

Date	Exams/ Assess	Unit(s)
1/9/25		Introduction to the study of language (3 weeks). Introduction to the Study of Language (3 weeks) - Students' personal language history - Introduction to language frameworks: - phonology/graphology - lexis/semantics - grammar/morphology/syntax - discourse/pragmatics - phonetics, phonology, prosody - Focus on written and spoken language Teachers should link the above, to the sections of the course they are teaching All A level components: Focus on context¹ (4 weeks) - 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. - Support students with categorising a text - Analysis support and how to annotate texts Paper 1: Section A: DME/MMS Paper 2: CTA Core tasks – i.e. a key question should be completed during this half term. The question (and expected response) can be adjusted to allow for targeting of key areas/expectations. Core task should be marked, with use of markscheme
8/9/25		
15/9/25		
22/9/25		
29/9/25		
6/10/25		
13/10/25		
20/10/25		
3/11/25		Revision for exams
10/11/25		
17/11/25		Exam 1:
24/11/25		Paper 1: Section A (DME/MMS)
1/12/25		

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.

8/12/25		Paper 2: Spoken (CTA)
15/12/25		I A level components: Focus on context • 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: • 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: • transcripts: informal conversations; formal meetings/interviews; speeches. • 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. Use the following focuses, to explore the above: Paper 1 (Section A): DME/MMS (MMS using Paper 1 to prep for Paper 3 and NEA) Paper 2: CTA Paper 3 & NEA, with Paper 1 support/revision: MMS All staff: covering theory/contexts Core tasks – i.e. a key question should be completed during this half term. The question (and expected response) can be adjusted to allow for targeting of key areas/expectations. Core task should be marked, with use of markscheme
5/1/26		Consolidation of prior learning and prep for next half term.
12/1/26		
19/1/26		Paper 1 (Section A): DME/MMS (MMS using Paper 1 to prep for Paper 3 and NEA)
26/1/26		Paper 2: CTA
2/2/26		Paper 3 & NEA, with Paper 1 support/revision: MMS
9/2/26		Core tasks – i.e. a key question should be completed during this half term. The question (and expected response) can be adjusted to allow for targeting of key areas/expectations.

		Core task should be marked, with use of markscheme
23/2/26		DME: A Level Component 1: Language Variation, Section A: Individual Variation - 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: - the mode, field, function and audience - geographical factors - social factors such as, gender, age, ethnicity and other social identities. CTA: A level Component 2: Child Language - 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: 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. MMS: A level Coursework: Crafting Language Assignment 1: Original Writing (6 weeks) An exploration of a range of selected genre Students will analyse: - 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. Students will: - deconstruct a range of texts, both spoken and written, for the following purposes: - entertain - persuade
2/3/26		
9/3/26		
16/3/26		
23/3/26		
30/3/26		

		• 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. Students to complete Assignment 1: Two pieces of creative writing. Core tasks – i.e. a key question should be completed during this half term. The question (and expected response) can be adjusted to allow for targeting of key areas/expectations. Core task should be marked, with use of markscheme
20/4/26		Exam 2:
27/4/26		
4/5/26		Paper 1 (Section A)
11/5/26		Paper 2: Written
18/5/26		DME: A Level Component 1: Language Variation, Section A: Individual Variation as exams finish and then start Section B from w/c 11/05/26 • 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: • the mode, field, function and audience • geographical factors • social factors such as, gender, age, ethnicity and other social identities. Section B: Students will explore variation in the English language from c1550 (the beginnings of Early Modern English) to the present day. Students will apply appropriate methods of language analysis and demonstrate critical understanding of concepts and issues when evaluating a range of data. Students will explore: the development of English as the national language, the cultural, social, political and technological influences that have changed English over time. Students will need to consider the effect of language variation over time across the language frameworks and levels, for example changes in: the writing and spelling system (graphology and orthography), pronunciation, evident in obsolete spelling and rhyme (phonology), inflections, evident in verb endings and plurals (morphology), sentence structures (syntax), vocabulary, evident in pronoun usage and the incorporation of words from other languages (lexis) meaning (semantics), the form (style) and structure of whole texts (discourse). CTA: A level Component 2: Child Language (6 weeks)

Subject: English Language

		• 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: • 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. MMS: Assignment 1: Original Writing/Paper 3 (6 weeks) An exploration of a range of selected genre Students will analyse: • 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. Students will: • deconstruct a range of texts, both spoken and written, for the following purposes: • 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. Students to complete Assignment 1: Two pieces of creative writing. Core tasks – i.e. a key question should be completed during this half term. The question (and expected response) can be adjusted to allow for targeting of key areas/expectations. Core task should be marked, with use of markscheme
1/6/26		Finalisation of learning:
8/6/26		

Year 12 Long Term Scheme of Learning 2025-26

Subject: English Language

HELSBY

High School



Achieving Success
Valuing Others

15/6/26		DME: Paper 1 Sections A & B - recall/revision
22/6/26		CTA: Paper 2
29/6/26		MMS: NEA/Paper 3 – additional paper 1 revision
6/7/26		
13/7/26		Core tasks – i.e. a key question should be completed during this half term. The question (and expected response) can be adjusted to allow for targeting of key areas/expectations. Core task should be marked, with use of markscheme