



Curriculum Plan English Language



Year 12	Golden Threads: State the big ideas that will be taught across the year (Threshold concepts)				Enrichment: What is offered through the year to support learning in the classroom?		Review and evaluation: Give date for review of the curriculum
	Topics	Assessment	Substantive Knowledge	Disciplinary Knowledge	Misconceptions	Key Vocabulary	Knowledge tracking
	List the key topics taught in this term. Have you checked that the curriculum the department is teaching links to the National Curriculum where this is appropriate?	Give the name, nature/content and date of the assessment in this term.	List the key facts that students need to learn. Substantive vs disciplinary knowledge	What skills, procedures, thinking is required to use substantive knowledge to progress understanding and application. Substantive vs disciplinary knowledge	What are the key misconceptions that students have in this curriculum area?	List the Tier 2 and Tier 3 words that will be encountered in this term.	What prior learning does this term's curriculum link to and what future learning does this term's curriculum link to?
Term 1 (Teacher A)	Paper 1: Meanings and Representations Methods of linguistic analysis and terminology.	Paper 1: Meanings and Representations Question 1. A practice exam question in exam conditions. Paper 1: Knowledge Test 1 (a low-stakes quiz based on the terminology learnt in Term 1).	Paper 1: An introduction to Paper 1's exam structure and assessment objectives. Examining how writers use language to create meanings and representations: Frameworks: semantics, graphology, pragmatics, grammar, phonology, lexis and discourse structure. Genre, text producer, text receiver, implied reader, actual reader, implied writer, actual writer, primary purpose, secondary purpose, multi-purpose text, discourse community Nouns: proper, concrete, collective, abstract, mass, countable, gerund and common. Pronouns: personal, possessive, reflexive, demonstrative and relative. Adjectives: pre-modifying, post-modifying, qualitative, classifying, comparative,	Paper 1: AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression. - AO2: Demonstrate critical understanding of concepts and issues relevant to language use. - AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning. - AO4: Explore connections across texts, informed by linguistic concepts and methods. - AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways.	Paper 1: - The difference between minor and simple sentences. - Identifying sentence types accurately. - The difference between qualifying and classifying adjectives. - Incorrectly identifying active and passive voice. - Incorrectly labelling possessive adjectives as possessive pronouns.	Paper 1: Tier 2: Language Meanings Representations Text producer Implied reader Context Analyse Frameworks Tier 3: Frameworks: semantics, graphology, pragmatics, grammar, phonology, lexis and discourse structure. Nouns: proper, concrete, collective, abstract, mass, countable, gerund and common. Pronouns: personal, possessive, reflexive, demonstrative and relative. Adjectives: pre-modifying, post-modifying, qualitative, classifying, comparative, superlative, demonstrative and possessive.	Paper 1: Building on key terminology learnt in Key Stage 4. Building on analysis skills learnt in Key Stage 4.



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			superlative, demonstrative and possessive. Verbs: infinite, finite, imperative, modal and auxiliary. Tense: simple, continuous, perfect, active and passive voice. Sentence types: minor, simple, compound and complex. Sentence functions: declarative, interrogative, exclamative and imperative. Hudsons' Dimensions of mode Pragmatics: co-text, embodied knowledge, schema. Deixis: person deixis, temporal deixis, spatial deixis Understanding key terminology and methods.			Verbs: infinite, finite, imperative, modal and auxiliary. Tense: simple, continuous, perfect, active and passive voice. Sentence types: minor, simple, compound and complex. Sentence functions: declarative, interrogative, exclamative and imperative.	
Term 2 (Teacher A)	Paper 1: Meanings and Representations	Paper 1: Meanings and Representations Question 1. A practice exam question in exam conditions. Paper 1: Knowledge Test 2 (a low-stakes quiz based on the terminology learnt in Terms 1 and 2).	Paper 1: see Term 1.	Paper 1: see Term 1.	Paper 1: see Term 1.	Paper 1: see Term 1.	Paper 1: see Term 1. - Building on comparison skills learnt in Key Stage 4.
Term 3 (Teacher A)	Paper 1: Original Writing Coursework	Paper 1: Meanings and Representations Question 3. A practice exam question in exam conditions.	Paper 1: Students to explore and analyse language independently and develop and reflect upon their own writing expertise.	Paper 1: see Term 1.	Paper 1: Original Writing should develop or subvert the style model and be inspired by the methods used, as opposed to a close re-writing of the style model.	Paper 1: see Term 1. - Genre conventions - Form - Register	Paper 1: see Term 1. - Building on creative writing skills learnt in Key Stage 4.



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		Paper 1: Knowledge Test 3 (a low-stakes quiz based on the terminology learnt in Terms 1 and 2).					
Term 4 (Teacher A)	Paper 1: Original Writing Coursework	Paper 1: Meanings and Representations Question 2. A practice exam question in exam conditions. Paper 1: Knowledge Test 4 (a low-stakes quiz based on the terminology learnt in Terms 1 and 2).	Paper 1: see Term 3.	Paper 1: see Term 1.	Paper 1: see Term 3.	Paper 1: see Term 3.	Paper 1: see Term 3.
Term 5 (Teacher A)	Paper 1: Meanings and Representations	Paper 1: Meanings and Representations Question 3. A practice exam question in exam conditions. Paper 1: Knowledge Test 5 (a low-stakes quiz based on the terminology learnt in Terms 1 and 2).	Paper 1: see Term 1.	Paper 1: see Term 1.	Paper 1: see Term 1.	Paper 1: see Term 1.	Paper 1: see Term 1.
Term 6 (Teacher A)	Paper 1: Meanings and Representations	Paper 1: Meanings and Representations Question 1. A practice exam question in exam conditions. Paper 1: Knowledge Test 6 (a low-stakes quiz based on the terminology learnt in Terms 1 and 2).	Paper 1: see Term 1.	Paper 1: see Term 1.	Paper 1: see Term 1.	Paper 1: see Term 1.	Paper 1: see Term 1.



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Term 1-2 (Teacher B)	Paper 2 <u>Language Variations (Diversity)</u> • Introduction • Spoken language features • Gender & Sexuality • Regional variation	Knowledge test x 2 (20 marks, 60% pass) In class exam question Q1 – evaluate significance of a diversity factor, Q – opinion article (Other opportunities for essay practice set as homework/classwork at teacher discretion)	Theorists and case studies: Deborah Tannen's 'You Just Don't Understand: Men and Women in Conversation' (1990) Goddard (1983) gendered terms of address Goddard and Mean (2009) 'The Sex Lives of Seals' Hoey (2005) lexical priming Paul Baker – marked language case study Robin Lakoff - Deficit model Sapir-Whorf Hypothesis	• AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression. • AO2: Demonstrate critical understanding of concepts and issues relevant to language use • AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning. • AO4: Explore connections across texts, informed by linguistic concepts and methods. • AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways.	• Accent and dialect are not interchangeable terms • Inaccurate references to Lakoff and Tannen's models • That these studies are authoritative or conclusive. There is a library of resources that students have access to to develop their knowledge further • Students being able to recall theorists & case studies without being able to offer significant details of the research	Students need to know the following terms and be able to apply them to texts: Accent Adjacency pair Anthropomorphism Back-channel Collocations Contraction Deixis Dialect Discourse marker Elision Ellipsis False start Filler Gender Grice's Maxims (quantity, relevance, manner, relevance, quality) Hedge Idiolect Interactional talk Marking Non-fluency features Paralinguistic features Phatic talk Pragmatics Prosodic features Repairs Sex Socialisation process Sociolect Tag question Transactional talk Turn taking Utterance Vague language	Q4 builds on knowledge and skills developed during GCSE Language Paper 2 Section B. Students are required to address the needs of their audience and genre more comprehensively.



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Term 3-4 (Teacher B)	Paper 2 <u>Language Variations</u> <u>(Diversity)</u> • Regional variation • Age • Occupation • Class • Ethnicity	Knowledge test x 2 (20 marks, 60% pass) In class exam question Q1 – evaluate significance of a diversity factor; Q3 – comparison of presentation of diversity factor in two texts (Other opportunities for essay practice set as homework/classwork at teacher discretion)	Theorists and case studies: Daniel Jones – Correcting Cockneyisms David Rosewarne - Estuary English Eckert's 'Social practice: Jocks & Burnouts' & Cheshire's repeat study of high school language & measuring age Giles - Bradford Asian English & Multicultural London English Honey's 'Language Trap' How language is used in different occupations and work environments, such as law, medicine, the military, offices & teaching Howard Giles – communication and accommodation International Phonemic Alphabet (IPA) Labov – Martha's Vineyard study Milroy's 'social networks – density and multiplicity' Orton – Survey of English Dialects (SED) Trudgill's – study of RP usage	• AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression. • AO2: Demonstrate critical understanding of concepts and issues relevant to language use • AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning. • AO4: Explore connections across texts, informed by linguistic concepts and methods. • AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways.	• Students being able to recall theorists & case studies without being able to offer significant details of the research • That these studies are authoritative or conclusive. There is a library of resources that students have access to to develop their knowledge further	Students need to know the following terms and be able to apply them to texts: Code switching Convergence and divergence Descriptivism Dialect levelling Ethnolect Glottal stop Idiolect Isogloss Overt and covert prestige Phoneme Phonetic inventory Preposition, pronoun and verb variety (in relation to regional dialects of the UK) Prescriptivism Received pronunciation (RP) Regiolect Shibboleth Sociolect Sociolinguistics	Terminology required for textual analysis develops the students' knowledge embedded at KS3 & KS4. For example, students' knowledge of adjectives is now developed into subclassifications such as classifying, possessive, etc.
Term 5-6 (Teacher B)	• Class • Ethnicity • Examination preparation using all topics holistically • NEA Component Language Investigation: Data collection and research Writing your investigation (completed in Y13)	Knowledge test x 2 (20 marks, 60% pass) In class exam question Q1 – evaluate significance of a diversity factor; Q3 – comparison of presentation of diversity factor in two texts (Other opportunities for essay practice set as homework/classwork at teacher discretion)	Substantiative knowledge for NEA directed by students' chosen topics, such as: representations of different individuals, social groups or nationalities regional dialect gendered talk the language of new communication technologies children's language use norms and variations in usages of different kinds	• AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression. • AO2: Demonstrate critical understanding of concepts and issues relevant to language use • AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning. • AO4: Explore connections across texts, informed by	Students being able to recall theorists & case studies without being able to offer significant details of the research		



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			the language of the media code switching and mixing between English and other languages the language of different occupations or pastimes historical changes in English over time.	linguistic concepts and methods. • AOS: Demonstrate expertise and creativity in the use of English to communicate in different ways. Students are free to investigate a topic of choice. This can be outside the scheme of learning. Broadly investigations can be categorised as: • A genre-based investigation: what are the distinctive features of this type of language use? • A function/use-based investigation: what is the language used to do? • An attitudes-based investigation: how do people feel about this language? • A user-based investigation: who uses this type of language? Students need to present their investigation in the following format: Introduction • brief discussion of the reasons for choosing the investigation focus • what the investigation is trying to find out (aims). Methodology • an evaluative account of how the data was collected and organised for analysis • approaches to analysis. Analysis • analysis and interpretation of the findings, responding to			
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				the aim of the investigation - critical consideration of relevant concepts and issues surrounding the topic area - analysis of the contextual influences upon the data collected. Conclusion - interpretation of the findings of the investigation linked to the aim/focus of the investigation. References - a list of all sources used (paper and web-based). - Appendices - clean copies of the collected data - evidence to support quantitative approaches.			
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Year 13	Golden Threads: State the big ideas that will be taught across the year (Threshold concepts)				Enrichment: What is offered through the year to support learning in the classroom?		Review and evaluation: Give date for review of the curriculum
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	List the key topics taught in this term. Have you checked that the curriculum the department is teaching links to the National Curriculum where this is appropriate?	Give the name, nature/content and date of the assessment in this term.	List the key facts that students need to learn. Substantive vs disciplinary knowledge	What skills, procedures, thinking is required to use substantive knowledge to progress understanding and application. Substantive vs disciplinary knowledge	What are the key misconceptions that students have in this curriculum area?	List the Tier 2 and Tier 3 words that will be encountered in this term.	What prior learning does this term's curriculum link to and what future learning does this term's curriculum link to?
Term 1-2 (Teacher A)	Paper 1, Section B: Child Language Acquisition	Meanings and Representations exam questions 1-3 in exam conditions.	Spoken Language Acquisition When language development begins: Stages of language development: Phonology Language acquisition theorists	AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression. AO2: Demonstrate critical understanding of concepts and issues relevant to language use.	- Identifying detailed word classes inaccurately. - Assumptions about child language acquisition based on generalisations and personal experience. - Incorrectly applying evidence to theories.	Tier 2: Language Theorist Caregiver Analyse Frameworks Tier 3: Preverbal Holophrastic Telegraphic Post-telegraphic Phonetic alphabet Articulatory ease Perceptual discriminability Phonological errors Child directed speech Functions of discourse Categories of function Over and underextension Behaviourism Nativism Language acquisition device Zone of proximal development More knowledgeable other Language instinct Critical period Social interactionism Scaffolding Model Usage-based linguistics	Building on knowledge of language frameworks from Y12 terms 1, 2, 5 and 6. Building on methods of analysis from Y12 terms 1, 2, 5 and 6. Preparing for knowledge of language theorists and methods of analysis for Y13 terms 3 and 4.