



Curriculum Plan English Language



Term 3-4 (Teacher A)	Paper 1, Section B: Child Language Acquisition	Child Language Acquisition exam question 4 (spoken language) in exam conditions.	Spoken Language Acquisition cont. Environmental factors Discourse, lexis and semantics Grammar -	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: Wug test Bound and free morphemes Pronoun acquisition Negative acquisition Question formation	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.
	Paper 1, Section B: Child Language Acquisition	Mock exams: Meanings and Representations exam question 1 (modern text) Child Language Acquisition exam question 4 (spoken language)	Written Language Acquisition Reading Writing Attitudes and 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. - Not making links between spoken and written language theorists.	Tier 2: Language Theorist Caregiver Analyse Frameworks Tier 3: Phoneme-grapheme correspondence Cognitive process Pseudo-reading Decoding Confirmation Construction Reconstruction Look-and-say and phonic approaches Emergent writing Mark making Pen grips – cylindrical, digital, tripod Fine and gross motor skills Directionality Preparatory Consolidation Differentiation Integration Rule-based vs creative models Expressive Poetic Transactional Functional	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.
	Paper 1, Section B: Child Language Acquisition	Child Language Acquisition exam question 5 (written language) in exam conditions.	Written Language Acquisition cont. Environmental factors Handwriting and orthography Lexical development Grammatical development	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. - Not making links between spoken and written language theorists.	Tier 2: Language Theorist Caregiver Analyse Frameworks Tier 3: Casual cursive script Cursive script Print handwriting	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.



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						Orthography Homonym Homophone Pre-communicative stage Semi-phonetic stage Phonetic stage Transitional stage Conventional stage Digraphs Polysyllabic Conjunction Imperative Interrogative	
Term 5 (Teacher A)	Revision of Paper 1 Section A: Meanings and Representations Section B: Child Language Acquisition	Meanings and Representations exam questions 1-3 in exam conditions. Child Language Acquisition exam question 5 (written language) in exam conditions.	See Y12 terms 1, 2, 5 and 6 and Y13 terms 1, 2, 3 and 4.	See Y12 terms 1, 2, 5 and 6 and Y13 terms 1, 2, 3 and 4.	- See Y12 terms 1, 2, 5 and 6 and Y13 terms 1, 2, 3 and 4.	See Y12 terms 1, 2, 5 and 6 and Y13 terms 1, 2, 3 and 4.	

Term 1-2 (Teacher B)	Term 1 Knowledge and Content: Language Change Introduction History of the English Language (key events/dates and understanding of Old, Middle and Early Modern English) Introduction to a range of texts from different eras (with a specific focus on Middle and Early Modern) Term 2 Knowledge and Content: Lexical, Semantic, Grammatical, Phonological, Orthographic Change Standardisation	Knowledge Test 1 (20 marks, 60% pass) Knowledge Test 2 (20 marks, 60% pass) Evaluate question based on the effect of language change (Paper 2 section A) Completion of Language Investigation NEA (key knowledge from year 12 will differ for each student according to NEA topic)	Term 1: Timeline of historical and linguistic development including: <u>Old English</u> Gendered nouns Oral language Influence of the Romans Influence of the Christian Missionaries Influence of the Vikings Influence of Alfred the Great Pronouns from Old English Nouns from Old English Place names from Old English <u>Middle English</u> Impact of the Norman invasion How was English re-established Administrative documents English peasants' words compared to French noble's words Word endings Dialectal diversity Caxton Chaucer Examples of words in Middle English <u>Early Modern English</u> Loan words	• 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.	- That 'Old English' is the same era as Shakespeare was writing in - That English has not been affected by other global languages - That there are no remaining similarities between Old English and modern English - That there have never been any clear distinctions between language use and class	Case language Diglossic Loan words Inkhorn terms Renaissance Great vowel shift	Students use the frameworks practised in year 12 to analyse earlier forms of English (Year 12, Paper 1) Knowledge of how to approach exam questions and styles: comparison, evaluation and opinion article writing (Year 12 Paper 2)
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Term 3-4 (Teacher B)	Term 3 Knowledge and Content: Theories about how and why language change happens and spreads (inc. reflectivism, Pinker etc) World English and English as a Global Language Attitudes towards language change Language change and technology Knowledge Test 3 Term 4 Finish any Language Change content and revise Diversity Knowledge Test 4	Term 3 Year 13 mocks comprising of opinion article and Comparison question (Paper 2 section B and C) Knowledge Test 3 (20 marks, 60% pass) Knowledge Test 4 (20 marks, 60% pass)	Lexical Change Words from proper nouns <u>Semantic change</u> Neosemy Internal factors External factors Political correctness Orthographic change Old English influence on spelling Norman influence on spelling Caxton's influence on spelling The Great Vowel Shift Renaissance Shakespeare's spelling Noah Webster Samuel Johnson <u>Grammatical Change</u> Second person pronoun- Middle English Second person pronoun- 16th Century English Second person pronoun- 18th Century English The verb 'to do' <u>Standardisation</u> Milroy and Milroy Haugen (selections, acceptance, elaboration and codification) Robert Lowth <u>Attitudes to Language Change</u> Samuel Daniel Jonathon Swift Simon Heffer Albert Gifford Joseph Priestley 18th 19th century prescriptivist attitudes to grammar Theories about Language Reflectionism	•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.	- Aitchison is a prescriptivist - Caxton actually standardised the language - That language change always has to come from above - That English will always be a dominant language	Lexical Change Compounding Blending Conversion Shortening Affixation Borrowing Initialism Acronym Etymology Neologisms Generalisation Specialisation Amelioration Pejoration Metaphor Idiom Assimilation Omission Neatening/regularisation Diaspora Autocorrect Phonological numeration Emojis Pidgin and Creole Languages World Englishes English as a lingua franca (ELF) Global English International English	Students use the frameworks practised in year 12 to analyse earlier forms of English (Year 12, Paper 1) Attitudes to language diversity: prescriptive and descriptive outlooks on language change Language and Age: Technology (Year 12, Paper 2) Knowledge of how to approach exam questions and styles: comparison, evaluation and opinion article writing (Year 12 Paper 2 and Year 13 terms 1 and 2)



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Determinism
Change from above and below
Stephen Pinker
Jean Aitchison's metaphors
Donald Mackinnon

How and Why Change happens
External and internal factors
Ease of articulation
Random fluctuation and cultural transmission
Charles Hockett
Diffusion and the S- curve model- Aitchison
Wave curve theory- Bailey
Substratum vs borrowing

Technology

John McWhorter
Prescriptivist attitudes to technology's impact on language
Autocorrect
Phonological numeration
Emojis
Analysis of text speak against the frameworks

World Englishes
Kachru model
Inner circle
Outer circle
Expanding circle
First Language L1 varieties of English
Second Language L2 varieties of English
Diaspora
Political Implications
Pidgin and Creole Languages
World Englishes
English as a lingua franca (ELF)
Global English
International English
English use in India
Nicholas Ostler
David Crystal
Tom McArthur (1998) Word
Standard English :
Schneider 2007
Hobson Jobson
How does English vary around the world?
Michael Erard 2008
Criticisms of McArthur
Mario Saraceni
Post colonial English



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Term 5 (Teacher B)	Term 5 Revision Knowledge Test 5 (will include Diversity and Change) Examination preparation using all topics holistically	Assessment questions set at teacher’s discretion according to class’s need	Consolidation of all of the above	•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.			Knowledge of how to approach exam questions and styles: comparison, evaluation and opinion article writing (Year 12 Paper 2 and Year 13 terms 1 and 2)