

## Curriculum Overview Year 12







Subject	A-Level English Language	Year group	12
<b>Vision statement:</b>	<p>At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success.</p> <p>Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:</p> <p><i>‘A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.’</i></p> <p>As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.</p>		
<b>Curriculum intent:</b>	<p>English holds a privileged position within the curriculum as both a core subject and one that unlocks learning in other subjects. It has the capacity to help remove disadvantage and improve the social mobility of young people who may lack opportunities and face barriers in their lives. Through the delivery of our knowledge- based curriculum, we want students to:</p> <ul style="list-style-type: none"> <li>• Become fluent readers with an appreciation of literature, and an understanding of how it shapes and reflects the world we live in.</li> <li>• Develop <b>compassion</b> by teaching empathy and gaining insights in to the human condition</li> <li>• Be empowered to articulate viewpoints and ideas with <b>courage</b> and clarity in both the spoken and written form.</li> <li>• Be able to connect their learning in English with the knowledge and skills needed for work and lifelong learning.</li> <li>• Develop their vocabulary in order to narrow the word gap that limits literacy and understanding</li> </ul> <p>Through the study of both English Language and Literature, students are constantly exploring British values and many aspects of the PSHE programme of study. Literary and non-literary texts have been selected that develop students’ understanding of key themes such as: law, morals, political beliefs, freedom and repression, war, different cultures and beliefs, physical and emotional wellbeing, relationships, power and conflict and responsibilities. They are provided with the opportunity to discuss and debate ideas and relate fictional characters and their situations to the real world. Deep learning of knowledge in the aforementioned areas is intended to inspire <b>curiosity</b> in our students and encourage them to ask questions about the world they live in.</p>		

	At LFA QEMS, we teach a knowledge rich curriculum that supports students in mastering the ideas, concepts and stories that shape our world. Topics are interleaved so that knowledge is retained and mastered, and skills are acquired more quickly. Low stakes quizzing, knowledge organisers and metacognitive strategies are used routinely to support learning and allow students to recognise the gaps in their own knowledge.
<b>Threshold Concepts (TCs):</b>	<p>A good student of English understands that:</p> <ol style="list-style-type: none"> <li>1. English is about <b>communication</b> and <b>meaning</b>. [TC1]</li> <li>2. Acquiring a broad and varied <b>vocabulary</b> unlocks understanding of the wider world and opportunities in life. [TC2]</li> <li>3. Developing knowledge of effective <b>listening</b> and <b>oracy</b> develops acquisition and application of the language, as well as, reading and writing. [TC3]</li> <li>4. A text is a <b>construct</b> which possesses a <b>form</b>, is written in a particular <b>style</b> and has a <b>structure</b> which contributes towards <b>meaning</b>. [TC4]</li> <li>5. Texts are influenced by the <b>context</b> in which they are written in, as well as, the context in which they are received. [TC5]</li> <li>6. Texts are written for a variety of different <b>genres</b> and for different <b>purposes</b> and <b>audiences</b>. [TC6]</li> <li>7. <b>Literature</b> provides a gateway into <b>different interpretations</b> of what it meant to be human in the past and what it means across time including the present and future. [TC7]</li> <li>8. Texts may explore numerous <b>themes</b>. [TC8]</li> <li>9. There are many ways to explore a text through: <b>summary, synthesis, analysis, evaluation</b> and <b>comparison</b>. [TC9]</li> <li>10. <b>Writer's methods</b> are intentional choices made by writers in order to achieve <b>effects</b>. [TC10]</li> <li>11. There are many <b>literary theories</b> which may be used to enhance the exploration of a text. [TC11]</li> <li>12. Successful <b>communication</b> is <b>organised</b> and <b>cohesive</b>. [TC12]</li> <li>13. Meaningful <b>viewpoints</b> and <b>perspectives</b> are underpinned by <b>thesis</b>. [TC13]</li> <li>14. Better arguments are supported by <b>evidence</b>. [TC14]</li> <li>15. Accurate <b>spelling, punctuation</b> and <b>grammar</b> contribute towards successful communication. [TC15]</li> </ol>
<b>KS4 specification summary:</b>	<p>Pupils are taught to read and appreciate the depth and power of the English literary heritage through reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing includes whole texts. The range includes at least one play by Shakespeare; works from the 19th, 20th and 21st centuries; poetry since 1789, including representative Romantic poetry; re-reading literature and other writing as a basis for making comparisons. Pupils choose and read books independently for challenge, interest and enjoyment.</p> <p>Pupils are taught to understand and critically evaluate texts through: reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes. Additionally, students draw on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation.</p> <p>Pupils identify and interpret themes, ideas and information; explore aspects of plot, characterisation, events and settings, the relationships between them and their effects. They seek evidence in the text to support a point of view, including justifying inferences with evidence. Pupils also learn to distinguish between statements that are supported by evidence and those that are not, and identify bias and misuse of evidence. They analyse a writer's choice of vocabulary, form, grammatical and structural features, and evaluate their effectiveness and impact. Furthermore pupils learn at Key Stage 4 to make critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and draw on knowledge and skills from wider reading in order to make an informed personal response, recognising that other responses to a text are possible.</p>

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Learner skills:	Critical thinking  CRITICAL THINKING		Organisation  ORGANISATION		Collaboration  COLLABORATION		Adaptability  ADAPTABILITY		Oracy  ORACY		Self-quizzing  SELF QUIZZING	
	Term 1 Aug-Oct		Term 2 Nov-Dec		Term 3 Jan-Feb		Term 4 Mar-Apr		Term 5 Apr-May		Term 6 Jun-Jul	
The Big Question	Why is language studied in different disciplines?											
Big picture questions:	How do I a language investigator?		How do texts vary and represent different ideas?			How do children acquire language?			How do I create my own original writing? (NEA – Second Section) How do I investigate language independently? (NEA – First Section)*  <i>*Started during this term but continued across Year 13 as this section is heavily dependent on knowledge of whole course content</i>			

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Content (Linked to TCs):	<ul style="list-style-type: none"> <li>• What is a text?</li> <li>• What is a text producer/receiver?</li> <li>• What are discourse events?</li> <li>• Mode and genre</li> <li>• Language use and language users</li> <li>• Language levels (Level 1 lexis and semantics; Level 2 grammar; Level 3 phonetics, phonology and prosodics; Level 4 graphology; Level 5 pragmatics; Level 6 discourse)</li> <li>• Key principles for analysing texts</li> </ul>	<ul style="list-style-type: none"> <li>• Textual variations</li> <li>• Language analysis: methods and approaches</li> <li>• Language analysis: genre and mode</li> <li>• Language analysis: audience and purpose</li> <li>• Introduction to representations</li> <li>• Language and representations: people, social groups and gender</li> <li>• Language and representations: events, places and issues</li> <li>• Exploring similarities and differences between texts</li> </ul>	<ul style="list-style-type: none"> <li>• Learning to talk</li> <li>• The process of spoken acquisition</li> <li>• A historical overview of acquisition theory</li> <li>• Environmental factors</li> <li>• Pragmatics</li> <li>• Discourse</li> <li>• Lexis and semantics</li> <li>• Grammar</li> <li>• Learning to write</li> <li>• Early exposure to printed language</li> <li>• Learning to read</li> <li>• The process of writing development</li> <li>• Attitudes and theories about learning to write</li> <li>• Environmental factors</li> <li>• Handwriting and orthography</li> <li>• Lexical and grammatical development</li> </ul>	<ul style="list-style-type: none"> <li>• What does the NEA involve: Language Investigation; Original Writing</li> <li>• How to research style models</li> <li>• How to analyse and annotate a style model</li> <li>• How to use a style model</li> <li>• How to plan my own original writing (persuasive, short story, information)</li> <li>• How to write a commentary</li> <li>• How to reference data and research accurately using the Harvard Referencing System</li> </ul>
Key vocabulary:	Discourse event, text producer, text receiver, mode, oppositional view, continuum, blended mode,	implied meaning, subtext, audience address, audience positioning, synthetic personalisation, grammatical patterning, discourse marker, tag question, representation, nominalisation,	Communicative competence, proto word, pre-verbal stage, cooing, babbling, holophrastic stage, non-verbal communication, reduplication, diminutives, addition, two word stage, telegraphic stage, content words, grammatical words, post-	Utilisation of all relevant vocabulary from taught units (dependent on foci of students' NEA)

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	<p>prototype model, genre, intertextuality, variation, register, dialect, accent, idiolect, sociolect, word class, semantic field, collocates, synonym, euphemism, dysphemism, antonym, hyponymy, morphology, syntax, root, suffix, prefix, affix, active voice, passive voice, phonology, phonetics, prosodics, International Phonetic Alphabet, iconic sign, symbolic sign, positive face needs, negative face needs, face threatening acts, discourse</p>	<p>stereotype, hegemony, pejorative term, ideology, linguistic relativity, stigmatise, reappropriation</p>	<p>telegraphic stage, operant conditioning, positive reinforcement, negative reinforcement, LAD (Language Acquisition Device), tabula rasa, universal grammar, virtuous errors, critical period, cognitive development, LASS (Language Acquisition Support System), scaffolding, egocentric, object permanence, MKO (More Knowledgeable Other), ZPD (Zone of Proximal Development), usage based linguistics, CDS (Child Directed Speech), expansion, recast, mitigated imperatives, overextension, underextension, MLU (Mean Length of Utterance), cursive script, print handwriting, casual cursive script, phonetic spelling, undergeneralisation, overgeneralisation, omission, insertion, substitution, transposition</p>	
<b>Assessment:</b>	Baseline assessment	PPE 1 – Language Paper 1 Section A	PPE 2 – Whole Language Paper 1	Original Writing Section of NEA
<b>Key/Historical misconceptions in this unit:</b>	<p>At the start of the course, students have various levels of understanding in regard to English grammar. In Terms 1, 2 (and throughout Year 12), teachers address and re-teach aspects of English grammar</p>	<p>Students sometimes struggle to grasp the concept that texts may have unintended purposes. It is therefore important for students to identify the writer's intended purposes as well as those which the text fulfils independent of them.</p>	<p>Students often confuse aspects of children's language acquisition theories. It is therefore important to revisit theories in retrieval activities and reteach where misconceptions are identified.</p>	<p>Students have a very varied experience of being taught how to write for different genres prior to starting the A-Level course. At GCSE in particular, many students are taught writing frameworks and</p>

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alongside the formal A-Level content because many students do not have an explicit knowledge of it. At GCSE, students may attain very highly in English Language with an implicit knowledge of English grammar.

procedures to pass the GCSE English Language writing sections of the examination. Students can attain highly with this type of approach; however, it may mean they have impoverished knowledge of the disciplinary literacy of different genres therefore this unit is an opportunity to teach the conventions of persuasive, story and information genres.

### Sequencing:

We have chosen to sequence the year 12 curriculum like this because students will have studied GCSE English Language and require an accessible bridge to A-Level Language study. A-Level English Language includes learning of a vast range of often complex concepts as well as a far more precise approach to language investigation. Term 1 in Year 12 is a transition unit which gradually bridges the knowledge gap to the first examined unit 'Textual Variations and Representations'. This unit teaches a broad range of linguistic concepts across all language levels each of which will be relevant to future study. The sequencing of the subsequent units spirals back to taught concepts in Terms 1 and 2. Children's Language Acquisition will be a very new concept to students and they require a thorough grounding in linguistic concepts prior to exploring how children learn how to speak, read and write. At the end of Year 12, the NEA Language Investigation and Original Writing is introduced. We are mindful that students' varying experiences of original writing and learning of how to write for different genres will be vast because students arrive in Sixth Form from various comprehensive schools so we teach the disciplinary literacy aspects of reading, planning and writing for the three identified original writing genres: power of persuasion, power of storytelling and power of information. By the end of Year 12, students will be well equipped as language investigators to take a more independent approach to researching different style models and analysing them. We teach and ask students to write the first draft of original writing section of the NEA at the end of Year 12. The independent language investigation follows in Year 13 when students have been taught more of the course and will then be able to make more informed decisions about what their language investigation will be.