

Homework should be set weekly (x2 hours per teacher, per week). This is valuable independent study time. Students should be encouraged to develop exam technique, conduct prior wider reading, consolidation of classroom activities and produce written responses at home to supplement classroom teaching.

<https://drive.google.com/drive/folders/17IIkLdAsFFgxmL4Bo8s4pkeN0KHYu3Ma>

Time Frame	Main Topic Areas	Skills and Activities	Assessment
Year 12 Study			
TERM 1: Autumn Half-Term 1			
Teacher 1	Introduction to Paper 1: written and spoken texts • Structure of the paper • Assessment Objectives • Key Topics: Meanings and Representations • Bridging from GCSE: Students develop analytical and interpretative approaches from GCSE study using a wide range of textual examples. • Focus on Question 1 and Question 2 analysis broken down through each framework across a series of lessons. • Primary focus on Question 1 (Text A) Explicit teaching of linguistic frameworks, broken down through each skill and area. • Focus on elements of the following frameworks: - Grammar - Lexis - Phonology - Discourse - Semantics • Focus on unpicking the mark scheme for Question 1 and Question 2	• Mini-text work to develop analysis, interpretation and understanding of language levels: vocabulary, grammar, graphology, discourse, pragmatics. Texts are embedded throughout the scheme of learning - the teacher continues to look at a wide range of texts with careful consideration of purpose, audience and formatting in the first instance. • Reinforce linguistic frameworks and builds on GCSE content, exploring precise word classes. • Understanding of audience positioning • Modelling - I/We/You • Deconstructing texts, identifying and explicit comment on the effect of each precise word class.	Meanings and Representations essay-response with one text. Source A - contemporary text. Assessed using A Level Mark Scheme.
Teacher 2	Introduction to Sociolinguistics • Introduce students to Paper 2, specific AOs, and overview of the year. • Exploring the fluidity of language. • Investigation into Language and Gender? Is there such a thing as ‘gendered language’ or is it a self-fulfilling prophecy? • Introduction to theoretical study and concepts. • Difference - Tannen, Deficit - Lakoff, Diversity - Cameron, Dominance - Zimmerman & West, Performativity models - Butler. • Stereotypes and bias.	• Students begin by considering their own language use and the language-use of those around them. Exploration of idiolect and sociolect. • Students develop an appreciation of the universalisation of language and the effect of language on every individual. • In this HT, students should cover, in detail, language and gender through question 1/2 focussed on developing their evaluation through careful I/We/You modelling.	Language and Gender essay-based question [Question 1/30 marks]

	• Exploration of 'gender' in the modern world - gender as a social construct and biological determinism (Band 5) • By the end of this HT, students should have an understanding of the question requirements for Question 1/Question 2. Furthermore, there is also opportunity within this scheme for students to develop their understanding of Question 3, exploring a range of editorials. • <i>Students should be encouraged to find their own texts to foster independent wider research and analysis.</i>	• Exposure to question 3 skills and breakdown of mark scheme. This compliments Teacher 1 Meanings and Representations as Teacher 1 has delivered the linguistic frameworks required for succession in Q3 AO1.	
Autumn Half-Term 2			
Teacher 1	• Students to develop analytical and interpretative approaches from GCSE study using a wide range of textual examples. • In half term 2, students are building on their understanding of the linguistic frameworks with precise focus on teaching Band 5 AO1 features. Explicit teaching of clause structure and clause types. • Focus on evaluation (band 5) - students should move their analysis into evaluation with a primary focus on evaluating the effect of writer's choices. • Explore pragmatic meanings • Explore semantic patterns - patterns of metaphor.	• Continue with mini-text work to develop analysis, interpretation and understanding of language levels: vocabulary, grammar, graphology, discourse, pragmatics • Begin using longer, more complex texts as examples (articles from broadsheets, short research write-ups, op-eds from tabloids) to explore shape and structure of different texts • Once grammatical frameworks are unpicked and taught, class teachers should continue to model Band 4 and Band 5 analysis, looking at a range of Text A (contemporary) and Text B (archaic texts).	Meanings and Representations essay-response with one text. Focus on Source B. Assessed using A Level Mark Scheme.
Teacher 2	• Students to begin study of Accent and Dialect and Ethnolect with corresponding theoretical views. • Exploration of accent bias and stereotyping. • Investigation into bias and whether this exists in a modern world. • Codeswitching • Linguistic profiling • Theoretical concept and debate built upon in this scheme, looking at Labov, Giles, Montgomery, Kevin Watson, Ellen Ryan. • Students should be taught to consider these topics across Q1/2 and 3. • Particular focus on Question 3 for this half-term. Developing understanding of band 5 criteria. • Investigating contemporary examples • Mini investigation into accent bias in the modern world. • Question 3 modelling and planning -[I/We/You modelling opportunities to deconstruct what an effective Q3 looks like.	• Students to be introduced to two new topics [Accent and Dialect and Ethnolect] across the question types. • Question 3 comparative skills are a key focus here. • Students need to consider AO1, AO3 and AO4 and how these AOs are assessed on the mark scheme • Structures for Q3 should be explicitly taught, focusing on GAPTV in an introduction (Genre, Audience, Purpose, Topic, Viewpoint), Headline analysis, Universalisation and Language Patterns. • Scaffolding and explicit planning material provided.	Question 3 [40 marks] based on Accent and Dialect as a topic. Question 1 (30 marks) Evaluate the idea that accent bias exists and has dangerous consequences.

TERM 2: Spring Half-Term 1			
Teacher 1	- Developing earlier work on textual analysis to explore ideas around representation as a concept - Work with texts exploring diversity topics and wider social issues; sexuality, religion, accent bias - make explicit links to Paper 2 here. - This half term, teachers should explicitly investigate Question 3 and the comparison aspect of the exam. - Develop understanding of precise word classes through this question - based on comparison and creating connections between texts. - Focus on deconstructing Q3 mark scheme and live modelling. I/We/You modelling of question 3. - Focus on making evaluative comparisons based on both representation and language, applying knowledge of linguistic frameworks taught for Q1 and 2 in Term 1. - Evaluation of audience positioning.	- This term should focus heavily on dealing with texts from different time periods and upskilling students in comparative techniques in preparation for Paper 1, Question 3. - Explicit teaching of Band 4 and 5 criteria: securing evaluation of clause types, precise word classes, semantic patterns	Paper 1, Question 3 – 25 marks.
Teacher 2	- Continued work on sociolinguistic topics, Accent and Dialect work continued. - Developing an understanding of dialect levelling and the reasons for this. - Consider the history of English and exploration of accent and dialect derivation and etymology. - Developed understanding of stigma associated with RP and heightened RP. - Investigation into Estuary English - MLE - Cockney and rhyming slang - Investigation into lexical, grammatical, phonological differences to expand upon AO1 and draw on knowledge of AO1 Teacher 1 - Meanings and reps. - Introduce Question 4: models of excellence - I/We/You modelling. Key focus on developing AO5 here. - Question 4 focus on engaging openings and conclusions. - Developing rhetoric - use of irony, humour. Effective headlines and extended metaphor. Question 4 taught through the lens of Regional varieties. Week 5: Introduction to Language and Occupation - Investigation into jargon and exploration of pragmatics	- Developing students' breadth of theoretical knowledge on all topics - Focus on the use of non-standard English and the judgements surrounding the use of standard and non-standard English – will link to World English and Language Change in Year 13. - Pupils should have a good understanding of Question 3 by this point and they should be able to produce their own editorial at the end of this half term. Feedback to be provided and PLTS to be acted upon in HT4. - Pupils will look at Occupation through a Question 1 lens initially and develop their evaluation skills focussed on moving from Band 4- Band 5 evaluation and analysis. - Teacher 1 continues to complement and support delivering of linguistic frameworks - allows students to expand upon their AO1 in Paper 2 which is content heavy.	Write an opinion article giving your views on dialect levelling in which you assess the ideas and issues raised in Text A and Text B and argue your views. {30 marks} Half term homework: to write a Question 3 comparison response to jargon texts.
Spring Half-Term 2			

Teacher 1	● Introduction to NEA: Original Writing ● Introduce students to the outline of the NEA and the mark scheme - careful unpicking of skills and objectives assessed. ● Students to look at examples of previous students work within archives. ● Students to peer assess examples - to support in understanding the criteria. ● Discussion around styles of writing appropriate for the NEA - teacher to give ideas and to hold 1:1s with students to ensure idea is appropriate and challenging enough. ● Explicit teaching - what does an effective style model look like? ● Introduction to commentary writing - what does an effective commentary look like? Teacher I/We/You modelling. ● ICT facilities should be used here to allow students to select their own style models - agreed by teacher. ● Completion of NEA and commentary.	● Students should agree writing style and topic with their teacher prior to commencing any writing ● Students to be provided with a pack of examples featuring different styles of writing ● First drafts should be completed by the end of the half-term.	Deep-mark of Original Writing piece and mark provided to students with opportunity to reflect on PLTs and feedback.
Teacher 2	● Language and Occupation continued ● Legal language ● Discourse communities ● Lexical variation ● Developing timing of Question 1-3 in preparation for mock exam. ● Teaching focused on diversity topics and consolidation of knowledge ● Explicit teaching of theory AO2, including Swales Discourse, Drew and Heritage Institutional Talk, Jargon, Koester - Phatic Talk, Herbert and Straight - compliments, Hornyak. ● Exploration of occupation and identity. ● Explore euphemism and dysphemism in the workplace. ● Pragmatic implications. Week 4: Language and ethnicity ● People can perform ethnic identity in very different ways. Exploration of a person's social network, gender, age, and community history - influence of speech styles ● Fluidity ● Exploration of AO2 - key concepts and theory associated with ethnicity	● Developing students' breadth of theoretical knowledge on all topics ● Developing recall regularly throughout to consolidate understanding of all theories. ● Lessons should focus on wider readings in addition to the knowledge students already have ● Recall quizzes and activities based on retention of theoretical viewpoints ● Preparation for EOY exams	Question 1 - 30 marks. Evaluate the idea that jargon can lead to miscommunication in the workplace.
TERM 3: Summer Half-Term 1			
Teacher 1	● Teaching focused on consolidation of Meanings and Representations (Q1-3) PLT work on NEA coursework - original writing DRAFT process. <i>Final piece submitted in final week of this half term, with accompanying style model annotated and commentary.</i>	● Students should be exposed to a wealth of examples for Q1-3 ● Recall quizzes for grammar frameworks ● Structure for writing explicitly revised and practised ● Preparation for EOY exams	Marking of in-class exam preparation

Teacher 2	- Teaching focused on diversity topics and consolidation of knowledge - Introduction to NEA Language Investigation - Writing an effective introduction, aims, methodology. - Producing high quality analysis - Deconstruction of mark scheme - Begin drafting process	- Lessons should focus on wider readings in addition to the knowledge students already have - Recall quizzes and activities based on retention of theoretical viewpoints - Preparation for EOY exams	Marking of in-class exam preparation
Teacher 2	- Finish ethnicity module: Code-switching or bidialectism - Explore bias and unfair criticism around areas such as education and social class – Consider MLE, AAL [African American Language] <u>Week 3:</u> - Introduction to NEA: Language Investigation - Introduce students to the outline of the NEA and the mark scheme	- Students should agree topics with their teacher prior to commencing any writing, research or data collection - Students to be provided with a pack of examples featuring different topics - Teachers to move through each section of the investigation section-by-section, keeping the class at the same point as far as reasonably possible - First drafts should be completed by the end of the year.	Students receive feedback on each section of their Language Investigation. Teacher to set progress checkpoints as homework.
Summer Half-Term 2			
Teacher 1	- NEA Investigation - completion and support. - Half-term focused on developing writing skills for AO5, Question 4, Paper 2	- Both teachers support students with NEA Investigation. - Teacher to focus on developing sophisticated writing styles that reflect the requirements of AO5 - Specific focus on vocabulary and guiding the reader through a structured argument	End of Year Exam
Teacher 2	- NEA Investigation - completion and support. - Introduction to Language Change - Introduction to the central debate - does change lead to decay or progression?	- Both teachers support students with NEA Investigation. - Students to focus on why and how language changes, models of change (e.g., Tide, S-Curve), attitudes towards change e.g., prescriptivism and descriptivism. Students to look at reasons for language change in detail; Functional Theory, Political Correctness	End of Year Exam