

## English Language Year Plan: KS5 Year 12 (21-23)

Instead of teaching a unit per half-term, we are teaching the units based on the amount of time we think the unit requires. Some units will be given more time than others, based on the amount of content teaching required.

Prior learning (topics covered during year 11)

Students completed the GCSE course but had not done much on language paper 2 section B. Many students stopped engaging when lockdown began.

<u>Year</u>	<u>Topic title in order of teaching and duration</u>	
<u>12- 2020/21</u>	<p><b><u>Teacher 1 (Paper 1)</u></b></p> <ul style="list-style-type: none"> <li>● Intro to terminology (9 lessons) (3 weeks)</li> <li>● Intro to texts and their contexts, typical discourses and hegemony (9</li> </ul>	<p><b><u>Teacher 2 (Paper 2)</u></b></p> <ul style="list-style-type: none"> <li>● Politeness (4 lessons) (2 weeks)</li> <li>● Language and Region/Ethnicity/Identity including questions 1/2 and 3 essay skills (24 lessons) (12 weeks)</li> <li>● Language and Gender representation and</li> </ul>

	<p>lessons) (3 weeks)</p> <ul style="list-style-type: none"> <li>• Question 1 &amp; 2 Practice (12 lessons) (4 weeks)</li> <li>• Question 3 Practice (9 lessons) (3 weeks)</li> <li>• CLA spoken alongside essay practise (30 lessons) (10 weeks)</li> <li>• NEA – Original Writing 9 lessons (3 weeks)</li> <li>• NEA Commentary 9</li> </ul>	<p>Spoken including questions 1/2, 3 and 4 essay skills (22 lessons lessons) (11 weeks)</p> <ul style="list-style-type: none"> <li>• Social Networks/groups, Social Class and Age including questions 1/2, 3 and 4 skills (12 lessons) (6 weeks)</li> <li>• Language, Power and Occupation) (4 lessons) 2 weeks</li> </ul>
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		lessons (3 weeks)	
<u>13- 2021/22</u>		<b><u>Teacher 1 (Paper 1)</u></b>	<b><u>Teacher 2 (Paper 2)</u></b>
<i>Investigation will go to Teacher 1/2 based on who has 3 lessons (15 lessons/3 weeks).</i>		<ul style="list-style-type: none"> <li>• CLA Literacy</li> <li>• Q1 Revision</li> <li>• Q2 Revision</li> <li>• Q3 Revision</li> <li>• Revise all</li> </ul>	<ul style="list-style-type: none"> <li>• World Englishes (change focus)</li> <li>• Lexical Change</li> <li>• Semantic Change</li> <li>• Grammatical Change</li> <li>• Orthographical Change</li> <li>• Revise all</li> </ul>

12	Term 1 7weeks	Term 2 7 weeks	Term 3 6 weeks	Term 4 6 weeks	Term 5 6 weeks	Term 6 6.5 weeks
Teacher 1 Paper 1						

<b><u>Core Teaching</u></b>	<p><i>Intro to terminology (9 lessons) (3 weeks)</i></p> <p><i>Intro to texts and their contexts, typical discourses and hegemony (9 lessons) (3 weeks)</i></p> <p><i>Question 1 e (3 lessons) (1 week)</i></p>	<p>Question 1 &amp; 2 (9 lessons) (3 weeks)</p> <p>Question 1 /2 Assessment Completion and feedback ( 3 lessons) (1 week)</p> <p>Question 3 (9 lessons) (3 weeks)</p>	<p>CLA spoken alongside essay writing (18 lessons) (6 weeks)</p>	<p>CLA Spoken alongside essay writing (12 lessons) (4 weeks)</p> <p>Q3 and CLA spoken assessment revision, completion and response (6 lessons) (2 weeks)</p>	<p>Summer Exams, prep, completion and response (12 lessons) (4 weeks)</p> <p>NEA Original Writing – 6 lessons (2 weeks)</p>	<p>NEA Original Writing – 3 lessons (1 week)</p> <p>NEA Commentary – (9 lessons) (3 weeks)</p> <p>Use the final 2 weeks for revision and perfection of NEA.</p>
<b><u>Throwback</u></b> Please start every lesson with a 'DO NOW TASK,' forcing students to revisit prior learning.	Regular terminology/contexts tests and quizzes	Regular terminology/contexts tests and quizzes	Regular terminology/contexts tests and quizzes  Theory tests and quizzes	Regular terminology/contexts tests and quizzes  Theory tests and quizzes	Regular terminology/contexts tests and quizzes  Theory tests and quizzes	Regular terminology/contexts tests and quizzes  Theory tests and quizzes

<b>Independent learning</b>	Terminology KO Contexts KO	Formative essays	Formative essays KOs	Formative essays KOs	Revision NEA	NEA
<b>Teacher Marked Assessment Formative</b>	Terminology test Contexts test Big Write - Q1	Big Write 1- Q3	Big Write 1 – CLA response  Big Write 2 – CLA response		NEA marking	NEA Marking
<b>Teacher Marked Assessment Summative</b>		Question 1 or 2		Question 3 and 4	Full Paper 1	Fully marked and moderated Original Writing-hand in

12 Teacher 2 Paper 2	Term 1 7 weeks	Term 2 7 weeks	Term 3 6 weeks	Term 4 6 weeks	Term 5 6 weeks	Term 6 6 weeks
<b><u>Teacher 2 Core Teaching</u></b>	Politeness (4 lessons) (2 weeks)  Language and Region/Ethnicity/Identity including questions 1/2 and 3	Language and Region/Ethnicity/Identity including questions 1/2 and 3 essay skills (14 lessons) (7 weeks)	Q1/2 Assessment completion and response (2 lessons) (1 week)  Language and Gender	Language and Gender representation and Spoken including questions 1/2, 3 and 4 essay skills	Summer Exam Prep, completion and response ( 6 lessons) (3 weeks)	Social Networks/groups , Social Class and Age including questions 1/2, 3 and 4 skills (8

	essay skills (10 lessons) (5 weeks)		representation and Spoken including questions 1/2, 3 and 4 essay skills (10 lessons lessons) (5 weeks)	(10 lessons lessons) (5 weeks) Q3 assessment completion and response (2 lessons) (1 week)	Complete gender teaching (1 week – 2 lessons) Social Networks/groups , Social Class and Age 4 lessons (2 weeks)	lessons) (4 weeks) Language, Power and Occupation (4 lessons) (2 weeks)
<b>Throwback</b> Please start every lesson with a 'DO NOW TASK,' forcing students to revisit prior learning.	Regular theory/terminology quizzes	Regular theory/terminology quizzes	Regular theory/terminology quizzes	Regular theory/terminology quizzes	Regular theory/terminology quizzes	Regular theory/terminology quizzes
<b>Independent learning</b>	Theory KOs	Theory KOs Formative essays	Theory KOs Formative essays	Theory KOs Formative essays	Theory KOs Formative essays	Theory KOs Formative essays

<b>Teacher Marked Assessment Formative</b>	<b><u>Big Write 1</u></b> Q1/2  <b><u>Big Write 2</u></b> Q1/2	<b><u>Big Write 1-</u></b> Q3  <b>Big Write 2</b> Q/2	<b><u>Big Write 1</u></b> Q1/2	<b><u>Big Write 1-</u></b> <b><u>Q4</u></b>	None	<b><u>Big Write 1-</u></b> Q4
<b>Teacher Marked Assessment Summative</b>			Q1/2	Q3	Full Paper 2	None

**Knowledge Audit**

**Paper 1: Section A**

<b>Topic</b>	<b>What must students <u>know</u></b>
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<p><b>Linguistic terminology and language levels for section A</b></p>	<p><b>Lexis and Semantics</b> - word classes (types of verbs stative/dynamic- types of nouns and pronouns, adverbs etc.), register, semantic and lexical fields, linguistic devices e.g. simile,/metaphor/personification, symbolism, colloquial language, collocation</p> <p><b>Grammar</b> - sentence types and functions, clause types (subordinate/relative/main etc), active and passive voice, tense syntax order, phrases and tense, prediction, subject complements</p> <p><b>Pragmatics</b> - implicature, irony/sarcasm and humour, deixis, 'framing' and perspectivisation, construction of in and out groups</p> <p><b>Discourse</b> - significance of order of text.</p> <p><b>The effect of a feature</b> - it is vital students can comment on why a feature was used e.g. a fronted subordinate to put emphasis on the subject matter of that type of clause, dynamic verbs to emphasise the constant action of something, abstract nouns to make something seem more universal. Useful sentence starters include: <i>It is significant that; perhaps the writer has chosen to use (feature) instead of (feature) in order to...</i></p>
<p><b>Context- Time for Section A</b></p>	<ul style="list-style-type: none"> <li>• Students should have an understanding of major social, cultural and political events from the 18<sup>th</sup> century onwards</li> <li>• Students should understand the changing role of and attitudes towards women, ethnic minorities, LGBTQ+ over time</li> <li>• Students should understand hegemony and how it is perpetuated through discourse</li> <li>• Students should understand what the typical discourses were in representations of women, race, LGBTQ+ over time</li> </ul>



<b>Context - audience</b>	<ul style="list-style-type: none"><li>• Students should understand how audience's expectations may have changed over time e.g. women in the past compared to now</li><li>• Students should understand modern demographics e.g. social class and typical traits of Baby boomers, Gen X Millennials and Gen Z.</li><li>• It is vital that students can explore how specific ideal readers are being targeted by the methods and representations in a text</li></ul>
<b>Context - Genre</b>	<ul style="list-style-type: none"><li>• Students should understand the typical conventions of blogs, newspapers articles, online articles, books, websites, radio podcasts</li><li>• Students should understand the likely demographic or reader.</li></ul>

<b>Context - Platform</b>	<ul style="list-style-type: none"><li>• Students should understand political affiliations of the modern media and how this would affect the ideal reader. Students should be able to identify how text appeal to left and right wing values.</li></ul>
<b>Context - Writer and ideology</b>	<ul style="list-style-type: none"><li>• Students should be able to understand what ideology is being pushed in a text and how the ideal reader is positioned to accept it</li></ul>
<b>Representation</b>	<ul style="list-style-type: none"><li>• Students should be able to identify representations and consider whether they are typical/at typical of the genre/time/platform</li></ul>

**Paper 1 Section B - Child Language Acquisition**

Topic	What must students know?
Child Language - Spoken	<ul style="list-style-type: none"> <li>• 8 Stages of Language Acquisition</li> <li>• 3 Types of Overextension - Rescorla (1980)</li> <li>• Intonation - Cruttenden (1986)</li> <li>• Inflections - Brown (1973)</li> <li>• Negatives - A 3 Stage Process</li> <li>• Grammar Acquisition - Inflections - Cruttenden (1979)</li> <li>• Categorising First Words - Nelson (1973)</li> <li>• Lenneberg - critical period               <ul style="list-style-type: none"> <li>• Questioning - A 3 Stage Process</li> </ul> </li> <li>• 3 Model Stages in Language Acquisition - Aitchison (1987)</li> <li>• Skinner behaviourism - imitation and reinforcement/conditioning</li> <li>• Chomsky and feral children Nativism - innateness LAD, universal grammar</li> <li>• Bruner and LASS - interactionist               <ul style="list-style-type: none"> <li>• Jim study - importance of LASS</li> </ul> </li> <li>• <b>Child directed speech CDS</b> - Clarke-Stewart (1973), Katherine Nelson (1973), Brown, Cazden and Bellugi 1969, Berko and Brown (1960)</li> <li>• Samoa and Papa New Guinea case studies disputes CDS</li> <li>• Piaget - cognition - object permanence - stages</li> <li>• Vygotsky's Socio-Cultural Theory               <ul style="list-style-type: none"> <li>• Research - Genie - disproves Skinner/ questions Chomsky and Bruner - another factor is the critical period.</li> <li>• Wugs - Berko and Brown - supports Chomsky</li> <li>• Tomasello - usage based theory - number of times heard will affect vocabulary choices</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Deb Roy's - speech home project</li> <li>• Crystal - stages, but language facilitates development</li> <li>• Halliday - language functions</li> <li>• Case study - Deaf Simon</li> </ul>
<b>Child Language-Literacy</b>	<ul style="list-style-type: none"> <li>• Marie Clay - principle of development</li> <li>• Yetta Goodman's principles of development</li> <li>• Vygotsky ZPD and scaffolding</li> <li>• Stages of Children's Writing Dr Katherine Barclay</li> <li>• Functions of Writing</li> <li>• Kroll 4 stages of development</li> <li>• Richard Gentry Developmental Stages of Spelling</li> <li>• Shirley Brice Heath Ethnographic study</li> <li>• Gunther Kress Multi-modal literacies</li> <li>• Katherine Perera - Children's grammar</li> <li>• Genre theory</li> <li>• Impact of technology on children's literacy Dr Clare Wood, Thurlow and Brown etc.</li> </ul>

**Paper 2 Sections A & B**

<b>Topic</b>	<b>What must students know</b>
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**Politeness**

1. Grice's 4 maxims
2. Lakoff - politeness
3. Brown and Levinson - positive and negative politeness
4. Goffman - face and footing
5. Giles' Accommodation theory - convergence and divergence

**Region and Identity** - those studies highlighted in yellow link to how a person's sense of identity can affect their language use.

6. Accent and Dialect features of the British Isles
7. Typical North./South differences in phonology - trap-bath/ foot/strut
8. Overt and Covert prestige
9. Trudgill Norwich study (1972)
10. William Labov - Martha's Vineyard
11. Accent and Dialect levelling
12. Paul Kerswill's study of Estuary English  
Reading/Milton Keynes/ Hull
13. Watson's 2001 study of Liverpool
14. Milroy & Milroy and Cheshire - Dialect grammar 2014
15. Howard Giles - Matched Guise (Capital Punishment)
16. Dixon, Mahoney and Cox- Accents of guilt in  
Birmingham
17. Aziz Corporation findings - perceptions of accents
18. Halliday, McIntosh and Strevens - rural accents  
perceived more positively than urban. However,  
judgements are social and no accent or dialect is  
linguistically better.
19. Quirk - rural accents perceived more positively than  
urban.
20. Allen Bell - strength of accent dependant on  
audience. Studied radio presenters and found that  
their accents varied according to the expectations of  
intelligence/education levels of the audiences- can

	<p>linked to <i>Giles accommodation</i> and the idea of a linguistic repertoire and code switching.</p> <p>21. Explore typical discourses on regional accents e.g. as 'ugly/'better' in the media- grouping as prescriptive or descriptive and typically left/right wing.</p>
<p><b>Ethnicity - these studies can also link to how identity affects language</b></p>	<p>22. Substratum theory</p> <p>23. Overt and covert prestige</p> <p>24. Code-switching</p> <p>25. Link to prior learning on World Englishes and explore how World Englishes show that Ethnicity affects language</p>

	<p>26. Intro to Jamaican Patois and BBE</p> <p>27. Intro to MLE</p> <p>28. Paul Kerswill - MLE in Hackney and Havering</p> <p>29. Paul Kerswill tracing MLE in the British media</p> <p>30. Explore typical discourses on MLE/ 'Jafaican' in the media.</p> <p>31. Look at features of AAVE and the Oakland schoolboard decision</p> <p>32. John McWhorter on AAVE 'Talking black, talking back.'</p> <p><a href="https://www.google.co.uk/amp/s/www.newyorker.com/magazine/2017/05/15/the-case-for-black-english/amp">https://www.google.co.uk/amp/s/www.newyorker.com/magazine/2017/05/15/the-case-for-black-english/amp</a></p>
<p><b>Language and gender representation</b></p>	<p>33. Dale Spender 'Man-made language'</p> <p>34. Muriel Schulz - The Semantic Derogation of Women</p> <p>35. Julia Stanley - Negative Semantic Space</p> <p>36. Sara Mills - lexical Asymmetry</p> <p>37. Ann Bodine - Androcentric language</p> <p>38. Typical discourses on gender representation through language</p>
<p><b>Language and Gender Spoken</b></p>	<p>1. Introduce gender models:</p> <p><i>Biologism – men and women are innately different, which accounts for differences in language</i></p> <p><i>Deficit – Female language is both a reflection of and cause of women's deficient role in society</i></p> <p><i>Dominance – Men take on a more dominant role in conversation</i></p>



*Difference – Men and women use language differently, due to the different ways they have been socialised*

*Dynamic/Diversity – Men and women are not erogenous groups; you cannot claim that all men or all women use language the same- this is a social/ cultural myth.*

39. Robin Lakoff

40. Pamela Fishman

41. Zimmerman and West

42. Deborah Tannen

43. John Gray

44. Janet Hyde

45. Deborah Cameron

46. Cameron, McAlinden and O'Leary

47. Dubois and Crouch - tags

48. Janet Holmes - tags

49. O Barr and Atkins

50. Trudgill in Norwich - throwback to region

51. Jacobi and Schweers

52. Jones and Coates - four reasons for women's (same-sex) talk: house talk, bitching, scandal, chat

53. Cheshire - adherence to social grouping (males more susceptible to covert prestige, but social grouping and attitudes to authority, etc more important)  
(flash forward to social groups)

54. Typical discourses on gendered language

<b>Social Groups - These can also be linked to identity</b>	<ol style="list-style-type: none"> <li>1. High and low density networks</li> <li>2. Multiplex and Uniplex ties</li> <li>3. The Milroys (Belfast)</li> <li>4. Jenny Cheshire - Reading teens</li> <li>5. Penelope Eckert- Jocks and Burnouts</li> <li>6. Polari - a case study</li> </ol>
<b>Social Class</b>	<ol style="list-style-type: none"> <li>1. William Labov - class stratification in New York</li> <li>2. Basil Bernstein</li> <li>3. Trudgill Norwich - Super study goes with loads!!</li> </ol>
<b>Age</b>	<ol style="list-style-type: none"> <li>1. Throwback to change: Textisms , Emojis , Modern additions e.g. selfies (millennials/Gen Z)</li> <li>2. Cheshire and Eckert's limitations to grouping by age</li> <li>3. Penelope Eckert – Jocks and Burnouts</li> <li>4. Gary Ives</li> <li>5. Janet Holmes</li> <li>6. Tony McCenery</li> <li>7. Typical discourses on age</li> </ol>
<b>Language Power and Occupation</b>	<ol style="list-style-type: none"> <li>1. Michael Nelson</li> <li>2. Koester</li> <li>3. John Swales</li> <li>4. Drew and Heritage</li> <li>5. Telegraph studies on occupation</li> <li>6. Kim and Elder</li> <li>7. Specific examples of different jobs and jargon/language used</li> </ol>

	<ol style="list-style-type: none"><li>8. Police interrogation and asymmetrical power</li><li>9. Typical discourses on occupation</li></ol>
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