

Plan Of Learning For The Year (Unit/Topic/Project Context)	
Half Term 1 <ul style="list-style-type: none"> English Language Paper 2: Language Change English Language Paper 1: Child Language Development - Spoken Language Investigation NEA Assessment – Paper 1 Section B – CLD (spoken) 	Half Term 4 <ul style="list-style-type: none"> English Language Paper 1: Child Language Development Revision English Language Paper 2: Revising Diversity topics for Section A and B Mocks - Full Paper 1
Half Term 2 <ul style="list-style-type: none"> English Language Paper 2: Language Change English Language Paper 1: Child Language Development - Written Language Investigation NEA Mocks - Full Paper 2 	Half Term 5 <ul style="list-style-type: none"> Revision and Practice Papers
Half Term 3 <ul style="list-style-type: none"> 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 – Paper 1 Section B – CLD (written) 	Half Term 6 <ul style="list-style-type: none"> Final Exams

Feedback, Retrieval & Assessment	Super curriculum opportunities / extra-curricular activities	Cultural Capital, SMSC, Careers and Futures
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Use terminology to learn core vocabulary on a regular basis and apply it Attend after school revision/ holiday revision sessions 	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Misuse of terminology for grammar and lexis 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Regular use of scaffolds and structured practice Clearly defined success criteria and use of student action to make progress Whole class feedback delivered