

Plan Of Learning For The Year (Unit/Topic/Project Context)	
<b>Half Term 1</b> <ul style="list-style-type: none"> <li>Introduction – genre, context and representation</li> <li>Linguistic methods – lexis, word classes, pragmatics, graphology, grammar, discourse, phonology</li> <li>English Language Paper 1: Meanings and Representations Q1</li> <li><b>Assessment – terminology and meanings and representations</b></li> </ul>	<b>Half Term 4</b> <ul style="list-style-type: none"> <li>English Language Paper 1: Meanings and Representation – Q2 and Q3</li> <li>Original writing redrafting and commentary</li> <li><b>Assessment – Paper 1 Q3</b></li> </ul>
<b>Half Term 2</b> <ul style="list-style-type: none"> <li>English Language Paper 2: Language Varieties – Gender</li> <li>English Language Paper 2: Language Diversity – Region and social class</li> <li><b>Assessment: Paper 2 Q1 (choice of gender or accent and dialect)</b></li> </ul>	<b>Half Term 5</b> <ul style="list-style-type: none"> <li>Introduction to Language Investigation Coursework – mini investigation completed</li> <li>Paper 2: Language Diversity: Ethnicity and Age</li> <li>Mock preparation/revision</li> </ul>
<b>Half Term 3</b> <ul style="list-style-type: none"> <li>English Language Paper 2: Q4 – opinion writing linked to Gender and Accent and Dialect</li> <li>English Language Paper 2: Language Varieties – Occupation (links to power)</li> <li>Original writing coursework</li> <li><b>Assessment – Original writing coursework draft</b></li> </ul>	<b>Half Term 6</b> <ul style="list-style-type: none"> <li><b>Mock exams: Paper 1 Q2 1-3</b></li> <li>Mock feedback</li> <li>Language Discourses – apply all sub-topics to Paper 2 Q3</li> <li>Introduction to Language Investigation Coursework – submit title and collect data</li> </ul>

Feedback, Retrieval & Assessment	Super curriculum opportunities / extra-curricular activities	Cultural Capital, SMSC, Careers and Futures
<ul style="list-style-type: none"> <li>Self and peer assessment</li> <li>On-going formative assessment during lessons by teacher</li> <li>Student/teacher one-to-one discussions</li> <li>Half-termly teacher assessed tasks and formal assessment</li> <li>Regular independent work and reading</li> </ul>	<ul style="list-style-type: none"> <li>Use terminology to learn core vocabulary on a regular basis and apply it</li> <li>Attend after school revision/ holiday revision sessions</li> </ul>	<ul style="list-style-type: none"> <li>Learning about other social groups, regions, political opinions, cultures and traditions</li> <li>Learning about society- past and present</li> <li>Working independently, in pairs and in groups.</li> <li>Empathising and understanding</li> <li>Exploring and debating differing viewpoints and perspectives</li> <li>Reading and analysing a large range of text types and genres</li> </ul>

Common misconceptions	Connecting New Knowledge	Challenge for all
<ul style="list-style-type: none"> <li>Misuse of terminology for grammar and lexis</li> </ul>	<ul style="list-style-type: none"> <li>Regular revisiting of core terminology and grammar</li> <li>Assessment objectives cross over between the different papers</li> <li>Linking theories and criticism to arguments and exploring the validity of these ideas</li> </ul>	<ul style="list-style-type: none"> <li>Regular use of scaffolds and structured practice</li> <li>Clearly defined success criteria and use of student action to make progress</li> <li>Whole class feedback delivered</li> </ul>

