

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 B – CLD (spoken)**

Half Term 2

- English Language Paper 2: Language Change
- English Language Paper 1: Child Language Development - Written
- Language Investigation NEA
- **Mocks – Full Paper 2**

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 – Paper 1 Section B – CLD (written)**

Half Term 4

- 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 5

- Revision and Practice Papers

Half Term 6

- Final Exams

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