use the skills and knowledge of language levels developed during Introduction to Language Study to respond exam style questions about different texts. Students target appropriate AOs from exam board.	
Textual Analysis: - Develop students' ability to analyse a range of texts/modes, using appropriate language methods and accurate terminology - Develop writing skills: analytical writing and directed writing <u>Paper 1 – Section A</u> <u>Textual Variations and Representations</u>	A u t u m n	Information as above.	GCSE English Language Paper 1 Section B.	Students consolidate skills and knowledge before applying them to particular texts. Texts at A Level are from different time periods however to build student confidence, during Year 12 most texts will focus on one period. Introduce students to writing skills which will be needed in Paper 2 Section B by looking at directed writing examples.	Teacher 1
Continue with introduction to language study Grammar <u>Paper 1 – Section A</u> <u>Textual Variations and Representations</u>		Information as above. Section A - Diversity and Change One question from a choice of two (Diversity or Change) An evaluative essay on language diversity (30 marks) AO1 and AO2 Directed Writing task	GCSE English Language Paper 2 Section A. New knowledge using evaluation skills gained at KS3 and KS4.	Students are introduced to one of the topics of Diversity: Gender.	Teacher 2



<u>Paper 2: Language Diversity and Change</u> <u>Section A</u> Language Varieties: <u>Gender</u> Examine deficit, dominance, difference, diversity models	• AO2 and AO5			
<u>Paper 2: Language Diversity and Change</u> <u>Section A</u> Language Varieties: <u>Occupational Groups</u> <u>Conversation</u>	S p r i n g Section A - Diversity and Change One question from a choice of two (Diversity or Change) An evaluative essay on language diversity (30 marks) • AO1 and AO2	New knowledge using evaluation skills gained at KS3 and KS4. How to select appropriate data is a new skill.	Students are introduced to Occupation. Essay writing skills continue to be developed and assessed using appropriate AOs from exam board specification. Develop students' ability to analyse and interpret data Encourage students to bring own data examples to lessons – useful for investigation	Teacher 1
<u>Paper 2: Language Diversity and Change</u> <u>Section A</u> Language Varieties: <u>Regional and National variation</u> <u>Accent and Dialect</u> <u>Ethnicity</u> Introduce key concepts e.g. standard/non-standard forms, attitudes, prestige, levelling, loyalty etc.	Section A - Diversity and Change One question from a choice of two (Diversity or Change) An evaluative essay on language diversity (30 marks) • AO1 and AO2 Section B – Language discourses • AO1. AO3 and AO4	New knowledge using evaluation skills gained at KS3 and KS4.	Students are introduced to Diversity topics such as: Accent and Dialect and Ethnicity. Essay writing skills continue to be developed and assessed using appropriate AOs from exam board specification.	Teacher 2



Language Varieties: <u>Social groups/status</u> <u>Social Class</u> <u>Age</u> Directed writing: Begin to introduce students to different types of exam response: directed writing; analytical writing.	S p r i Section A - Diversity and Change One question from a choice of two (Diversity or Change) An evaluative essay on language diversity (30 marks) • AO1 and AO2 This links to Section B - Language Discourses Second question is a directed writing task linked to the same topic and the ideas in the texts (30 marks) • AO2 and AO5	New knowledge using evaluation skills gained at KS3 and KS4. GCSE English Language Paper 2 Section B.	Students are introduced to Diversity topics: Social Class and Age. Essay writing skills continue to be developed and assessed using appropriate AOs from exam board specification. Develop students' ability to analyse and interpret data Encourage students to bring own data examples to lessons – useful for investigation Having studied different types of writing both for Paper 1 Section A and in class studying examples of opinion pieces, students develop own style of directed writing.	Teacher 1
<u>Paper 1 – Section A</u> <u>Textual Variations and Representations</u> Begin to introduce students to different types of exam response: directed writing; analytical writing	S p r i n g Section A - Diversity and Change One question from a choice of two (Diversity or Change) An evaluative essay on language diversity (30 marks) • AO1 and AO3 This links to Section B - Language Discourses Second question is a directed writing task linked to the same topic and the ideas in the texts (30 marks) • AO2 and AO5	Building on skills of synthesising information and responding in a manner suitable for audience and purpose (writing for audience and purpose covered at KS4).	Students use the skills and knowledge of language levels developed during Introduction to Language Study to respond exam style questions about different texts. Students target appropriate AOs from exam board.	Teacher 2
Exam preparation - Revision: <u>Paper 1 Section A</u> Specific focus on essay structure, addressing each question separately and comparative aspects for question 3.	S u m m e r Section A - Textual Variations and Representations Two texts (one contemporary and one older text) linked by topic or theme. A question requiring analysis of one text (25 marks) • A question requiring analysis of a second text (25 marks) • A question requiring comparison of the two texts (20 marks) • Question 1 and 2 AO1 and AO3	Introducing new formatting of assessment objectives success criteria for a written response.	Students revise content of Year 12 lessons and practise writing exam style responses giving opportunity to consolidate knowledge and practise exam style written responses.	Teacher 1 and 2



	Question 3 AO4			
<u>NEA preparation</u> <u>Language in Action: Investigation</u> - Methods of data collection - Working with data Writing up findings from a mini-investigation - Data collection	What's assessed: Language Investigation - AO1, AO2 and AO3 Original Writing Methods of language analysis are integrated into the activities - AO1, AO2, AO3, AO4 and AO5	How to select appropriate data is a new skill. Building on prior knowledge of frameworks introduced in Autumn term and developing Enquiring element of HPL (stage 5).	Students are introduced to Investigation through mini-investigations and practising finding and using appropriate data. Skills and AOs already covered previously through teaching for Paper 1 and Paper 2.	Teacher 1 and 2