



Topic name	Term	Skills developed	Prior links in the curriculum	Next link in curriculum	Other notes
<u>NEA Language in Action</u> Investigation	Autumn	Non-exam assessment: Language in Action Students produce a language investigation (2,000 words excluding data) • AO1, AO2 and AO3	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) - developed in Summer term Year 12. Building on skill of re-drafting as a reflective skill use in KS3 and KS4.	Students use skills covered in Summer term of Year 12 to enable them to analyse and write about texts for their NEA Investigation. Students re-draft Investigation over half term so teaching time can be given to Paper 2.	Teacher 1 and Teacher 2
<u>Paper 1: Language, the Individual and Society</u> <u>Section B - Children's Language Development</u> Speech and multi-modal		Section B - Children's Language Development A discursive essay on children's language development, with a choice of two questions where the data provided will focus on spoken, written or multimodal language (30 marks) • AO1 and AO2	New knowledge and skills introduced.	Content is covered in a way which encourages independence while building skills needed to target AOs and enable clear written expression.	Teacher 1
<u>Paper 2: Section A Language Diversity and Change</u> Language Change		Section A - Diversity and Change An evaluative essay on language change (30 marks) • AO1 and AO2	New knowledge and skills introduced.	Content is covered in a way which encourages independence while building skills needed to target AOs and enable clear written expression.	Teacher 2
<u>NEA Language in Action</u> Directed Writing and Commentary	Spring	Non-exam assessment: Language in Action Student create a piece of original writing and commentary (1,500 words total) • AO1, AO2, AO3, AO4 and AO5	GCSE English Language Paper 2 Section B. Commentary - new skill of self analysis using knowledge from Autumn term Year 12.	Students have covered skills required for Directed Writing when studying Paper 1 Section A and when practising Language Discourses for Paper 2.	Teacher 1
<u>Paper 2: Section A Language Diversity and Change</u> Language Change		Section A - Diversity and Change An evaluative essay on language change (30 marks)	New knowledge and skills introduced.	Approaches to written responses are covered targeting AOs.	Teacher 2



		AO1 and AO2			
<u>Paper 2: Section A</u> <u>Language Diversity and Change</u> World English		Section A - Diversity and Change An evaluative essay on language change (30 marks) AO1 and AO2	New knowledge and skills introduced.	Content is covered in a way which encourages independence while building skills needed to target AOs and enable clear written expression.	Teacher 1
<u>Paper 2: Section B</u> <u>Language Discourses</u> (making links to Language Change)		Section B - Language Discourses Two texts about a topic linked to the study of diversity and change. A question requiring analysis of how the texts use language to present ideas, attitudes and opinions (40 marks) - Q3 AO1, AO3, AO4 - Q4 AO2, AO5	Using prior knowledge of Language Change and developing skill of evaluating (used at KS3 and KS4). Develop skill of considering contextual influences, introduced at KS3.	Approaches to written responses are covered targeting AOs.	Teacher 2
<u>Revision of Paper 1 and Paper 2</u>	Summer	Key skills linking to AOs developed. Time spent on revision for each module is dependent on what class needs to focus on to make progress. AO1, AO2, AO3, AO4, AO5	Revisiting and synthesising prior knowledge and skills.	Time is used to prepare students for external exams. Key skills revised and links made to AOs. Teachers use a range of tasks, including Paper 2 Directed Writing and analysis of texts for Language Discourses, to revise content and skills needed for final examinations.	Teacher 1 and 2