



## YEAR 13 English Language 2023-2024 AUTUMN TERM

**‘An ambitious curriculum that meets the needs of all’**

### **Medium Term Planning – Topics:**

**Paper One: Revision and Development of Language Frameworks, Meanings and Representations**

**(Section A Question 1, 2 and 3)**

**Introduction to Child Language Acquisition**

**Paper Two: Language Change (Section A & B)**

**Non Examination Assessment**

#### **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 18<sup>th</sup>, 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.


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:

- studying their effectiveness and impact in the texts they read.

	<ul style="list-style-type: none"> <li>• drawing on new vocabulary and grammatical constructions from their reading and using these consciously in their writing.</li> <li>• Comparing how texts present information in different ways – based on perspectives and social, historical and technological contexts.</li> <li>• 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</li> <li>• using linguistic terminology accurately and confidently in discussing reading, writing, multimodal and spoken language.</li> </ul> <p>Students will be taught to speak confidently, audibly and effectively through:</p> <ul style="list-style-type: none"> <li>• <del>listening to and building on the</del> contributions of others, asking questions to clarify and inform, and challenging courteously when necessary.</li> <li>• planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations.</li> <li>• listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation.</li> </ul>
<b>Cross Curricular Links</b>	<p><b>SMSC:</b> 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><b>PSHE/British Values:</b> 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.</p> <p><b>Numeracy:</b> N/A</p>
<b>Literacy</b>	<p><b>Vocabulary</b></p> <p><b>Tier 2 – diversity, variation, prestige, attitudes, standard, bias, subjectivity, prejudice, positioning , nature, nurture</b></p> <p><b>Tier 3 – Standardisation, borrowing, informalisation, blending, affixation, diachronic/synchronic change semantic shift, amelioration, pejoration, coinage, neologism, lingua franca, motherese, parentese</b></p> <p><b>Reading Strategies – comprehending, inferring, deducing, predicting, questioning, summarising, clarifying.</b></p> <p><b>Writing opportunities – extended, analytical essay writing.</b></p>

Becoming future ready	<div data-bbox="875 204 1435 288">  </div> <p><b>Personal Skills / skills builder:</b>  <b>Careers/Employability:</b> Proof reading and editing, written and spoken communication, cultural capital.</p>
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	<p><b>By product:</b> 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><b>By resource:</b> All students will be given a range of resources including knowledge organisers, vocabulary mats, revision booklets. Model answers are available.</p> <p><b>By Intervention:</b> 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 topics/essay skills will be available.</p> <p><b>By Progressive Questioning:</b> exploring pupils’ understanding through interactive dialogue.</p> <p><b>By Task:</b> 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><b>By Offering Optional Activities:</b> In class or as homework, to extend learning. Teams post facility will be used for this purpose. Extension activities will be available.</p>
Implementation Curriculum Delivery	Students will be able to:
Learning Outcomes (Knowledge)	<ul style="list-style-type: none"> <li>- Understand the key theories used to explain and explore the ways that children acquire spoken language</li> <li>- Understand the key stages of development, including the pre-linguistic, holophrastic, telegraphic and post-telegraphic stage</li> <li>- Understand and evaluate the different perspectives on child language acquisition, including approaches such as innatism, cognitive explanations, imitation-based explanations</li> <li>- Apply their framework knowledge to comment on aspects of early language, such as lexical and semantic features • word classes, verb moods, turn-taking , prosodic features, semantic patterns / pragmatic features eg deixis and context dependence, clause types, elements and linking grammatical patterns and rules eg question or tense formation • phonological features and patterns and discourse structure.</li> </ul> <p>Understand and evaluate the following key issues in relation to the ways that the English Language is used around the world:</p> <ul style="list-style-type: none"> <li>- How and why has the English Language changed over time?</li> </ul>

- How and why does language spread?
- What are the varieties of global English around the world?
- How can we categorise these varieties? What theoretical models help us to do this?
- What is meant by Global Englishes?
- Should/Can Global English be standardised?
- What is the future of the English Language?

As part of the work on the NEA, students will be able to:

- Demonstrate expertise and creativity in the use of English to communicate in different ways, choosing their own genre, topic and purpose (power of information, persuasion or storytelling)
- Understand the importance of a style model and be able to select their own example.
- Be able to write a reflective commentary exploring the rationale for their writing
- Carry out data collection in their Language Investigation, reflecting on key research methods and concepts such as reliability, controlled variables and validity
- Research academic theory – evaluating key ideas and applying to data

Paper One	Paper Two	Cyclical Learning
<ul style="list-style-type: none"> <li>• AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression.</li> <li>• AO2: Demonstrate critical understanding of concepts and issues</li> </ul>	<ul style="list-style-type: none"> <li>• AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression.</li> <li>• AO2: Demonstrate critical understanding of concepts and issues</li> </ul>	<p>Frameworks will be revisited in different ways across the study of different texts in Paper One – link back to the application of previous learning.</p> <p>The study of how children acquire language introduces theories into Paper One,</p>

	<p>relevant to language use.</p> <ul style="list-style-type: none"> <li>• AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning.</li> <li>• AO4: Explore connections across texts, informed by linguistic concepts and methods.</li> </ul>	<p>relevant to language use.</p> <ul style="list-style-type: none"> <li>• AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning.</li> <li>• AO4: Explore connections across texts, informed by linguistic concepts and methods.</li> <li>• AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways</li> </ul>	<p>building on the ability to apply and evaluate academic research. This component also reinforces the grammatical knowledge of students. Global English makes links back to other topics studied in Paper 2 such as gender, occupation, language change over time.</p>	
	<p>Detailed lesson by lesson PowerPoints and resource 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>			

<b>Current learning to be developed in the future within:</b>	Interleaved learning is outlined within individual lesson resources to shows how content is revisited to ensure it is remembered.
<b>Assessment</b>	<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>This unit builds upon the Year 12 Internal Assessment and will refer back to individual targets – for example, key frameworks in Paper One and Paper Two Section B Question 3. Students will also build upon their knowledge of language change through global English – developing their understanding of issues related to the ways that the English Language has developed over time and is used around the world.</p> <p>Refer to assessment maps and calendar for formative and summative assessment opportunities.</p>
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.