

KS5 English Language @ WBS

Language is woven into every aspect of our lives. You may be woken up by the voice of the news presenter and register the headline about Trump's latest conundrum. You go on to take a shower and the label on your shampoo makes you smile. On the way to school the slogan on a new billboard catches your eye. You notice the sign in your favourite coffee shop and wonder when words like 'frappuccino' and 'babyccino' were first invented. You absent-mindedly glance at the leaflet about an exhibition that was just pushed in your hands. As you approach the school gates, you hear your mates sharing a juicy story before suddenly changing their topic and tone when they see the biology teacher appearing from round the corner.

Before you had even had a chance to say your first 'good morning', you were exposed to language through marketing and corporate communication, political discourse through media reporting, you wondered about language change and the ways we use language in interaction differently in different contexts with different people.

In these lessons, you will learn about why all of this happens, and why it is important that it does. We look at the roots of language in child language development and language change; you'll link language use to gender, sexuality, power, technology, age and occupations; you'll go out and study how language is actually used in the real world and show that you can successfully control your language to match with different genres, audiences and purposes in the NEA. The course is wide-ranging and eye opening, and we can't wait to see you in the classroom.

Structured Independent Study (SIS)

Your structured independent study time should be used to consolidate and develop your notes taken in class by continuing with wider reading and consolidating your understanding of what we do in the classroom. Suggested reading material will be provided during lessons. You will also find academic articles, podcasts, interviews, reviews and exemplar writing within the topic areas.

Your teacher will sign post when these resources are relevant to a particular task or essay that has been set so that you can write fully informed responses to essays whilst broadening your knowledge. SIS gives you an opportunity to develop the independent research skills required to excel at undergraduate level. Complete as much of the wider reading and suggested tasks as possible to be able to make the most of your lesson time. Sometimes your teacher may direct you to complete a particular task but please conduct your own research and go beyond what is outlined here. Please share any interesting critical material you find with your class.

Homework

Homework will be set by your class teacher for each topic. This will involve reading, independent analysis, questions and annotations of texts; you will sometimes be asked to complete group work and prepare presentations too. In order that you come to lessons prepared to share and debate your individual research, analysis and interpretations of the texts and concepts you are studying, it is vital that you keep up to date with your homework tasks.

Homework will also involve written analysis and practice mini-essays which will help you build the skills required for your final assessed pieces each half term.

Half term	Teacher 1	Teacher 2	Assessment point	Stretch and support	Links to previous learning
Year 12 Sept- Oct	Frameworks. 1 week per framework (in this order): Grammar, Lexis, Semantics, Pragmatics, Phonology, Graphology.	Skills workshop- teaching AOs explicitly and applying frameworks as they are covered.	Produce own set of revision cards for knowledge based test @ end of half term (school to provide)	SEND- chunked information on Frameworks. Non-essay assessment method. Stretch- familiarise students with all bands on mark scheme in skills workshops.	Consolidate GCSE language, terminology and skills. E.g. Pragmatics of political debates may tie to
Oct- Dec	The roots of language: Child language development - spoken Paper 1, Question 4	The roots of language: Language Change- historical and some subsidiary/ relevant social aspects Paper 1, Question 2	Mini question @ end of half term x2	SEND- provide writing frames for extended responses. Usual in-class scaffolding. Links to lived experiences.	Linguistic frameworks; applying technical terminology
Dec- Feb	The roots of language: Child language development – reading and writing Paper 1, Question 5	The roots of language: Language Change- social and different varieties (regional) Paper 1, Question 1	Mini question @ end of half term x2	SEND- provide writing frames, key vocabulary and sentence starters.	Linguistic frameworks; applying technical terminology. Spoken CLD links to multimodal CLD. Broad synoptic links between historical and social language change.
Feb- April	Representations- varieties, change. 3D analysis.	Global Varieties of English	Centralised March mock- Paper 1	Texts chosen to support and stretch.	ALL
April- TT promotion	Varieties- gender, sexuality, power Paper 2, Question 1	Mini Investigation Assessment checkpoints to be shared @ start	Mini question @ end of half term x1	SEND- investigation chunked and scaffolded.	

TT promotion- July	Language Discourses- Wider reading/ current affairs Paper 2, Question 3	Varieties- technology, occupation, age, change Paper 2, Question 2	Mini investigation submitted first week back in September Bank of reading & studies	SEND- reading skills and strategies built into lessons.	Synoptic links between topics e.g. power and gender. Language Discourses covers all language debates studies so far.
Year 13 Sept- Oct	Opinion article writing Paper 2, Question 4	NEA investigation Whole course rev Assessment checkpoints to be shared @ start	Mini question @ end of half term NEA verbal feedback NEA- Early September = send titles to advisor. Ongoing AFL checkpoints. Complete by Xmas.	SEND- style models used and usual scaffolding. NEA chunked. NEA title guided by teacher. Stretch- share range of NEA models.	Language discourses and analysis skills help students develop own voice.
Oct- Dec	NEA writing & commentary Whole course rev Assessment checkpoints to be shared @ start	Writing to evaluative- Varieties	Centralised November mock Paper 2	Explicit modelling of revision skills.	Evaluative writing draws synoptic links with all previous learning. Wide range of questions and planning to aid retrieval of prior learning.
Dec- Feb	CLD recap - synoptic links to other topics and a frameworks focus Paper 1 section B	Current debates and issues around language varieties – Paper 2 Question 3	Mini question @ end of half term x2	Explicit modelling of revision skills.	Breadth of current debates and issues will draw on all previous topics. CLD now linked with all other types of language.

Feb- April	Respond to mock Emerging needs	Respond to mock Emerging needs	Centralised February FULL mock	Explicit modelling of revision skills.	Adaptive planning – consolidation and development of any other topic taught previously.
April- May	Comparison- both questions	Exam technique, coaching, modelling answers	Mocks @ end of half term	Personalised feedback and coaching	
May- July	REVISION	REVISION	Mocks questions ongoing		
Study Leave Sessions					