

SUBJECT: ENGLISH LANGUAGE



NESTON
HIGH SCHOOL

KS5 CURRICULUM PLAN

KS5 Knowledge and key skills

YEAR 12	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC						
Knowledge	Students will be introduced to the language levels that will be needed in order to analyse texts. Students will begin to know how language choices have an impact on meanings and representation. Students will also know theories relating to language and region and how these can be evaluated.	Students will become increasingly familiar with language levels, focusing on semantics, grammar and syntax and applying them to the meanings and representations created. Students will also know theories relating to language and gender and how to write an academic opinion article.	Students will be increasingly confident with all language levels, focusing on phonology and pragmatics. Students will also explore theories relating to language and occupation and will become increasingly confident in evaluating them.	Students will explore their first NEA piece of original writing. Students will become increasingly confident in creating their writing after analysing a style model. Students will also explore theories relating to language and social groups and how to write an academic opinion article.	Students will prepare for their CAEs by revising all elements of the Year 12 course including language and region, gender, occupation and social groups. In addition students will also revise language levels.	Students will begin to be introduced to Language Change and their Language Investigations after the completion of their CAEs. Students will learn new terminology in relation to lexical and semantic change.
Skills	Students will begin to demonstrate the ability of identifying and analysing lexis. Students will begin to apply region theories and can evaluate them with some success.	Students will demonstrate the ability to identify and analyse a range of media texts from different forms. Students will begin to write an opinion article for a non-specialist audience considering appropriate vocabulary choices and structure.	Students will demonstrate the ability to identify and analyse a range of media texts from different forms in an increasingly confident way. Students will be increasingly familiar in evaluating theories about region, gender and occupation.	Students will demonstrate the ability to consider the genre, audience and purpose of their original writing choices. Students will use appropriate lexical choices as well as syntax. Students will also become increasingly confident in writing an opinion article for a non-specialist audience.	Students become increasingly confident in evaluating theories and applying key examples using metalanguage. Students will also be increasingly confident in analysing a text and applying meanings and representations that are evident within them.	Students will begin to analyse the impact of language change and start to collate data for their language investigations.
Key Vocab	Lexis, morphemes, noun phrases, convergence, divergence, RP, SE	Grammar, discourse, graphology, marking, tautology, endearments	Synthetic personalisation, Grice's maxims, restricted lexis, phatic talk	Code-switching, sociolect, idiolect, vernacular	Metalanguage, evaluate, theories, language levels	Compounding, borrowing, blending, amelioration, pejoration

Key Knowledge Transfer

YEAR 13	SUMMER 2	SUMMER 1	SPRING 2	SPRING 1	AUTUMN 2	AUTUMN 1
TOPIC						
Knowledge	External examinations	Students will revise Paper 1 and Paper 2 topics. Students will be confident in applying and evaluating theories to these topics.	Students will explore World Englishes, evaluating theories about the English Language in a contemporary context. Students will also continue exploring language discourses, focusing on writing an opinion article for a non-specialist audience.	Students will also continue exploring language discourses, focusing on writing an opinion article for a non-specialist audience. In addition, students will continue to explore how children learn to talk, read and write.	Students will become increasingly confident in exploring ways of child language development, focusing on reading and writing. Students will also become increasingly confident in language discourses surrounding linguistic topics.	Students will begin the process of completing their NEA tasks: original writing and a language investigation. Students will also begin studying language discourses and how children's language develops in speech format.
Skills	External examinations	Students will also be able to analyse data of children speaking and writing applying a range of theories. Students will also be able to evaluate the spread of World Englishes, evaluating how the language is continuing to change.	Students will be able to structure an evaluative essay with confidence and structure a piece of creative writing appropriate for a non-specialist audience. Students will be also able to confidently apply language levels to unseen texts analysing the meanings and representations that they carry.	Students will confidently be able to write for a non-specialist audience using appropriate lexical choices and considering the tone of the writing. Students will confidently apply theories of child language development and be able to evaluate their validity.	Students will be able to analyse writing data created by children and will be able to apply theories in an increasingly confident way. Further to this, students will be able to identify language levels to elements of discourse and be able to make connections between two texts.	Students will begin to analyse key data relating to their language investigations. Students will demonstrate the ability to focus on an area of research. Students will also begin to explore theories surrounding language acquisition and how to analyse discourses.
Key Vocab		Piaget, Chomsky, McArthur, Modiano, Strevén.	Metalanguage, diversity, descriptivist	Lingua franca, global English, pidgin, creole, patois	Phonics, phoneme, grapheme, insertion, omission	Semantic change, lexical change, prescriptivist