

Subject Area: English Language

Curriculum Intent: English Language at Trinity Sixth Form Academy aims to equip students with the tools to develop their use and understanding of language, both critically and creatively. Through the critical analysis of language use and questioning of language discourses, students learn to be critical and reflective of how language is used through an individual basis and in society as a whole. They also understand how language develops in people from birth, through childhood and how language has changed over time allowing them to form an understanding of the world and their role within it. As the linguist Norman Fairclough states: 'Critique is grounded in values, in particular views of 'good society' and of human well-being and flourishing, on the basis of which it evaluates existing societies and possible ways of changing them' (2010) In an ever-increasing digital world, the ability to both navigate and understand the multiplicity and complexity of viewpoints is a valuable skill that will allow students to play active roles in helping create a better society. English Language doesn't just allow for inquisitive and critical thinkers but to be effective communicators. Our students learn to articulate their ideas and arguments cogently and confidently both orally and in writing. Furthermore, they have the opportunity to develop their own writing interests allowing them to use language creatively and reflectively, for a range of audiences and purposes. Students are encouraged to critically reflect on one another's work, and in turn their own developing their mental toughness and integrity to produce the best writing they can. English Language is a multidisciplinary subject that will aid students on their journey to become truly life-ready learners as they become empowered in how they deal with the demands of the modern world both in higher education and the workplace.

Dates	Content	Assessment	Rationale
Year 12 Term 1 and 2	<p>Transition unit To bridge year 11 to year 12 focusing on oracy and key debates in language to underpin their understanding of language study.</p> <p>Paper 1 (Language, the individual and society: A: Textual varieties and representations) Language and representations Contextual factors (producer, receiver, purpose, tone, mode genre, register and some pragmatic elements: synthetic personalisation, presupposition and positioning) Representations of people, places and issues in a range of forms and genres – term 1 Linguistic methods (graphology, lexis, semantics, grammar) Conversational discourse Journalistic contexts (discourses of print news journalism) – term 2 NEA: Original Writing focus Fiction in term 1 and journalism genres in term 2 Narrative discourse (structure, schemata, narrative)</p> <p>Paper 2: Language Change and Diversity: A Language Diversity Introduction to sociolinguistics focusing on key concepts: Social groups; Identity; Power; Idiolect and sociolect; Social class; Social networks; Accommodation; Standard and non-standard English; descriptivism and prescriptivism Language and gender Deficit, dominance and difference theories and research Discourses about gender</p>	<p>PC1: AS Paper 1 questions 1 and 2 PC2: AS Paper 1 questions 1,2 and 3</p> <p>Weekly:</p> <ul style="list-style-type: none"> Spaced repetition tests focusing on terminology; knowledge recall at the start of lessons; peer and self review of original writing; 10 minute focused textual analysis of short texts with self assessment (from term 2 onwards) <p>PS/CV's: reflection of their own place in the world in relation to others and beginning to critically address the nature of discourses about language and what this tell us about one another</p>	<p>We follow the AQA English Language specification as it is a text-focused course, looking at how we use language and why we use language in different ways. It also progresses from the AQA GCSE English courses studied by the majority of local schools.</p> <p>We start with a short transition unit, offering an introduction to the fundamental aspects of what Language study means at A-Level and to allow the students to build relationships with their new peers. Discussion is fundamental aspect of A-Level English study and we aim to foster this skill from the start.</p> <p>We start with representations as it is a key concept that underpins the course and examining a range of texts build on the textual analysis the student will have been exposed to during the GCSE course - albeit with a broader range of written, spoken and multi-modal texts from a range of contexts. We have chosen not to cover all of the linguistic methods at the very start to reduce the burden on students. We have split the learning and application across both terms to afford students the space to learn and apply terminology with increasing precision and accuracy and to avoid being overwhelmed by the number of linguistic terms they are required to learn.</p> <p>We move to focus on journalistic contexts from term two as these are texts that are commonly found on both papers and to encourage students to take an interest in the news, which will help build their contextual knowledge.</p> <p>We have a focus on original writing every week to maintain a link to GCSE writing rather than teach it as a discrete unit later in the year. Many students choose Language because they have an interest in writing. This therefore provides something familiar to students amidst a lot of content that will feel very new. It also allows students to develop skills of self-review and peer-review, so they can become strong communicators. Students currently have few opportunities to develop skills of drafting and revising at GCSE, so this also provides an early opportunity to build this skillset before we look at the NEA properly later in the year.</p> <p>In term 2 we start looking at language diversity and the sociolinguistic topics this entails. We start with social groups and the key concepts that are found across the diversity topics in order to provide a strong foundation for further study of language variations. We then move onto gender, a topic with very clear discourses within it. The discourses are often quite divisive, which encourages students to question their place within society and consider how language can reflect societal structures. The critical frameworks that underpin gender studies also act as a foundation when addressing the power aspects within other diversity topics, particularly regional English and Ethnicity.</p>
Term 3 and 4	<p>Paper 2: Language Change and Diversity: A Language Diversity Gender continued including Diversity (including revision of social networks and social class) Performativity; Masculinity and femininity; Sexuality; Gender identity Regional English: accents and dialects of the UK Linguistic methods (phonology and phonetics) Accent bias and prejudice; standard English ideologies Occupation: Restricted uses of language; occupational groups; language in the workplace; corporate language, language of business, language of the courtroom; language of education Pragmatics: face, politeness and power revision Individual research projects Discourses around occupational language NEA: Original Writing focus Style models and preparing for writing Drafting of original writing / preparing for the commentary.</p>	<p>PC3: Paper 2 evaluation question on diversity PC4: Paper 2 section A and Paper 1 section A Q1</p> <p>Weekly: Spaced repetition tests focusing on terminology;</p> <ul style="list-style-type: none"> knowledge recall at the start of lessons; peer and self assessment of original writing; <p>Fortnightly</p> <ul style="list-style-type: none"> Alternate between: focused textual analysis of short texts with self assessment and 15 minute evaluative writing (from mid term 3 onwards) 	<p>We complete gender by focusing on the paradigms which question the discourses around the binary nature of gendered language and consider gender identity. We also look at language and sexual identity at a similar time as societal discourses often link these together. Whilst, much of gender and language research has moved on from the paradigms of deficit, dominance and difference, we continue to teach gender chronologically to maintain the way the debates about gender and language have evolved over time in response to earlier theories and ideas and how we arrived at the most recent research we can.</p> <p>We move onto regional varieties of English next to consider another aspect of language use that students have first-hand experience of. We introduce phonetics at this point so students can understand the mechanisms of speech, which will be beneficial when we study CLD in year 13. Regional English also introduces the students to explicit ideas of language change, also preparing for year 13. The research on accent prejudice allows students to critically address the implications of how we think about accents and consequences in the workplace. It also prepares students to think about linguistic racism which they will address in the ethnicity topic in term 5. This leads us onto how language is used in a range of occupations. Students have the opportunity to research different occupations and consider the role of language within them.</p> <p>We continue to work on original writing and start preparing explicitly for the Original Writing NEA. Students will have been drafting their original writing and start preparing and/or drafting their commentaries.</p>
Term 5 and 6	<p>Paper 2: Language Change and Diversity: A Language Diversity Language and Age (including revision of social groups) Language and Ethnicity Revision of accent and dialect; accent bias and prejudice; standard language ideologies; identity Discourses around ethnicity and language; Linguistic profiling and linguistic racism; Phonological and dialectal change focusing on MLE, MBE and Asian Englishes; AAL Dialect levelling Language and Technology Topics include: telephones; mobile phones and texting; internet; social media and emoji with a focus on contemporary language change NEA: completion of original writing and commentary Complete final draft of original writing Drafting of commentary</p>	<p>PC5: AS Paper 1 and Paper 2 section A NEA – Original writing deadline</p> <p>Weekly:</p> <ul style="list-style-type: none"> Spaced repetition tests focusing on terminology; knowledge recall at the start of lessons <p>Fortnightly</p> <ul style="list-style-type: none"> Alternate between: focused textual analysis of short texts with self assessment and 15 minute evaluative writing 	<p>We complete the diversity topics through first looking at age. We leave this towards the end of the year as a lot of the research intersects with other topics so provides some natural interleaving.</p> <p>We finish with ethnicity as it is an area which has links to all of the previous topics. It also prepares students for year 13 in thinking about World Englishes and how language changes.</p> <p>We finish the year with technology – which fits across the course as a mode of production, but also as a source of language change. This allows us to introduce contemporary language change so the students will have some context when they start year 13.</p>

<p>Year 13 term 1 and 2</p>	<p>Paper 2 Language Change and Diversity (sections A and B) Including: Language change from 1600 to present day Discourses about language change – including attitudes to change Standardisation and prescriptivism; Methods of language change (lexical, semantic, grammatical and revision of phonological change) World Englishes from an historical perspective Theories about why language changes World Englishes</p> <p>Discourses about language change and comparative analysis skills for Q3 Develop writing skills to complete the directed writing task in Q4 NEA: Investigation From half term – independent investigations, revising an area of own choice in consultation with their teacher. Full first draft to be completed by Christmas</p> <p>Paper 1: Language, the individual and society B: Children’s Language Development (after trial exam) Spoken language development of children. Phonological development - Early speech development Speech segmentation CDS</p> <p>Weekly revision of year 12 content Regular focus on discourses about language through examining language in the news</p>	<p>PC1: Paper 2 Section A diversity</p> <p>PC2: Trial exam – full paper 2</p> <p>Weekly:</p> <ul style="list-style-type: none"> Spaced repetition tests focusing on terminology; knowledge recall at the start of lessons; <p>Fortnightly</p> <ul style="list-style-type: none"> Alternate between: focused textual analysis of short texts / comparisons with self assessment and 15 minute evaluative writing 	<p>We start year 13 with language change as it builds on the diversity work in year 12 and allows the students to consolidate the skills and knowledge previously learnt. We focus on language change from 1600 as this is the date specified by AQA and we include analysing texts within this to continue developing students’ textual analysis skills. We bring in World Englishes within language change so students can understand how and why English has moved around the world from an historical perspective and also as an example of how language continues to evolve. We look at some of the debates around the role of English which will also draw upon their understanding of ethnicity and regional English from year 12.</p> <p>We build on the knowledge of discourses about language and the analytical skills learnt in year 12 to apply to paper 2 section B – the analysis of language discourses. We wait to teach this directly in year 13 because of its synoptic nature.</p> <p>We introduce the investigation in term 1 to allow students to consider their topic carefully and allow them time to collect data. We focus more on this following the trial exams when they have time to focus more on it.</p> <p>CEIAG: Students develop transferable skills of project management and research skills through the investigation.</p> <p>We start to look at Children’s language development towards the end of term 2, revising phonetic knowledge from year 12. The synoptic nature of studying Children’s Language Development means this is ideal as the last big topic as it pulls together analytical skills from paper 1 section A and evaluation skills from paper 2.</p> <p>PS/CV’s: students develop tolerance and awareness of differences in how people use language in different ways globally to assert their identity.</p>
<p>Term 3 and 4</p>	<p>Paper 1: Language, the individual and society B: Children’s Language Development Purposes of language Lexical and semantic development Grammatical development Theoretical viewpoints Pragmatic development Children’s narrative development Optional: Literacy development</p> <p>NEA: Investigation Complete investigation, second draft by half term; completed investigation to be handed in for final marking by Easter.</p> <p>Revision of topics as required</p>	<p>PC3: Paper 1 section A</p> <p>PC4: Trial exams – both papers</p> <p>Weekly:</p> <ul style="list-style-type: none"> Spaced repetition tests focusing on terminology; knowledge recall at the start of lessons; <p>Fortnightly</p> <ul style="list-style-type: none"> Alternate between: focused textual analysis of short texts and 15 minute evaluative writing with self assessment <p>Regular timed practice of questions</p>	<p>We complete studying Children’s Language Development focusing primarily on spoken language with the option of also looking at literacy development. The investigation needs to be fully complete by the end of term 4 for final assessment to submit to AQA.</p> <p>CEIAG: Opportunity for students interested in child development or early years /primary education to gain a valuable insight into developing language skills of children.</p> <p>We also revise topics to ensure even coverage of both papers to prepare for the trial exams in term 4. Following the trial exams, we prepare a class revision schedule to focus on areas of most need to prepare for the final examinations.</p>
<p>Term 5</p>	<p>Revision of all topics As required by students</p>	<p>External A-Level exams May/June Weekly:</p> <ul style="list-style-type: none"> Spaced repetition tests focusing on terminology; knowledge recall at the start of lessons; <p>Fortnightly Alternate between: focused textual analysis of short texts with self assessment and 15 minute evaluative writing</p> <p>Regular timed practice of questions</p>	<p>We will be revising topics and skills across both papers as evenly as possible in order to prepare for the final examinations.</p> <p>PS/CV’s: students have to prove their mental toughness, attention to detail, work ethic and integrity throughout the preparations for the final examinations – a culmination of everything they have been practising for the previous 2 years</p>