**Gateacre English Department Year 12 AQA A level English Language Curriculum 2021/22**

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|  | Autumn term 1 | Autumn term 2 | Spring term 1 | Spring term 2 | Summer term 1 | Summer term 2 |
| Syllabus Element | **Teacher 1:** Component 1: Section A Methods of Language analysis  **Teacher 2:**  Component 1, section BChildren’s language development – Speech | **Teacher 1:** Component 1: Section A Methods of Language analysis  **Teacher 2:**  Component 1, section B Children’s language development – reading | **Teacher 1:**  Component 1: Section A Textual variations and representations  **Teacher 2:**  Component 1, section B Children’s language development – writing | **Teacher 1:**  Component 1: Section A Textual variations and representations  **Teacher 2:** Component 2, section A Language diversity: Social groups and Power | **Teacher 1:**  Component 2, Section A Language diversity: World English.  **Teacher 2:**  Component 2, Section A Language diversity: Social groups - gender | **Teacher 1:**  **Component 3 Non-exam assessment -**  Reading and planning for language investigation  **Teacher 2:**  Component 2, Section A Language diversity: Social groups – accent and dialect  **Component 3 Non-exam assessment -**  Reading and planning Original writing and commentary |
| Knowledge | Parts of speech and the components of sentence analysis  Frameworks for linguistic analysis:   * phonetics, phonology and prosodics: how speech sounds and effects are articulated and analysed * graphology: the visual aspects of textual design and appearance * lexis and semantics: the vocabulary of English, including social and historical variation * grammar, including morphology: the structural patterns and shapes of English at sentence, clause, phrase and word level * pragmatics: the contextual aspects of language use * discourse: extended stretches of communication occurring in different genres, modes and contexts.   The stages of spoken language development and their linguistic features, including:   * the functions of children’s language * phonological, pragmatic, lexical, semantic and grammatical development * different genres of speech * theories and research about language development. | Methods of language analysis. Including how language is:   * shaped according to audience, purpose, genre and mode * shaped according to context * used to construct meanings and representations * used to enact relationships between writers, speakers and audiences or between participants within a text   The development of reading and phonetic decoding, including:   * the functions of children’s language * phonological, pragmatic, lexical, semantic and grammatical development * different genres of writing * different modes of communication (spoken, written, multimodal) * theories and research about language development. | The concept of linguistic representation and the construction of meaning.  The stages in the development of writing and its linguistic features age 3-11 years+, including:   * the functions of children’s language * phonological, pragmatic, lexical, semantic and grammatical development * different genres of writing * different modes of communication (spoken, written, multimodal) * theories and research about language development. | How identity is constructed  How audiences are addressed and positioned  The functions of texts  The structure and organisation of the texts  How representations are produced  How language varies because of personal, social, geographical and temporal contexts  The use of language according to audience, purpose, genre and mode | Why language varies and changes, developing critical knowledge and understanding of different views and explanations  How language is used to enact social constructs and relationships. | How to:   * identify an appropriate investigation topic and research questions * select and apply a methodology for data collection and analysis * plan, the writing process   Attitudes to language variation and change  How to consider and evaluate style models, the writing process and the effectiveness of the final piece of writing.  Narrative strategies and how they are used to create meaning |
| Skills | Linguistic analysis of meaning through the application of frameworks in: lexis, semantics, syntax, grammar, discourse structure, pragmatics, graphology, orthography and phonology.  Recognition and analysis of the features of spoken language development from 0-5 years+  Writing analytically about texts as parts of discourses about language | Linguistic analysis of meaning through the application of frameworks in: lexis, semantics, syntax, grammar, discourse structure, pragmatics, graphology, orthography and phonology.  Recognition and analysis of the features of development in reading from 3-11 years  Writing analytically about texts as parts of discourses about language | Linguistic analysis of meaning through the application of frameworks in: lexis, semantics, syntax, grammar, discourse structure, pragmatics, graphology, orthography and phonology.  Recognition and analysis of the features of development in writing from 3-11 years.  Writing analytically about texts as parts of discourses about language | Applying methods of language analysis to:   * identify and describe features of language diversity and change * research diversity and change * analyse how texts present ideas about language.   Writing analytically about texts as parts of discourses about language | Applying methods of language analysis to:   * identify and describe features of language diversity and change * research diversity and change * analyse how texts present ideas about language   Writing analytically about texts as parts of discourses about language | Writing analytically about texts as parts of discourses about language  Recognising and analysing the effect of a range of narrative strategies. |
| Teacher assessment | Short class room activities  On-going note taking  Regular exam style questions | Short class room activities  On-going note taking  Regular exam style questions | Short class room activities  On-going note taking  Regular exam style questions | Short class room activities  On-going note taking  Regular exam style questions | Short class room activities  On-going note taking  Regular exam style questions | Short class room activities  On-going note taking  Regular exam style questions  Feedback on NEA planning and drafting |
| Interleaving | 5 a-day  Linguistic frameworks and terminology | 5 a-day  Linguistic frameworks and terminology | 5 a-day  Linguistic frameworks and terminology | 5 a-day  Linguistic frameworks and terminology | 5 a-day  Linguistic frameworks and terminology | 5 a-day  Linguistic frameworks and terminology |
| Rationale & sequencing | Introduces the linguistic frameworks and terminology underpinning language study and the mode of assessment for the course. | Continued development of the application of linguistic frameworks and terminology underpinning language study and the mode of assessment for the course. | Reinforcement of the application of linguistic frameworks and terminology underpinning language study and the mode of assessment for the course. | Introduces the role of linguistic analysis in understanding social and cultural development and change. | Development and reinforcement of the role of linguistic analysis in understanding social and cultural development and change. | Preparing to apply knowledge of linguistic analysis to individual, autonomous academic study |
| Cultural capital | Understanding the relationship between language, thought, social structures and culture.  Understanding and awareness of the phenomena of child spoken language acquisition and the development of the human brain. | Understanding the relationship between language, thought, social structures and culture.  Develops an appreciation of factors affecting the development of literacy and its relationship with academic success and life chances. | Understanding the impact of language in creating social structures and encoding ideas within communities and societies.  Develops an appreciation of factors affecting the development of literacy and its relationship with academic success and life chances. | Understanding the impact of language in creating social structures and encoding ideas within communities and societies.  The influence and impact of language use in relation to social structures of power and group membership. | Understanding of the status of English as a world language and issues relating to power and privilege.  Knowledge of the role language plays in the construction of personal identity and how it can both encode and challenge prejudice and discrimination. | Exploration of language in popular culture and the relevance of its study to everyday settings.  Language study as a tool for understanding ourselves and our culture better.  Knowledge of the role language plays in the construction of personal identity and how it can both encode and challenge prejudice and discrimination. |
| Careers Links | Literacy  Effective communication in writing  Higher order thinking skills  Child Developmental Psychology | Literacy  Effective communication in writing  Higher order thinking skills  Child Developmental Psychology | Literacy  Effective communication in writing  Higher order thinking skills  Child Developmental Psychology | Literacy  Effective communication in writing  Higher order thinking skills  Journalism  Speech writing  Journalism | Literacy  Effective communication in writing  Higher order thinking skills  Journalism | Literacy  Effective communication in writing  Higher order thinking skills  journalism  Editing and publishing |