



YEAR 13 English Language 2023-2024 SPRING TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic:

Paper One: Language Frameworks, Meanings and Representations and Child Language Acquisition, Creative Piece and Commentary

Paper Two Language & Diversity - Global Englishes, Sociolect & Revision of Language Change, Language Investigation NEA

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.

This unit builds upon students' understanding and skills from year 12 and 11:

Students 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)







Students will also be taught how to evaluate critical theories and research into linguistic issues – including how language is used by and to represent key groups, how it is acquired in infancy and beyond, and how it has changed over time. There is an explicit focus in year 13 on independent use of challenging academic research and developing a bibliography.

Rationale

The study of language acquisition develops student knowledge in a sequence that mirrors the acquisition of knowledge and skills in early language development – that is spoken language, reading acquisition then writing acquisition. When learning about the

<p>Skills / National Curriculum Links</p>	<p><i>discussion of literacy, students will be encouraged to develop links back to the core theories and perspectives on acquisition (innateness, behaviourist, interactionist, cognitive etc)</i></p> <p><i>For Paper Two, the study of Global Language builds upon the ideas of ‘standard’ and ‘varieties’ studied in relation to regional variation in year 12, while also linking to ideas on the development of language studied in the Language Change topic in the Autumn Term. The final topic of sociolects aims to encourage students to take a more nuanced view of the factors that influence language use – looking at aspects such as age, social groups, ethnicity and therefore building upon ideas of gender, occupation and regional variation. In doing so, students will use these theories to evaluate previous concepts and ideas.</i></p> <p>Students will be taught to understand and critically evaluate texts through:</p> <ul style="list-style-type: none"> • 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. • make an informed personal response, recognising that other responses to a text or academic research are possible and evaluating these. <p>Students will be taught to write accurately, fluently, effectively and at length for pleasure and information through:</p> <ul style="list-style-type: none"> • 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. This includes an understanding of how to adapt writing for specific audiences and publications • draft and write. <p>Students will be taught to revise, edit and proof-read through:</p> <ul style="list-style-type: none"> • 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.
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	<ul style="list-style-type: none"> • paying attention to the accuracy and effectiveness of grammar, punctuation and spelling. <p>Students will be taught to consolidate and build on their knowledge of grammar and vocabulary through:</p> <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 and speech to achieve particular effects. • Comparing how texts present information in different ways – based on perspectives and social, historical and technological contexts. • analysing some of the differences between spoken and written language, including differences associated with formal and informal registers. • 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"> • using Standard English when the context requires it. • listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously <u>when necessary.</u> • 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.</p> <p>Numeracy: N/A</p>
Literacy	<p>Vocabulary</p> <p>Tier 2 – diversity, variation, marginalised, non-specialist, standard, prestige, attitudes, acquisition, evolution</p> <p>Tier 3 – taken from AQA glossary of frameworks</p> <p>See individual resources for key language points</p> <p>Reading Strategies – comprehending, inferring, deducing, predicting, questioning, summarising, clarifying.</p> <p>Writing opportunities – extended writing to explore and explain linguistic issues and analytical essay writing.</p>

Becoming future ready	<div></div> <p>Personal Skills / skills builder: Careers/Employability: 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>By product: All students will be taught to produce high-quality pieces of analytical and academic writing as well as high quality journalistic/creative writing.</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.</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.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>						
Implementation Curriculum Delivery	To be able to:						
Learning Outcomes (Knowledge)	<table><tr><th>Paper One</th><th>Paper Two</th><th>Cyclical Learning</th></tr><tr><td><ul style="list-style-type: none">• 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</td><td><ul style="list-style-type: none">• 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</td><td><p>Paper One:</p><p>Continued practice of applying methods of language analysis taught throughout the course. This involves revision of frameworks and application to spoken transcripts (CLA) and texts relevant to Paper One</p><p>Paper Two:</p></td></tr></table>	Paper One	Paper Two	Cyclical Learning	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<p>Paper One:</p> <p>Continued practice of applying methods of language analysis taught throughout the course. This involves revision of frameworks and application to spoken transcripts (CLA) and texts relevant to Paper One</p> <p>Paper Two:</p>
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	<div>features are associated with the construction of meaning.</div> <ul style="list-style-type: none">• AO4: Explore connections across texts, informed by linguistic concepts and methods.	<div>features are associated with the construction of meaning.</div> <ul style="list-style-type: none">• 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.	Evaluation of how language is used by and to reflect diversity groups – link back to Regional Variation in terms of attitudes, prestige. Completion of Paper Two questions
	<p>The following planning table together with the long-term scheme of work and lesson PowerPoints 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>Paper One: the development of the use of the frameworks in ‘Meanings and Representations’ is ongoing – key terminology is revisited and revised through application to a range of texts.</p> <p>Paper Two: Revision and continued study of language change and diversity topics</p>		
Assessment	<p>Impact will be measured through a range of formative and summative assessments and support will be put in to place when teachers judge that students are not fulfilling their potential. Intervention sessions will continue to be offered at lunchtime and after school, and for targeted students – at weekends and in the Easter holidays. 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 prepares the students for the final examinations which will take place in the summer term.</p> <p>Spring Mock Exams – Full Papers 1 & 2</p> <p>Formative Assessments and Summative Assessments as detailed in assessment calendar</p> <p>Use the AQA resources to ensure that a number of past paper questions are completed.</p>		

Impact

Attainment and Progress – Refer to assessment results / data review documentation.

Key resources:

These are outlined below in the medium-term planning section of this document

Implementation - Medium term planning

The following planning table together with the long-term scheme of work and lesson powerpoints outlines 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. Cyclical learning is outlined in the long-term scheme and shows how content is revisited to ensure it is remembered.

WALTs	Suggested Activities / Resources / Links
WALTs are outlined in the teaching Powerpoints and booklets within the units if they are not in this	<u>Key Teacher resources:</u> All past language papers (digital copies with the unit) https://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-7701-7702/assessment-resources Language Paper Two Knowledge Organisers have been linked on Teams for student access under the Year 13 Revision Materials folder. AQA Language Glossary <u>Key Student resources</u>

column
below

Paper One

Child Language Acquisition booklets -

Meanings and Representations past questions

Paper Two

Sociolect student booklet

Global English Revision Booklet

Paper One – Child Language Acquisition – Spoken, Reading and Literacy

The AQA glossary of recommended terms can be found [here](#). Please make sure that you familiarise yourself with this and have it for reference.

Week	WALT	Resources/Activities	Key words
1		Key theorists – consolidation of last term	
2	Consolidation of CLA perspectives and concepts	<p>Deb Roy – caregiver feedback loops</p> <p>Berko Gleeson</p> <p>Data analysis – lexical and phonological development</p> <p>Seneca Revision for low stakes retrieval</p>	<p>Key terms/concepts</p> <p>Behaviourism/Behaviourist, Innate, Nativist and Nativism, Language Acquisition Device/Language Acquisition Support System, Child Directed Speech (CDS), Cognitive theories, More Knowledgeable Other (MKO), scaffolding, fis phenomenon</p> <p>Theorists include: Bruner, Skinner, Chomsky, Vygotsky, Piaget Nelson, Bloom, Berko Gleeson, Senghas Deb Roy</p>

	3 & 4	Approaching essay questions and analysing data	Essay questions – evaluating approaches, analysis of data from different age groups	
	5 & 6	Internal Assessments	Students will be on study leave but may return to timetabled lessons for individual support.	Teams folders with knowledge organisers
	7	NOW tasks	Reflection and development on Internal Assessment –exemplar responses Supervision of Creative Piece and Commentary NEA	
	8, 9	To understand how children acquire reading skills To understand the debate between phonics and whole word approaches To reflect on approaches and perspectives on Acquisition	Child Language Acquisition – Teaching Reading Discuss how children learn to read, stages and theoretical approaches Resources can be found here Boxes of childrens books Seneca resources	Perara, Kroll, Tunnell and Jacobs, phonics approach, whole word approach decoding, miscue, multimodal literacies (Gunther Shirley Brice Heath, Scaffolding, Zone of Proximal Development
	10,11	To understand how children learn to write To be able to analyse data and make links to approaches and theories	Literacy Understanding of key stages and theories Application to transcripts and data Formative assessment	Rothery, Christie, Perara (preparation, Consolidation, differentiation, integration, Gentry's stages of spellings, non-linear forms of literacy, Goodman's principles of development, Clay's principles of development, grapheme/phonemes
	12	To revise understanding of the importance of context in relation to meaning and	Meanings and Representations Section A Contexts	Context, audience positioning, pragmatics, text receiver/producer

representations for Paper One Section A		
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Paper Two Sociolect, Language Change Revision and Investigation

Overall core skills and knowledge to cover:

This topic is assessed using AO1 (quality of written expression, subject specific vocabulary/frameworks) AO2 (theories) on Section A of Paper Two. It could also be assessed through analysis of texts in Question 3 (AO1, AO3- different contexts – genre, audience, purpose, social and historical) and AO4 - comparison). Finally, students could be required to create a piece of writing for a non-specialist audience on these issues. Students should understand and be able to apply and evaluate a range of theories related to how gender is represented and can be reflected in spoken language.

Assessment:

Formal assessed essays should be set as per the assessment calendar – please ensure that you are familiar with this document and with any changes that impact upon it as the academic year progresses. Marking should adhere to the school policy and additional essay practice can be set and self or peer assessed, with the exception of the summative assessment which should be completed in formal conditions.

Homework should be set on a weekly basis through Class Charts. This could be reading and preparation using the recommended resources, PEA analysis, essay responses and responses to quizzes. Seneca can also be used to test knowledge and skills.

The AQA glossary of recommended terms can be found [here](#).

Resources

AQA English Language Workbook –

For staff: AQA English Language – Dan Clayton et al and English Language B – Titjen and Saunders

[Lexispodcast](#)

[EngLangBlog](#)

[English and Media Magazine](#)

Key/Overarching Learning Outcomes for the Unit

Subject Specific	Learning and thinking skills
<ul style="list-style-type: none"> An understanding of the key theories related to diversity – and the different types of social groups in terms of use of language and representation <p>Knowledge Organisers linked on Teams</p>	<p>Evaluative skills to consider</p> <ul style="list-style-type: none"> Strengths and weaknesses of key theories The impact and importance of recent debates The ability to link theories (AO2) to recent examples (AO1) To be able to analyse how these ideas are represented in question 3 To be able to write about these issues for a non-specialist way in Q.4

UNIT OVERVIEW

Time	Learning Outcomes	Suggested activities/Resources	Key words and concepts
Week 1	To understand the concept of Sociolect and the different influences on language use.	Outline and discuss key terms as per handout. Discuss concepts of Communities of Practice (link to previous work on Occupation) Emma Moore.	convergence, social class, communities of practice sociolect, language repertoires Example of Mrs Hinch – link to shared goals, multimodalities Ives, Moore, Tagliamonte
Week 2	To understand research on different influences on language use	Make links back to diversity topics – gender, occupation, power etc Wenger – Communities of Practice Extension task – Sally Tagliamonte: ‘Like as a quotative verb’	

7	Language Investigation – NEA – supervised sessions	Ensure access to laptops		
8	Feedback and reflection on recent internal examinations	Now tasks and discussion of examples		
9	Global English Revision	Question 3 & 4 on Global English – Americanisms (peer assessed)		
10	Language Change Revision	Language Change – Section A response (formative assessment)		
11	Revision of diversity topics	Past Paper Questions		
12	Revision of diversity topics	Past Paper Questions		