



YEAR 12 English Language 2023-2024 AUTUMN TERM

‘An ambitious curriculum that meets the needs of all’

Medium Term Planning

Topics:

Paper One: Introduction to Language Frameworks, Meanings and Representations

Paper Two: Language & Diversity - Regional Variation & Occupation

Curriculum Intent

In addition to developing the skills and knowledge listed below, we aim to give all students access to a wide range of high-quality texts in order to develop their language and communication skills, as well as their cultural capital and empathy to allow them to be fulfilled in their future lives and employment and contribute positively to society. We aim to foster a love of reading for all students so that they read widely and often.

This unit builds upon students’ understanding and reflection on close reading based upon the skills of analysis from years 10 and 11.

Pupils will be taught to read and reflect upon the role of language and methods in shaping meaning by:

- reading texts from the 18th, 19th, 20th and 21st centuries through the meanings and representations unit (Paper One).
- reading a wide range of high-quality, challenging, non-fiction, such as journalistic, non-specialist accounts of linguistic issues and academic research (Paper Two)

**Skills / National
Curriculum Links**

Students will be taught to understand and critically evaluate texts through:

- reading in different ways for different purposes, summarising ideas and information, and evaluating their usefulness for particular purposes.
- drawing on knowledge of the purpose, audience for and context of the writing (AO3), including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation.
- identifying and interpreting themes, ideas and information.
- seeking evidence in the text to support a point of view, including justifying inferences with evidence.
- analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact.
- making critical comparisons, referring to the contexts, themes, style of texts, and drawing on knowledge and skills from wider reading.
- making an informed personal response, recognising that other responses to a text are possible and evaluating these.

Students will be taught to write accurately, fluently, effectively and at length for pleasure and information through:


- adapting their writing to explore linguistic issues in an accessible way
- selecting and organising ideas and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis.
- selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features to reflect audience, purpose and context, and using Standard English where appropriate.
- Reflecting on the ways that writing is adapted for different audiences and publications

Students will be taught to revise, edit and proof-read through:

- reflecting on whether their draft achieves the intended impact.
- restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness.
- paying attention to the accuracy and effectiveness of grammar, punctuation and spelling.

Students will be taught to consolidate and build on their knowledge of grammar and vocabulary through:

	<ul style="list-style-type: none"> • studying their effectiveness and impact in the texts they read. • drawing on new vocabulary and grammatical constructions from their reading and using these consciously in their writing. • Comparing how texts present information in different ways – based on perspectives and social, historical and technological contexts. • critically analysing some of the differences between spoken and written language, including differences associated with formal and informal registers and evaluating academic research in these areas • using linguistic terminology accurately and confidently in discussing reading, writing, multimodal and spoken language. <p>Students will be taught to speak confidently, audibly and effectively through:</p> <ul style="list-style-type: none"> • listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary. • planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations. • listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation.
Cross Curricular Links	<p>SMSC: Spiritual, moral, social and cultural values are represented by consideration of a range of texts and the comparison between how issues are represented.</p> <p>PSHE/British Values: Individual liberty, democracy, mutual respect and tolerance are represented by the reflection on how meanings are shaped, the evaluation of how language reflects and determines thought and a critical examination of the impact of the choices of the text producer. The course also contains a discussion of how the linguistic patterns of social groups are represented including debates on social prestige and identity.</p> <p>Numeracy: N/A</p>
Literacy	<p>Vocabulary</p> <p>Tier 2 – diversity, variation, prestige, attitudes, standard, bias, subjectivity, prejudice, positioning, context, influence</p> <p>Tier 3 – taken from the key linguistic frameworks of lexis, semantics, graphology, phonology, grammar, discourse, pragmatics, morphology.</p> <p>Shibboleth, convergence, divergence, accommodation, isogloss, micro/macro, corpus, dialect levelling, sociolect, idiolect</p> <p>influential/instrumental power, communities of practice.</p>

	<p>Reading Strategies – comprehending, inferring, deducing, predicting, questioning, summarising, clarifying.</p> <p>Writing opportunities – extended, analytical essay writing, writing for a range of audiences.</p>
Becoming future ready	 <p>Personal Skills / skills builder:</p> <p>Careers/Employability: Proof reading and editing, written and spoken communication, cultural capital.</p>
Adaptation	<p>Throughout this topic, quality first teaching will provide differentiation:</p>
QFT/SEND Provision	<p>By product: All students will be taught to produce high-quality pieces of analytical and academic writing as well as high quality journalistic/fictional/creative writing. They will also be taught to give high-quality spoken presentations.</p> <p>By resource: All students will be given a range of resources including knowledge organisers, vocabulary mats, revision booklets. Model answers are available.</p> <p>By Intervention: Wave 1 – high quality teaching, wave 2 – support sessions for identified cohorts, wave 3 – support for individual students by the class teacher. Weekly intervention on key questions/topics will be available.</p> <p>By Progressive Questioning: exploring pupils’ understanding through interactive dialogue.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range. PLCs are referred to.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning. Teams post facility will be used for this purpose.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson resources</p>
Implementation Curriculum Delivery	<p>To be able to:</p> <p>Understand and apply the key linguistic frameworks lexis, semantics, graphology, phonology, grammar, discourse, pragmatics, morphology to a range of spoken, written and multimodal texts</p>
Learning Outcomes (Knowledge)	<p>Reflect and explore the significance of context in the way that meanings and representations are created – including mode, register, genre, audience, social and historical factors and purpose.</p> <p>Understand why we have different regional accents and dialects</p> <p>Explain examples of regional variation using linguistic terminology</p>

Understand how linguistic experts record and research accents and dialects, including current research from University of York, Manchester Voices Programme and the University of Cambridge

Different attitudes to accent and dialects, and the key perspectives of descriptivism and prescriptivism

Understand the history and debates connected to standard and non-standard English

Understand and apply key linguistic studies and theories on accent and dialect

Write an academic essay using theories and examples

Annotate articles to consider how they have used language to present meanings, representations and linguistic issues

Understand how spoken language is represented within the field of linguistic study, including the phonetic alphabet

Understand how regional variations may be represented in different texts.

Understand how power is exerted within discourse and concepts such as instrumental and influential power

Understand and evaluate the differences between professional and informal discourse.

Evaluate the impact of developments in technology on the use of language in professional contexts.

Evaluate and explain how language is used to represent linguistic debates.

Paper One	Paper Two	Cyclical Learning
<ul style="list-style-type: none">• AO1: Apply appropriate methods of language analysis,	<ul style="list-style-type: none">• AO1: Apply appropriate methods of language analysis,	Frameworks will be revisited in different ways across the study of

	<p>using associated terminology and coherent written expression.</p> <ul style="list-style-type: none"> • 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. 	<p>using associated terminology and coherent written expression.</p> <ul style="list-style-type: none"> • 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. 	<p>different texts in Paper One – link back to the application of previous learning.</p> <p>Paper Two:</p> <p>Some of the key questions for this unit are:</p> <ul style="list-style-type: none"> • How do speakers from different geographical regions use language differently? • Why do we have different accents and dialects? • Why do some accents have more prestige than others? • Why do we have Standard English? • What is the difference between a prescriptivist and 	
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			descriptivist approach?	
	<p>Lesson PowerPoints and course booklets outline how knowledge and skills will be taught as well as how learners' understanding will be checked, how misconceptions will be addressed and how teaching sequences can be adapted as and when necessary.</p>			
Current learning to be developed in the future within:	<p>Interleaved learning is outlined in the long-term scheme and shows how content is revisited to ensure it is remembered. Knowledge of linguistic terminology within the key frameworks (AO1) is a central component of the course which informs the way that students analyse texts across the course, as is their understanding of context (AO3). In Paper Two, students will learn about regional variation as one of the factors which determine how groups use language and the subsequent impact on representations – this is followed up by an examination of occupation. Later in the course, students will also explore and exvalue the significance of gender and social groups on language use.</p>			
Assessment	<p>Impact will be measured through a range of formative and summative assessments and support will be put in place when teachers judge that students are not fulfilling their potential. Our aim is to ensure all students perform to the best of their ability and are ready for the next stage of their education or career by the end of the A Level course.</p> <p>Refer to assessment maps for formative and summative assessment opportunities.</p>			
Impact	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>			