

Rationale: Year 12 of this side of the A Level Language course focuses heavily on the technical aspects of language and how they are manipulated in spoken and written communication to create certain representations. It builds upon GCSE analysis but goes far deeper and encourages far more rewarding connections with context through the use of CRAMP (see below). It is excellent practice to equip you to identify how language can be used to position readers and writers, speakers and hearers and so to be conscious of purpose or bias in all communication. Both NEA tasks build upon this understanding, one encouraging the careful and scientific study of language and one putting the knowledge learned to good use in creating written texts of your own.

	CONTENT	KEY/FUNDAMENTAL CONCEPTS	ASSESSMENT
Autumn Term	<p>Paper 1 Section A <i>Textual Meanings and Representations</i></p> <p>Explore texts old and new and learn to gauge the CRAMP (context, register, audience, mode and purpose) of them in order to explain and evaluate their use of features both as individual texts and in comparative essays.</p> <p>Learn to apply terminology from a range of language frameworks to describe and evaluate how text producers use language to communicate meanings in a range of short texts.</p>	<p>CRAMP refers to context, register, audience, mode and purpose.</p> <p>Audience and text producer positioning and how lexical choices can contribute to this.</p> <p>Synthetic personalisation</p> <p>Modes of communication – we reflect on what might distinguish speech from writing and learn to recognise features of interactional texts and spoken discourse including patterns of turn-taking, adjacency pairs, politeness strategies, non-fluency features and terms of address.</p> <p>The language framework contains all of the language features you will be expected to be able to identify, analyse and use.</p> <p>Graphology: images, capitalisation, graphological features of multi-modal texts, layout Intertextuality</p> <p>Phonology: IPA symbols, assonance, alliteration, sibilance, rhyme, onomatopoeia, consonance</p> <p>Word classes: Verbs, nouns, adjectives, adverbs, conjunctions, prepositions, pronouns, modal and auxiliary verbs</p> <p>Lexis and semantics: register, connotations, euphemism, collocation, colloquialisms, hyponym, hypernym, semantic fields, slang, jargon, figurative language, metonymy.</p> <p>Word formation processes</p>	<p>T1.1 Formative feedback on transition task</p> <p>T1.1 Short scaffolded writing tasks moving towards the style of Paper 1 Section A.</p>
	Half-term		
	<p>Paper 1 Section A <i>Textual Meanings and Representations</i></p> <p>Explore how modern texts construct representations. Identify and analyse the use of language features on all levels of the language</p>	<p>Grammar: phrases, clauses, sentence types and functions</p> <p>Understand concepts of agency and responsibility through nominalisation, the passive and active voice</p> <p>Morphology: morpheme, prefix, suffix, free and bound morphemes, derivational and inflectional morphology</p> <p>Pragmatics: dual meanings and the creation of humour, slogans, deixis</p>	<p>T1.2 In-class timed essay in the style of Q1</p> <p>T1.2 Scaffolded homework essays on Q1.</p>

	<p>framework: phonetic, morphological, lexical, grammatical, semantic, discourse structure.</p> <p>Begin to explore how older texts construct representations and contrasts between texts from different time periods.</p>	<p>Discourse structure: sequencing paragraphs, discourse markers, cataphoric and anaphoric referencing, appositive, ellipsis</p> <p>Representation : identifying and analysing.</p> <p>How can context affect the way we understand the texts we read or hear?</p> <p>Understand how wider factors can affect how texts are created and how they are read: gender, political viewpoint, values, expectations of the reader, social norms etc.</p>	
Christmas Holiday			
Spring Term	<p>Paper 1 Section A Textual Meanings and Representations</p> <p>Write clear, analytical essays which link a text's features to its CRAMP and, for Q3, compare two texts at once.</p>	<p>Understand how to bring all three elements together: CRAMP, identifying representations and analysing how the representation is constructed.</p>	<p>T2.1 Unseen in-class assessment: Q1</p> <p>T2.1 Class-planned essays on Q2 and Q3</p> <p>T2.1 Unseen in-class assessment on Q2 using text from same paper as Q1 above</p>
	Half-term		
	<p>Paper 1 Section A Textual Meanings and Representations</p> <p>Write clear, analytical essays which link a text's features to its CRAMP and, for Q3, compare two texts at once.</p>	<p>Understand how to bring all three elements together: CRAMP, identifying representations and analysing how the representation is constructed.</p>	<p>T2.2 Independently planned essays on Q 1, 2 and 3</p>
Easter Holiday			
Summer Term	<p>NEA1: Language Investigation: Plan and implement data gathering relating to individual choice of topic, informed by wider reading</p> <p><i>NEA2: Original Writing Explore text types in each of the three areas: the Power of Storytelling; the Power of Information and the Power of persuasion Students choose and annotate their own style model.</i></p>	<p>Learn the styles and structures of language investigations</p> <p>Hypotheses and methodologies for obtaining and analysing language data including methods of transcription and ethics of recording speech.</p> <p>Overcoming the observer's paradox</p> <p><i>What does a writer need to consider in producing a text?</i></p> <p><i>What factors affect the production of a text?</i></p> <p><i>Understand the concept of the writer's craft.</i></p>	<p>T2.2/3.1 Mock exams Q1, 2, 3</p>
	Half-term		
	<p>NEA1: Language Investigation</p> <p><i>NEA2: Students create own creative writing text to suit a specific CRAMP and write commentary which evaluates the work in light of it.</i></p> <p>Introduction to Paper 2 Language Discourses Q3 or Q4.</p>	<p>Undertake wider reading and understand conventions for recording sources to create Bibliography.</p> <p><i>Understand processes of drafting and editing and how a writer casts a critical eye over their work.</i></p>	<p>T3.2 Language Investigation Proposal Form.</p> <p>T3.2 Summary of wider reading around themes for Language Investigation</p> <p>Data gathering to be completed over summer</p> <p><i>T3.2 Annotated Style Model</i></p> <p><i>T3.2 Original Writing and commentary– progress check</i></p>



Course Outline: English Language

Year 13

Rationale: This section of the course relies on much of the terminology you have gained from the year 12 work on representations but strips the issue back to how these skills and devices are first acquired: how do humans learn to talk, to read and to write? Here the course becomes more theoretical in one way, as you look at competing theories concerning how, but it also gives a very real context for analysis which you must be able to perform on language data in order to help you support or refute certain statements or schools of thought.

	CONTENT	KEY/FUNDAMENTAL CONCEPTS	ASSESSMENT
Autumn Term	<p>Paper 1 Section B Summarise stages of Child Language Development</p> <p>Halliday's ideas on language functions</p> <p>Be able to explain and evaluate main theories behind spoken language development.</p> <p>Case studies: Genie, Jim, Victor- relate to children's early experiences, critical period and cognitive theory</p> <p>Use short transcripts of caregiver-child conversations to investigate role of CDS in language development</p> <p>Learn about processes of spoken language development working through language frameworks in conjunction with stages of development.</p>	<p>Understand the processes of physical and cognitive development a child undergoes.</p> <p>Understand that there are broad stages (not necessarily related to age) of development: pre-linguistic, holophrastic, two word, telegraphic, post-telegraphic</p> <p>What are the functions of language? Halliday's theory of function</p> <p>Nature v nurture introduced through:</p> <ul style="list-style-type: none"> - theory of behaviourism (Skinner) - theory of innateness (Chomsky's LAD) including concepts of virtuous error and overgeneralisation - Lenneberg's critical period - Berko-Gleason's 'wug test' <p>Cognitive theories: Piaget, Vygotsky's MKO, ZPD and concept of scaffolding.</p> <p>Usage-based approach: Tomasello</p> <p>-Bruner's LASS and features of child-directed speech</p> <p>Phonological development including use of IPA, organs of speech and patterns in the development of speech sounds, fis phenomenon</p> <p>Lexical and semantic development including patterns of acquisition observed by Nelson, Clark, Aitchison. Concepts of over- and underextensions; labelling, packaging and network building.</p>	<p>In-class test on main CL theories</p> <p>Homework investigation of children's first 50 words</p> <p>Scaffolded essay on CLD (Child Language Development)</p> <p>NEA 1 Investigation Data due <i>NEA 2 Draft of Original Writing commentary</i></p>
Half-term			

	Continued learning about processes of spoken language development. Apply language frameworks to short data sets and formulate paragraphs of analysis linked to CL theories in the style expected for Q4.	Grammatical development – patterns in children’s development of clause structure from two words to telegraphic and post-telegraphic utterances. Brown’s stages of morphological development Acquisition of pronouns, negatives (Bellugi) and questions Challenges of expressing tense and aspect , development of active and passive voice Pragmatics and discourse structure – challenges of implicatures, sarcasm then revision of face, politeness strategies and principles of conversation applied to children’s early exchanges with caregivers. Language and play theories – Vygotsky, Garvey	Mock exam: Unseen Q4 (Spoken language development question) NEA1 Draft of introduction, aims, methodology sections submitted <i>NEA2 Final version of NEA Original Writing and commentary.</i>
Christmas Holiday			
Spring Term	Learn theories and processes of literacy development beginning with reading and methods for teaching reading which impact on approaches taken to early writing.	Stages of reading development- Chall’s six stages Teaching of phonics v whole word approaches Emergent writing – Clay and Goodman’s principles of early writing Stages of writing development – Kroll’s stages Role of feedback – revision of Vygotsky’s ZPD and MKO Shirley Brice Heath-community literacy Orthographical development – Goodman’s stages Genre development – Rothery’s categories, Britton’s types of writing	NEA1 full draft of Investigation submitted. Class planned essay on literacy development
	Half-term		
	Complete study of literacy development Practise approaches to child language questions – spoken and written – completing evaluative essays increasingly independently. Revision of Paper 1 Section A approaches	Approaches to the teaching of writing – creativity v accuracy, traditional v developmental (Edwards) Revision of Paper 1 Section A skills and approaches.	Independent essay on literacy development In-class mock exam revising Q1-3 from year 12 NEA1 final version of full investigation submitted
Easter Holiday			
Summer Term	Revision	Revision	In-class mock exam on your choice of Q4 (CLD) or Q5 (literacy development)
	Half-term		