



Topic name	T e r m	Skills developed	Prior links in the curriculum	Next link in curriculum	Other notes
<p>Introduction to language study Language Levels</p> <ul style="list-style-type: none"> Teaches the frameworks using worksheets/tests etc Focus specifically on language and mode, drawing comparisons and connections between different modes <p>Language levels: Graphology Mode Lexis and Semantics Phonology Pragmatics Representation</p> <p><u>Paper 1 – Section A</u> <u>Textual Variations and Representations</u></p>	A u t u m	<p>Paper 1: Language, the Individual and Society Textual variations and representations</p> <p>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).</p> <p>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.</p> <p>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.</p> <ul style="list-style-type: none"> AO1 and AO3 <p>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).</p> <ul style="list-style-type: none"> Question 1 and 2 AO1 and AO3 Question 3 AO4 	<p>Builds on skills for English Language KS3 & 4</p> <p>GCSE English Language Paper 2 Section A.</p>	<p>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.</p>	Teacher 1
<p>Introduction to language study Grammar</p> <ul style="list-style-type: none"> Uses mini-texts to reinforce framework knowledge, 		<p>Paper 1: Language, the Individual and Society Textual variations and representations</p> <p>(Information as above)</p>	<p>New terminology and knowledge based on fundamental information covered at KS2.</p>	<p>Students consolidate knowledge of frameworks which will enable them to use appropriate subject terminology and access AO1.</p>	Teacher 2



<p>language concepts and methods</p> <ul style="list-style-type: none"> Focus specifically on representation, considering the use of noun phrases/labelling in creating and shaping meaning <p><u>Paper 1 – Section A Textual Variations and Representations</u></p>	<p>A u t u m n</p>	<p>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).</p> <ul style="list-style-type: none"> Questions 1 and 2 AO1 and AO3 Question 3 AO4 	<p>GCSE English Language Paper 2 Section A.</p>	<p>Students are introduced to the idea of Representation and how the language used affects and can manipulate the reader.</p> <p>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.</p>	
<p>Textual Analysis:</p> <ul style="list-style-type: none"> 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 <p><u>Paper 1 – Section A Textual Variations and Representations</u></p>	<p>A u t u m n</p>	<p>Information as above.</p>	<p>GCSE English Language Paper 1 Section B.</p>	<p>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.</p> <p>Introduce students to writing skills which will be needed in Paper 2 Section B by looking at directed writing examples.</p>	<p>Teacher 1</p>
<p>Continue with introduction to language study Grammar</p> <p><u>Paper 1 – Section A Textual Variations and Representations</u></p>	<p>A u t u m n</p>	<p>Information as above.</p> <p>Section A - Diversity and Change One question from a choice of two (Diversity or Change)</p> <p>An evaluative essay on language diversity (30 marks)</p> <ul style="list-style-type: none"> AO1 and AO2 <p>Directed Writing task</p>	<p>GCSE English Language Paper 2 Section A.</p> <p>New knowledge using evaluation skills gained at KS3 and KS4.</p>	<p>Students are introduced to one of the topics of Diversity: Gender.</p>	<p>Teacher 2</p>



<p><u>Paper 2: Language Diversity and Change</u> <u>Section A</u> Language Varieties: <u>Gender</u></p> <p>Examine deficit, dominance, difference, diversity models</p>	<ul style="list-style-type: none"> • AO2 and AO5 			
<p><u>Paper 2: Language Diversity and Change</u> <u>Section A</u> Language Varieties: <u>Occupational Groups</u></p> <p><u>Conversation</u></p>	<p style="text-align: center;">S p r i n g</p> <p>Section A - Diversity and Change One question from a choice of two (Diversity or Change)</p> <p>An evaluative essay on language diversity (30 marks)</p> <ul style="list-style-type: none"> • AO1 and AO2 	<p>New knowledge using evaluation skills gained at KS3 and KS4.</p> <p>How to select appropriate data is a new skill.</p>	<p>Students are introduced to Occupation.</p> <p>Essay writing skills continue to be developed and assessed using appropriate AOs from exam board specification.</p> <p>Develop students' ability to analyse and interpret data Encourage students to bring own data examples to lessons – useful for investigation</p>	<p>Teacher 1</p>
<p><u>Paper 2: Language Diversity and Change</u> <u>Section A</u></p> <p>Language Varieties: <u>Regional and National variation</u> <u>Accent and Dialect</u> <u>Ethnicity</u></p> <p>Introduce key concepts e.g. standard/non-standard forms, attitudes, prestige, levelling, loyalty etc.</p>	<p>Section A - Diversity and Change One question from a choice of two (Diversity or Change)</p> <p>An evaluative essay on language diversity (30 marks)</p> <ul style="list-style-type: none"> • AO1 and AO2 <p>Section B – Language discourses</p> <ul style="list-style-type: none"> • AO1. AO3 and AO4 	<p>New knowledge using evaluation skills gained at KS3 and KS4.</p>	<p>Students are introduced to Diversity topics such as: Accent and Dialect and Ethnicity.</p> <p>Essay writing skills continue to be developed and assessed using appropriate AOs from exam board specification.</p>	<p>Teacher 2</p>



<p>Language Varieties: <u>Social groups/status</u> <u>Social Class</u> <u>Age</u></p> <p>Directed writing: Begin to introduce students to different types of exam response: directed writing; analytical writing.</p>	S p r i	<p>Section A - Diversity and Change One question from a choice of two (Diversity or Change)</p> <p>An evaluative essay on language diversity (30 marks)</p> <ul style="list-style-type: none"> • AO1 and AO2 <p>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)</p> <ul style="list-style-type: none"> • AO2 and AO5 	<p>New knowledge using evaluation skills gained at KS3 and KS4.</p> <p>GCSE English Language Paper 2 Section B.</p>	<p>Students are introduced to Diversity topics: Social Class and Age.</p> <p>Essay writing skills continue to be developed and assessed using appropriate AOs from exam board specification.</p> <p>Develop students' ability to analyse and interpret data Encourage students to bring own data examples to lessons – useful for investigation</p> <p>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.</p>	Teacher 1
<p><u>Paper 1 – Section A</u> <u>Textual Variations and Representations</u></p> <p>Begin to introduce students to different types of exam response: directed writing; analytical writing</p>	S p r i n g	<p>Section A - Diversity and Change One question from a choice of two (Diversity or Change)</p> <p>An evaluative essay on language diversity (30 marks)</p> <ul style="list-style-type: none"> • AO1 and AO3 <p>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)</p> <ul style="list-style-type: none"> • AO2 and AO5 	<p>Building on skills of synthesising information and responding in a manner suitable for audience and purpose (writing for audience and purpose covered at KS4).</p>	<p>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.</p>	Teacher 2
<p>Exam preparation - Revision: <u>Paper 1 Section A</u> Specific focus on essay structure, addressing each question separately and comparative aspects for question 3.</p>	S u m m e r	<p>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)</p> <ul style="list-style-type: none"> • Question 1 and 2 AO1 and AO3 	<p>Introducing new formatting of assessment objectives success criteria for a written response.</p>	<p>Students revise content of Year 12 lessons and practise writing exam style responses giving opportunity to consolidate knowledge and practise exam style written responses.</p>	Teacher 1 and 2



	<ul style="list-style-type: none">• Question 3 AO4			
<p><u>NEA preparation</u> <u>Language in Action: Investigation</u></p> <ul style="list-style-type: none">• Methods of data collection• Working with data Writing up findings from a mini-investigation• Data collection	<p>What's assessed: Language Investigation</p> <ul style="list-style-type: none">• AO1, AO2 and AO3 <p>Original Writing Methods of language analysis are integrated into the activities</p> <ul style="list-style-type: none">• AO1, AO2, AO3, AO4 and AO5	<p>How to select appropriate data is a new skill.</p> <p>Building on prior knowledge of frameworks introduced in Autumn term and developing Enquiring element of HPL (stage 5).</p>	<p>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.</p>	<p>Teacher 1 and 2</p>