ENGLISH LANGUAGE: Long-Term Plan – Year 12

Ousedale School
Be Kind | Work Hard | Succeed Together

Long-term planning (LTPs) - Planning how the key concepts, knowledge, skills identified in the Progression map will be delivered termly per year group

Ensuring that end points & NC/spec are covered

Identifying what assessments are planned and when

Ensuring whole school intent priorities to be planned for

YEAR 12						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Unit title:	Introduction to language study Language Change Foundational knowledge to prepare for A level study	Child Language Acquisition-spoken Language Change	Child Language Acquisition-written Meanings and representations in older texts	CLA Opinion article	Diversity: occupation, power, age, class	The influence of technology: CMC and dominant discourses
Unit length:	Half Term	Half Term	Half Term	Half Term	Half Term	Half Term
Key concepts or themes:	• Language frameworks: phonology, morphology, discourse, graphology, syntax, lexis and semantics, and pragmatics	• **Language and the individual**	• **Language and the individual**	• **Language and the individual**	• **Language diversity and change**	• **Language and the individual** • REVISION AND RECALL
Knowledge/ Skills:	• AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression.	• AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression.	• AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression.	• AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression.	• AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression.	• AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression.

	• AO2: Demonstrate critical understanding of concepts and issues relevant to language use. • AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning. • AO4: Explore connections across texts, informed by linguistic concepts and methods. • AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways.	• AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning. • AO4: Explore connections across texts, informed by linguistic concepts and methods.	• AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning. • AO4: Explore connections across texts, informed by linguistic concepts and methods	• AO2: Demonstrate critical understanding of concepts and issues relevant to language use. • AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning. • AO4: Explore connections across texts, informed by linguistic concepts and methods. • AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways.	• AO2: Demonstrate critical understanding of concepts and issues relevant to language use. • AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways.	• AO2: Demonstrate critical understanding of concepts and issues relevant to language use. • AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning. • AO4: Explore connections across texts, informed by linguistic concepts and methods. • AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways.

End points covered:	To understand how writers use language, form and structure to engage and impact the audience. To understand how context influences writers. To understand the text as a social comment.	To know the functions of children's language phonological, pragmatic, lexical, semantic and grammatical development. To know the different genres of speech and writing. To know about different modes of communication (spoken, written, multimodal). To understand theories and research about language development. At least Band 3 **TRIAL EXAM READY.**	To know the functions of children's language phonological, pragmatic, lexical, semantic and grammatical development. To know the different genres of speech and writing. To know about different modes of communication (spoken, written, multimodal). To understand theories and research about language development. To understand how language is: shaped according to audience, purpose, genre and mode and context. To know how language is used to construct meanings and representations. To understand how language is used to enact relationships between writers, speakers and audiences or between participants within a text.	To know the functions of children's language phonological, pragmatic, lexical, semantic and grammatical development. To know the different genres of speech and writing. To know about different modes of communication (spoken, written, multimodal). To understand theories and research about language development. To understand how to write about language issues in a variety of forms to communicate their ideas to a non-specialist audience. At least 'Clear and Relevant' when analysing Language texts (Band 3) **SUMMER EXAM READY.**	To know how language varies because of personal, social, geographical and temporal contexts To understand why language varies and changes, developing critical knowledge and understanding of different views and explanations To understand attitudes to language variation and change. To understand the use of language according to audience, purpose, genre and mode. To understand how language is used to enact relationships. At least 'Clear and Relevant' when analysing Language texts; at least 'Clear and Consistent Communication' when writing (Band 3) **SUMMER EXAM READY.**	using a variety of modes (written, spoken, electronic) shaped according to audience, purpose, genre and mode • shaped according to context • used to construct meanings and representations • used to enact relationships between writers, speakers and audiences or between participants within a text At least 'Clear and Relevant' when analysing Language texts (Band 3) **SUMMER EXAM READY.**

			At least 'Clear' when analysing Literature texts (Band 4 of 6) **SUMMER EXAM READY.**			
NC/Spec coverage:	Paper 1 and 2 technical foundation knowledge to bridge gap between GCSE and A Level	Lang Paper 1: Language, the Individual and Society **Textual variations and representations** **Children's language development (0-11 years)** **Methods of language analysis**	Lang Paper 1: Language, the Individual and Society **Textual variations and representations** **Children's language development (0-11 years)** **Methods of language analysis**	Lang Paper 1: Language, the Individual and Society Lang paper 2: Language diversity and Change **Textual variations and representations** **Children's language development (0-11 years)** **Methods of language analysis** **Language diversity and change** **Language discourses** **Writing skills**	Lang paper 2: Language diversity and Change **Language diversity and change** **Language discourses** **Writing skills** **Methods of language analysis**	Lang paper 2: Language diversity and Change **Language diversity and change** **Language discourses** **Writing skills** **Methods of language analysis**

Cross-curricular links:	History	Sociology Psychology	Sociology Psychology	Sociology Psychology	Govt. and Politics	
Assessments:	**Knowledge lists, low stakes quizzing**	**'A Child spends the first year of its life preparing to speak' Discuss early language development in children in light of this comment. (30 Marks)** **'Positive reinforcement is the most important influence on a child's language development." (30 Marks)**	Analyse how Text B uses language to create meanings and representations. [25 marks] – 30mins exam (45mins now) AQA – sample qs – speeding extract	**Evaluate the idea that standardisation has been the key driver of language change in LME. (30 marks)** **Evaluate the idea that the lexicon is constantly evolving. (30 marks)** Write an opinion article about politically correct language in which you assess the ideas and issues raised in Text A and Text B. You should refer to ideas from language study and argue your own views. [**30 marks**]	Text A from an article about politically correct language from the website Waking Times. Text B from the website Political Correctness – The Awful Truth. 0 3 Analyse how language is used in Text A and Text B to present views about politically correct language. In your answer you should: • examine any similarities and differences you find between the two texts • explore how effectively the texts present their views. [40 marks]	EOYT
Other school intent priorities						
New experiences – broadening horizons	British Library Online exhibition-British accents and dialects	Sounds Familiar BL workshop				
Developing character – *Kind, Hard Working, Successful*	Confidence in reading for meaning and interpretation; Collaboration for success	Confidence in expressing ideas in written and verbal communication	Confidence in reading for meaning and interpretation; Collaboration for success	Confidence in expressing ideas in written and verbal communication	Confidence in reading for meaning and interpretation; Collaboration for success	Confidence in expressing ideas in written and verbal communication

		Independence when reading and responding to texts		Independence when reading and responding to texts		Independence when reading and responding to texts
Context specific need – diversity, inclusion; reading, literacy; mental health		Reading Literacy Spoken Language		Reading Literacy Spoken Language		Reading Literacy Spoken Language
Curriculum Careers - Gatsby 4						Journalism, translation, marketing, film production