

A-level English Language Long Term Plan 2021-23

Year 12:

Term	Topic	Content
Autumn half-term 1 Teacher 1	Language levels introductory work: Developing analytical and interpretive approaches from GCSE to A level (textual analysis) 1.Representation in print media text 25/9/21 PROG ASSESS	<ul style="list-style-type: none"> • Mini-text work to develop analysis, interpretation and understanding of language levels: vocabulary, grammar, graphology, discourse, pragmatics • Set up early work on grammar games and activities to reinforce key frameworks • Major assignment on analysis of short written texts
Teacher 2	Language levels introductory work: Working from individual language styles out towards different groups and communities. <ul style="list-style-type: none"> • Language and the individual (idiolect) • Language and social groups (sociolect, ethnolect & occupational language) • Language and regions (dialect) 1.Representation in print media text 25/9/21 PROGRESS ASSESS	<ul style="list-style-type: none"> • Individual language maps: activities in which students look at their own language use and map it out towards the social and occupational groups they are part of, the communities they belong to and the areas they are from. • Introduction to language levels: using language variation to explore vocabulary, grammar and phonology • Start to look at ideas of standard and non-standard forms in vocabulary and grammar. • Major assignment on language variation
October half term break		
Autumn half-term 2 Teacher 1	2. Representation in multi-modal text 30/10/21 PROG ASSESS Bridging work (continued): Developing analytical and interpretive approaches from GCSE to A level (textual analysis and comparison) Developing ability to write in different forms, 3. Comparison of methods and features in two texts 4/12/21 PROG ASSESS	<ul style="list-style-type: none"> • Mini-text work develops into longer text work (whole texts and pairs of texts) • Use longer extracts of texts (including articles from broadsheets, short research write-ups, op-eds from tabloids) to explore shape and structure of different texts • Creative writing tasks leading into creative assignment (perhaps based on exploration of a particular variety of language)

<p>Autumn half-term 2</p> <p>Teacher 2</p>	<p>2. Representation in multi-modal text 30/10/21 PROG ASSESS</p> <p>Introduction to modes and textual variation: Developing understanding of mode as a concept</p> <ul style="list-style-type: none"> • Focus on spoken language • Focus on Computer-Mediated Communication • Focus on genre and text type <p>3. Comparison of methods and features in two texts 4/12/21 PROG ASSESS</p>	<ul style="list-style-type: none"> • Introduction to spoken language using short extracts from different genres of talk (political speeches, interviews, casual chat, teacher talk, coaching etc.) • Analysis and discussion of extracts of CMC (e.g. Twitter, email, texting, Facebook, WhatsApp, WattPad, Shapchat, online forums, You Tube comments etc.) • Recording and transcription of spoken and CMC data • Grouping and text classification activities • Major assignment on textual variation
<p>Christmas break</p>		
<p>Spring half-term 1</p> <p>Teacher 1</p>	<p>Language and Representation: Developing earlier work on textual analysis to explore ideas around representation as a concept. Work with texts representing gender (and other wider social issues e.g. sexuality, religion, disability) to explore how meanings are created</p>	<ul style="list-style-type: none"> • Build on earlier work on language levels to focus on how ideas are represented • Introduce discourses and positioning as concepts through appropriate texts • Major assignment on analysis of pairs of texts offering different representations of same topic
<p>Spring half-term 1</p> <p>Teacher 2</p>	<p>Sociolinguistics (continued): Developing earlier work on diversity to look at:</p> <ul style="list-style-type: none"> • Language and occupation • Language and gender • Language and ethnicity • Communities of practice and models for explaining language diversity 	<ul style="list-style-type: none"> • Develop earlier work on sociolinguistics topics into wider areas and with more use of case studies and research • Introduction to case studies and research (e.g. Trudgill, Cheshire, Kerswill, Fox, Tannen, Coates et al.) • Develop and consolidate work on language levels and ideas around standard and non-standard English • Assignment - mini-project researching and writing up own case study into language diversity (see topic plans for more details)
<p>February half term</p>		
	<p>4. Directed Writing for non-specialist audiences 5/3/22 PROG ASSESS</p> <p>Original Writing (introduction) Start work on different types of writing (for NEA task and Component 2 Question 4)</p>	<ul style="list-style-type: none"> • Look at style models for range of different tasks • Integrate work on original writing with work on other topics (e.g. power of persuasion could be linked to writing own campaign of adverts for a charity; power of information could be linked to a 'How to' guide on avoiding offence to

	<p>4. Directed Writing for non-specialist audiences 5/3/22 PROG ASSESS Sociolinguistics (continued) Develop to look at attitudes to variation and diversity</p> <p>Start to look in more detail at models for explaining attitudes: complaint tradition; prescriptivism and descriptivism; discrimination and language issues. Start to integrate text analysis skills with grasp of wider issues around language</p>	<ul style="list-style-type: none"> • Look at media representations of different varieties of English: articles on accent discrimination, gender differences, multicultural London English and youth speak (and others – see topic plans for further ideas) • Use wider reading resources to explore attitudes to diversity and variation in language (specific suggestions in detailed topic plan) • Major assignment on analysis of articles on media representations of language variation and diversity
Easter holidays		
<p>Summer half-term 1 Both teachers</p>	<p>5. Hybrid mock of sections of papers 1&2 30/4/19 PROG ASSESS Introduction to Language Change Start work on how and why language changes</p>	<ul style="list-style-type: none"> • Introduce older texts (use alongside other texts from mode and textual variation) • Start to look at examples of language change (technology, social change, movement of people) • Start to look at attitudes to change (link to attitudes to diversity)
<p>Summer half-term 1 Both teachers</p>	<p>5. Hybrid mock of sections of papers 1&2 30/4/19 PROG ASSESS Introduction to Language Change Start work on how and why language changes</p>	<ul style="list-style-type: none"> • Introduce older texts (use alongside other texts from mode and textual variation) • Start to look at examples of language change (technology, social change, movement of people) • Start to look at attitudes to change (link to attitudes to diversity)

May-June half term break

Year 13:

<p>Summer half-term 2</p> <p>Both teachers</p>	<p>BEGIN NEA PRODUCTION</p> <p>Introduction to Research and Investigation skills Start work on developing approaches to language investigation work.</p> <p>Introduce research into existing topic areas of diversity and variation, but also perhaps some new topic areas such as children’s language and change as a way into these for the second year (and potential investigation topics)</p>	<p>BEGIN NEA PRODUCTION</p> <p>Mini-project work:</p> <ul style="list-style-type: none"> • setting research questions • developing data collection & selection skills • research ethics • data analysis • evaluating findings
<p>Summer half-term 2</p> <p>Both teachers</p>	<p>BEGIN NEA PRODUCTION</p> <p>Introduction to Research and Investigation skills Start work on developing approaches to language investigation work.</p> <p>Introduce research into existing topic areas of diversity and variation, but also perhaps some new topic areas such as children’s language and change as a way into these for the second year (and potential investigation topics)</p>	<p>BEGIN NEA PRODUCTION</p> <p>Mini-project work:</p> <ul style="list-style-type: none"> • setting research questions • developing data collection & selection skills • research ethics • data analysis • evaluating findings
<p>Summer holidays</p>		
<p>Autumn half-term 1</p> <p>Teacher 1</p>	<p>Language Investigation preparation</p> <p>FINAL NEA PRODUCTION</p>	<ul style="list-style-type: none"> • Set up language investigation topics, questions and methodologies • Start data collection and analysis
<p>Autumn half-term 1</p> <p>Teacher 2</p>	<p>Original Writing</p> <p>FINAL NEA PRODUCTION</p>	<p>Return to original writing with work on style models and commentaries accompanying drafting of original writing coursework.</p> <ul style="list-style-type: none"> • Work on potential links to existing exam topics and/or revisit work done on previous topics.

October half term break		
<p>DEADLINE NEA Autumn half-term 2</p> <p>Teacher 1</p>	<p>DEADLINE NEA Children's Language Development (introduction)</p>	<p>DEADLINE NEA Early stages of children's language: spoken development</p> <ul style="list-style-type: none"> • Focus on early stages and data • Use language levels approach to different aspects of development • Start work on ideas around language development – innateness, interaction • Analysis of data extracts • Work on case studies
<p>Autumn half-term 2</p> <p>Teacher 2</p>	<p>Introduction to Language Change Start work on how and why language changes</p>	<ul style="list-style-type: none"> • Introduce older texts (use alongside other texts from mode and textual variation) • Start to look at examples of language change (technology, social change, movement of people) • Start to look at attitudes to change (link to attitudes to diversity)
Christmas break		
<p>Spring half-term 1</p> <p>Teacher 1</p>	<p>MOCK EXAMINATIONS Children's Language Development (continued)</p>	<p>MOCK EXAMINATIONS</p> <p>Written and multimodal development:</p> <ul style="list-style-type: none"> • Move from spoken to written forms • Written genres • Children and technology • Reading and writing
<p>Spring half-term 1</p> <p>Teacher 2</p>	<p>MOCK EXAMINATIONS Language Diversity (concluded) Revisit language diversity topics from Year One and add world Englishes Explore concepts theories and ideas around diversity, variation and attitudes to them Essay writing practice</p>	<p>MOCK EXAMINATIONS Link world Englishes to work on language change and diversity Case studies of specific varieties of regional, social and world Englishes Explore ideas</p> <ul style="list-style-type: none"> • Work on pairs of texts for analysis and evaluation

February half term All course content covered by now.		
Spring half-term 2	Revision of Diversity topics	
Teacher 1	Exam practice	
Spring half-term 2	Revision of Directed Writing.	
Teacher 2	Exam practice	
Easter holidays		
Summer half-term 1	Revision of Language Levels, Meanings and Representations and CLA	
Teacher 1		
Summer half-term 1	Revision of Language Change	
Teacher 2		
May-June half term break		
Summer half-term 2	End of course; terminal exams	End of course; terminal exams

All units have a full range of PowerPoints; extensive and in-depth paper resources act in conjunction. Copies of resources are supplied to students where possible/when needed.