

Subject: English Language

Date	Exams/ Assess	Unit(s)
2/9/24		Introduction to the study of language (3 weeks). Introduction to the Study of Language (3 weeks) <ul style="list-style-type: none"> • Students' personal language history • Introduction to language frameworks: • phonology/graphology • lexis/semantics • grammar/morphology/syntax • discourse/pragmatics • phonetics, phonology, prosody.
9/9/24		
16/9/24		
23/9/24		
30/09/24		
7/10/24		
14/10/24		
21/10/24		All A level components: Focus on context¹ (4 weeks) <ul style="list-style-type: none"> • Students to develop confidence in using a descriptive approach to analysing language. • Focus on written/multimodal channel. • Analyse data from a range of contexts, recognising how variation in field, audience and mode creates a specific register. • Students to develop confidence in analysing coherence and cohesion. • Focus on how context affects students' own writing of articles/leaflets, etc in preparation for A level Crafting Language coursework.
4/11/24		All A level components: Focus on context <ul style="list-style-type: none"> • Continue analysing data from a range of contexts. • Focus on spoken/multimodal channel. • Focus on phonetics, phonology and prosody. • Students to develop confidence in applying technical terminology related to 'spoken discourse', eg: <ul style="list-style-type: none"> • non-fluency features • adjacency pairs and turn-taking • politeness and face • Leech, Levinson and Brown • Grice's maxims • dialect, sociolect and idiolect. • Possible data examples: <ul style="list-style-type: none"> • transcripts: informal conversations; formal meetings/interviews; speeches.
11/11/24		
18/11/24		
25/11/24		
2/12/24		
9/12/24		
16/12/24		

¹ Although **context** is not a specific exam section for A level students, the ability to evaluate contextual factors (AO3) is assessed in every A level component.

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		<ul style="list-style-type: none"> Focus on how context affects students' own writing of speeches/talks, etc in preparation for A level Crafting Language coursework. Analyse data which merge features of written/spoken channels: blogs: travel/personal social media. <p>Use the following focuses, to explore the above:</p> <p>Paper 1 (Section A): DME Paper 2: ABA Paper 3 & NEA: MMS</p> <p>All staff: covering theory/contexts</p>
6/1/25		Revision for exams
13/1/25		
20/1/25		Exam 1:
27/1/25		Paper 1: Section A
3/2/25		Paper 2: Spoken
10/2/25		
24/2/25		MMS: A Level Component 1: Language Variation, Section A: Individual Variation (6 weeks)
3/3/25		<ul style="list-style-type: none"> Analyse data in a range of modes focussing on how language choices reflect/construct identity/persona. Exploration of attitudes to language, to explore how choices are affected by: <ul style="list-style-type: none"> the mode, field, function and audience geographical factors social factors such as, gender, age, ethnicity and other social identities.
10/3/25		
17/3/25		
24/3/25		
31/3/25		<p>ABA: A level Component 2: Child Language (6 weeks)</p> <ul style="list-style-type: none"> Introduction to key CLA theory and research. Focus on both written and spoken channel. Students to develop confidence in applying technical terminology related to CLA, eg: <ul style="list-style-type: none"> stages of language acquisition overextension, underextension, overgeneralisation substitution, deletion child-directed speech (CDS), caretaker language, motherese stages of writing Kroll, Barclay. Students to consolidate understanding of grammar/morphology/syntax. <p>MMS:</p>

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		<p>A level Coursework: Crafting Language</p> <p>Assignment 1: Original Writing (6 weeks)</p> <p>An exploration of a range of selected genre</p> <p>Students will analyse:</p> <ul style="list-style-type: none"> the influence of purpose/audience/context on the construction of a range of written texts key features of a variety of written genres key concepts: register/mode/idiolect/dialect/sociolect 'real' and represented spoken language. <p>Students will:</p> <ul style="list-style-type: none"> deconstruct a range of texts, both spoken and written, for the following purposes: <ul style="list-style-type: none"> entertain persuade inform advise/instruct consider the writing process select their genre plan two pieces of writing where function and/or audience are different produce their own piece of writing in response to the exemplar style model(s) record their writing process to be used in the creation of a commentary. <p>Students to complete Assignment 1: Two pieces of creative writing.</p>
21/4/25		<p>DME: A Level Component 1: Language Variation, Section A: Individual Variation (6 weeks)</p> <ul style="list-style-type: none"> Analyse data in a range of modes focussing on how language choices reflect/construct identity/persona. Exploration of attitudes to language, to explore how choices are affected by: <ul style="list-style-type: none"> the mode, field, function and audience geographical factors social factors such as, gender, age, ethnicity and other social identities. <p>ABA: A level Component 2: Child Language (6 weeks)</p> <ul style="list-style-type: none"> Introduction to key CLA theory and research. Focus on both written and spoken channel. Students to develop confidence in applying technical terminology related to CLA, eg: <ul style="list-style-type: none"> stages of language acquisition overextension, underextension, overgeneralisation substitution, deletion
28/4/25		
5/5/25		
12/5/25		
19/5/25		

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		<ul style="list-style-type: none"> • child-directed speech (CDS), caretaker language, motherese • stages of writing • Kroll, Barclay. <ul style="list-style-type: none"> • Students to consolidate understanding of grammar/morphology/syntax. <p>MMS:</p> <p>Assignment 1: Original Writing (6 weeks)</p> <p>An exploration of a range of selected genre</p> <p>Students will analyse:</p> <ul style="list-style-type: none"> • the influence of purpose/audience/context on the construction of a range of written texts • key features of a variety of written genres • key concepts: register/mode/idiolect/dialect/sociolect • 'real' and represented spoken language. <p>Students will:</p> <ul style="list-style-type: none"> • deconstruct a range of texts, both spoken and written, for the following purposes: <ul style="list-style-type: none"> • entertain • persuade • inform • advise/instruct • consider the writing process • select their genre • plan two pieces of writing where function and/or audience are different • produce their own piece of writing in response to the exemplar style model(s) • record their writing process to be used in the creation of a commentary. <p>Students to complete Assignment 1: Two pieces of creative writing.</p>
2/6/25		<p>Exam 2:</p> <p>Paper 1 (Section A)</p> <p>Paper 2: Written</p>
9/6/25		
16/6/25		
23/6/25		
30/6/25		
7/7/25		
14/7/25		