Department: English Language	Year 13

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

Half Term 1
- English Language Paper 2: Language Change
- English Language Paper 1: Child Language Development - Spoken
- Language Investigation NEA
- *Assessment – Paper 1 Section A*

Half Term 2
- English Language Paper 2: Language Change
- English Language Paper 1: Child Language Development - Written
- Language Investigation NEA
- *Assessment – Paper 1 Section B and Paper 2 Section B*

Half Term 3
- English Language Paper 1: Meanings and Representations Revision, particularly focussing on Q2 and Q3
- English Language Paper 2: Revising Diversity topics for Section B
- *Assessment – Full Exam Paper 2*

Half Term 4
- English Language Paper 1: Child Language Development Revision
- English Language Paper 2: Revising Diversity topics for Section A and B
- *Assessment – Full Exam Paper 1*

Half Term 5
- Revision and Practice Papers

Half Term 6
- Final Exams

Feedback, Retrieval & Assessment	Super curriculum opportunities / extra-curricular activities	Cultural Capital, SMSC, Careers and Futures
- 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	- Use terminology to learn core vocabulary on a regular basis and apply it - Attend after school revision/ holiday revision sessions	- 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	Connecting New Knowledge	Challenge for all
Misuse of terminology for grammar and lexis	- 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	- Regular use of scaffolds and structured practice - Clearly defined success criteria and use of student action to make progress - Whole class feedback delivered