

## KS5 English Language. Updated for 24/25

Year 12/13

### Curriculum Overview: KS5 English Language

**Rationale:** To expose students to a variety of texts from different eras and cultural contexts (including articles, web pages, adverts and moving image) in order to fully prepare them for their English Language exam whereby students will need to analyse and respond to unseen texts. Students will be exposed to a range of subject specific terminology as well as theoretical approaches, and will learn how to apply this accurately and appropriately in their critical and creative writing.

755525411451Year 12	Teacher 1 Year 12: GXM Year 13: SXB Paper 1	Teacher 2 : Year 12 : EX1 Year 13: LEA: Paper 2
Autumn 1 7 weeks September – October 2024	<p><b>Language Levels (2 weeks)</b> Students will explore the fundamental “Language Levels” that underpin the basis for analysis of the English Language, looking at differences between Spoken and Written modes. Students will explore how the building blocks of language: lexis, syntax, grammar semantics, discourse, pragmatics, phonetics and graphology.</p> <p><b>Meanings &amp; Representations</b> Students will explore and read a range of texts to understand the conventions of meanings and representations in language. This scheme aims to encourage sophisticated analysis of all aspects of language with a focus on key terminology required for the exam, across a range of texts and links to other elements of the course including gender, class and attitudes to language.</p>	<p><b>Gender</b> Students will explore and read a range of unseen texts, including articles transcripts and adverts to understand how gender and stereotypes impacts language use and representations. Lessons will incorporate a series of discussion and analysing activities. Students will understand a range of Language and Gender theory as well as develop a critical analysis and creative writing style.</p>
Autumn 2 7 Weeks <b>PPE 1: w/c 20&amp;27/11</b>  <b>November – December 2024</b>	<p><b>Continuing with: Meanings &amp; Representations</b> Students will explore and read a range of texts to understand the conventions of meanings and representations in language. This scheme aims to encourage sophisticated analysis of all aspects of language with a focus on key terminology required for the exam, across a range of texts and links to other elements of the course including gender, class and attitudes to language.</p>	<p><b>Occupation &amp; Power</b> Students will explore and read a range of unseen texts, including job descriptions, transcripts and articles to understand how occupation impacts language use. Lessons will incorporate a series of discussion and analysing activities. Students will understand a range of Language and Occupation theory as well as develop a critical analysis and creative writing style.</p>
Spring 1 5 Weeks	<p><b>Continuing with: Meanings &amp; Representations</b> Students will explore and read a range of texts to understand the conventions of meanings and representations in language. This scheme aims to encourage sophisticated analysis of all aspects of language with a focus on key terminology required for the exam, across a range of texts and links to other elements of the course including gender, class and attitudes to language.</p>	<p><b>Accent, Dialect, Social Class &amp; Ethnicity</b> Students will understand how a person’s accent, dialect, race, ethnicity and social class may contribute to the way in which they speak. Students will explore the diversity in speech based on background factors of the speaker. Students will construct meaningful exam responses in preparation for their examinations and receive written and verbal feedback which enables them to progress.</p>
Spring 2 5 Weeks  <b>PPE 2: w/c 19&amp;26/02</b>  <b>11/03 Parents’ Eve</b>	<p><b>Paper2: Newspapers/opinion writing</b> Students will explore and read a range of newspaper articles to understand the conventions of news writing through a series of discussion and analysing activities. Students will explore how writers’ create certain effects through language and also learn how to apply these in their own writing style.</p>	<p><b>Paper2: Newspapers/opinion writing</b> Students will explore and read a range of newspaper articles to understand the conventions of news writing through a series of discussion and analysing activities. Students will explore how writers’ create certain effects through language and also learn how to apply these in their own writing style.</p>
Summer 1 7 Weeks	<p><b>NEA: NEA – Investigation</b> Students will explore and read a range of data before refining their Investigation to a topic of their choice. Students will work independently to analyse their findings and create a critical analysis of their findings. Students will explore how writers’ create certain effects through language and also learn how to apply these critically in answering their Investigation question.</p>	<p><b>NEA: NEA – Original Writing</b> Students will use their Original Writing piece and their Style Model to compare similarities in genre, style and language choices. Students will work independently to analyse their Style Model and Original Writing to create a critical evaluation of their intentions and language choices made.</p>
Summer 2 7 Weeks <b>PPE 3: w/c 01/07</b>	<b>Revision as above</b>	<b>Revision as above</b>

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Year 13	Teacher 1: Paper 1: SXP	Teacher 2: Paper 2 : LEA
Autumn 1	<p><b>Language Acquisition (Spoken Language)</b> Students will explore how children learn to speak and communicate, analysing a range of transcripts, audio/visual texts and texts. Students will understand a range of theoretical approaches to language acquisition and begin to critically apply them in their evaluative writing. Students explore contextual factors, such as learning difficulties that may impact their learning.</p> <p>Coursework to be completed for home learning</p>	<p><b>History of English – language change</b> Students will explore and read a range of texts to understand how the English language has developed/changed over time. This scheme aims to encourage sophisticated awareness of historical events that impact language change. Students will learn to critically evaluate language change applying theoretical approaches.</p>
Autumn 2 <b>PPE 1 18/11 and 25/11</b>	<p><b>Language Acquisition (Reading &amp; Writing)</b> Students will explore how children learn to read and write, analysing a range of transcripts, audio/visual texts and texts. Students will understand a range of theoretical approaches to language acquisition and begin to critically apply them in their evaluative writing.</p>	<p><b>Comparison &amp; Discursive Writing</b> Students will revise all topics taught in year 12 and be learn to develop their understanding into creating comparative responses (Paper 2 Q3) and creating discursive writing (Paper 2 Q4). Students will develop their critical writing skills and understanding of grammar.</p>
Spring 1	<p><b>Meanings &amp; Representations Revision</b> Students will explore and read a range of texts to understand the conventions of meanings and representations in language. The revision aims to encourage sophisticated analysis of all aspects of language with a focus on key terminology required for the exam, across a range of texts and links to other elements of the course including gender, class and attitudes to language. Revision of all skills taught last year for the meanings &amp; representation schemes.</p>	<p><b>Language Varieties</b> Students will revise all topics that look at the variation of language. These include accent, dialect, race, ethnicity and social class, gender, occupation and power. Students will analyse a range of unseen texts and statements to construct meaningful exam responses in preparation for their examinations and receive written and verbal feedback which enables them to progress.</p>
Spring 2 7 weeks  <b>PPE2 24/03 – 03/03</b>  <b>Parents’ Evening 25/03</b>	<p><b>Meanings &amp; Representations Revision</b> Students will explore and read a range of texts to understand the conventions of meanings and representations in language. The revision aims to encourage sophisticated analysis of all aspects of language with a focus on key terminology required for the exam, across a range of texts and links to other elements of the course including gender, class and attitudes to language. Revision of all skills taught last year for the meanings &amp; representation schemes.</p>	<p><b>Language Varieties</b> Students will revise all topics that look at the variation of language. These include accent, dialect, race, ethnicity and social class, gender, occupation and power. Students will analyse a range of unseen texts and statements to construct meaningful exam responses in preparation for their examinations and receive written and verbal feedback which enables them to progress.</p>
Summer 1 4 Weeks	<p><b>Revision</b> Students will revise all topics so far (Yr12 &amp; 13) in order to make progress in approaching and answering exams. Lessons will incorporate a range of tasks including modelling, group planning and creative revision to aid progress. Students will develop a critical writing style to enhance their essays.</p>	<p><b>Revision</b> Students will revise all topics so far (Yr12 &amp; 13) in order to make progress in approaching and answering exams. Lessons will incorporate a range of tasks including modelling, group planning and creative revision to aid progress. Students will develop a critical writing style to enhance their essays.</p>
Summer 2 Terminal Exams		