

Plan Of Learning For The Year (Unit/Topic/Project Context)

Half Term 1

- Introduction – genre, context and representation
- Linguistic methods – lexis, word classes, pragmatics, graphology, grammar, discourse, phonology
- English Language Paper 1: Meanings and Representations Q1
- **Assessment – terminology and meanings and representations**

Half Term 2

- English Language Paper 2: Language Varieties – Gender
- English Language Paper 2: Language Diversity – Region and social class
- **Assessment: Paper 2 Q1 (choice of gender or accent and dialect) and Q4 (accent and dialect)**

Half Term 3

- English Language Paper 2: Q4 – opinion writing linked to Gender and Accent and Dialect
- English Language Paper 2: Language Varieties – Occupation (links to power)
- Original writing coursework
- **Assessment – Original writing coursework draft**

Half Term 4

- English Language Paper 1: Meanings and Representation – Q2 and Q3
- Original writing redrafting and commentary
- **Assessment – Paper 1 Q3**

Half Term 5

- Introduction to Language Investigation Coursework – mini investigation completed
- Paper 2: Language Diversity: Ethnicity and Age
- Mock preparation/revision

Half Term 6

- **Mock exams: Paper 1 Q2 and Paper 2 Q1 or 2**
- Mock feedback
- Language Discourses – apply all sub-topics to Paper 2 Q3
- Introduction to Language Investigation Coursework – submit title and collect data

Feedback, Retrieval & Assessment

- Self and peer assessment
- On-going formative assessment during lessons by teacher
- Student/teacher one-to-one discussions
- Half-termly teacher assessed tasks and formal assessment
- Regular independent work and reading

Super curriculum opportunities / extra-curricular activities

- Use terminology to learn core vocabulary on a regular basis and apply it
- Attend after school revision/ holiday revision sessions

Cultural Capital, SMSC, Careers and Futures

- Learning about other social groups, regions, political opinions, cultures and traditions
- Learning about society- past and present
- Working independently, in pairs and in groups.
- Empathising and understanding
- Exploring and debating differing viewpoints and perspectives
- Reading and analysing a large range of text types and genres

Common misconceptions

- Misuse of terminology for grammar and lexis

Connecting New Knowledge

- Regular revisiting of core terminology and grammar
- Assessment objectives cross over between the different papers
- Linking theories and criticism to arguments and exploring the validity of these ideas

Challenge for all

- Regular use of scaffolds and structured practice
- Clearly defined success criteria and use of student action to make progress
- Whole class feedback delivered