

# English Language

## Year 12

	Autumn	Spring	Summer
Curriculum Knowledge	<ul style="list-style-type: none"> <li>● The concepts of genre, context, audience and purpose</li> <li>● The relationship between text producers and users</li> <li>● Macro concepts such as register, form, mode, tenor</li> <li>● Lexis and Semantics</li> <li>● Grammar and Syntax</li> <li>● Pragmatics</li> <li>● Discourse</li> <li>● Introduction to analysing texts and representations</li> <li>● Prescriptivism and Descriptivism</li> <li>● Introduction to sociolinguistics</li> <li>● Standard and Non-Standard English</li> <li>● Discourse-Pragmatic particles in speech</li> <li>● Active research into accent, dialect and conversational language</li> </ul>	<ul style="list-style-type: none"> <li>● Textual variations and representations continued.</li> <li>● Preparation for mock exams</li> <li>● Practising analysing unseen texts</li> <li>● Language and gender</li> <li>● Language and occupation</li> <li>● Language and technology</li> <li>● NEA: Beginning to look at writing to entertain, argue and inform.</li> <li>● NEA: Collect and analyse style models</li> <li>● NEA: Produce first draft of creative writing</li> <li>● NEA: Begin to research topics, theory and case study for language investigation</li> </ul>	<ul style="list-style-type: none"> <li>● NEA: Produce final draft of creative writing</li> <li>● NEA: First and Final draft of commentary completed</li> <li>● NEA: Language Investigation topic chosen and researched</li> <li>● NEA: Develop title and parameters of the investigation</li> <li>● Revision of skills for Paper One: Section A</li> <li>● Revision of content and skills for Paper Two: Section A.</li> <li>● Language Change</li> </ul>

	<ul style="list-style-type: none"> <li>● Textual variations and representations</li> <li>● Hegemony</li> <li>● Critical Discourse Analysis tools</li> <li>● Framing, subject positioning, modality, modification, Agency</li> <li>● Metaphor and narrative as a means to represent people, places, concepts and ideas.</li> <li>● Linguistic diversity</li> <li>● Social Identity Theory</li> <li>● Accommodation Theory</li> <li>● Accent and Dialect</li> <li>● Language and Age</li> <li>● Language and Gender</li> <li>● Language and Social Groups/Social Networks</li> <li>● Language and Social Class</li> </ul>		
Tier 3 Vocabulary	Representation Agency Modality Subject Positioning Register Identity Homogenisation Monophthong Diphthong	Indexicality Enregisterment Isogloss Foot-Strut Vowel Production Community of Practice Performativity Methodology Hypothesis	As previous.
Curriculum Opportunities	Online student conferences	Face to face student conferences	Exam Revision sessions with external expert
<b>Year 13</b>			
	Autumn	Spring	Summer
Curriculum Knowledge	<ul style="list-style-type: none"> <li>● Continue Language Change</li> <li>● NEA: Language Investigation first draft</li> <li>● Child Language Acquisition - acquisition of spoken language</li> </ul>	<ul style="list-style-type: none"> <li>● NEA: Final draft of Language Investigation</li> <li>● Language Discourses continued</li> </ul>	<ul style="list-style-type: none"> <li>● Revision of content and skills for Paper One and Paper Two</li> <li>● Enrichment</li> </ul>

	<ul style="list-style-type: none"> <li>• Language Discourses</li> </ul>	<ul style="list-style-type: none"> <li>• Child Language Acquisition continued - acquisition of literacy</li> <li>• Revision of Paper One: Section A and Paper Two: Section A for mocks</li> </ul>	
Tier 3 Vocabulary	<p>Discourses</p> <p>Agency</p> <p>Modality</p> <p>Framing</p> <p>Positioning</p> <p>Over-extension/Under-extension</p> <p>Addition/Deletion/Reduplication/Substitution</p> <p>Consonant Cluster Reduction/Assimilation</p> <p>Labelling/Packaging/Network Building</p> <p>Telegraphic/Post-Telegraphic</p> <p>Pivot Schema</p> <p>Virtuous Errors</p> <p>Behaviourism/Nativism/Cognition/Interactionism</p> <p>Child Directed Speech</p> <p>Object Permanence</p>	<p>Orthography</p> <p>Grapheme</p> <p>Grapho-phonemic</p> <p>Scaffolding</p> <p>Social Constructivism</p> <p>Zone of Proximal Development</p> <p>Sociocultural</p> <p>Non-linear</p> <p>Pre-communicative/Semi-phonetic/Phonetic/Transitional/Conventional</p> <p>Emoticon</p> <p>Insertion/Omission/Substitution/Transposition</p> <p>/Phonetic Spelling/Salient Sounds</p> <p>Co-ordination/Deixis/Reference/Subordination</p>	Students should revise all tier 3 vocabulary relevant to all aspects of the course.
Curriculum Opportunities	Trip to the Baby Lab at Lancaster University	Student conference	Exam revision with an external expert