

YEAR 12 ENGLISH LANGUAGE CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent: Our ambition is to ensure all students develop the knowledge and skills to become *curious readers, thoughtful writers* and *articulate speakers* in order to explore the wider world, flourish in the future and achieve their full potential. The course allows students to build on the skills already gained at GCSE and prepare for their next steps. We aim to equip students with the concepts and methods appropriate for the analysis of language in a range of contemporary contexts. The variety of assessment styles used, such as data analysis, discursive essays, directed writing, original writing and research-based investigative writing, allows students to develop a wide range of skills. These include critical reading, data analysis, evaluation, the ability to develop and sustain arguments and a number of different writing skills which are invaluable for both further study and future employment.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	Linguistic Frameworks	Language and Occupation/ Language and Gender	Regional and National Variation/ Language and Social Groups	Paper 2 Q4 Focus: Regional & National Variation & Occupation Paper 1 Section A Text Analysis	Paper 1 Section A Text Analysis (focus on comparison) Q3 Paper 2 Focus – Gender & Social Groups	NEA: Original Writing
Core Knowledge/ Threshold Concept	Students will study elements of grammar, discourse, lexis, semantics, pragmatics, graphology and phonetics. They will build up a bank key linguistic concepts that will enable them to analyse texts, exploring how meanings and representations have been created.	Students will explore how language is used and shaped in different contexts. They will explore theoretical concepts linked to language and occupation and language and gender. They will assess the validity of these concepts and evaluate ideas around these topics.	Students will explore how language is used and shaped in different contexts. They will explore theoretical concepts linked to regional variation and language and social groups. They will assess the validity of these concepts and evaluate ideas around these topics.	Students will demonstrate expertise and creativity in the use of language to communicate in different ways They will evaluate the effectiveness of the linguistic choices made by writers. Students will consolidate their understanding of how to approach Paper 1	Students will consolidate our understanding of how to approach Paper 1 Section A Students will recall how text producers create meanings and representations through linguistic choices and audience positioning Students will compare different attitudes	Students will study a range of style models before selecting and analysing one style model in detail Students will use this research to inform their own piece of original writing and evaluate the effectiveness of the writing process

				Section A by recalling how text producers create meanings and representations through linguistic choices and audience positioning.	towards gender and social groups Students will evaluate the effectiveness of the linguistic choices made by writers	
Why this learning now?	<p>Students will build on analytical skills developed in KS4 and develop the ability to use a range of linguistic frameworks to deepen these analytical skills</p> <p>Students will understand how to explore meanings and representations in readiness for Paper 1 Section A text analysis</p> <p>Students will develop strong foundations in analysis to prepare for studying key language diversity topics next half term</p>	<p>Students will use understanding of linguistic frameworks from term 1a to help to explore language and gender / occupation</p> <p>Students will develop the ability to use theories to support / challenge ideas about language and compare and contrast these with one another</p> <p>Students will develop evaluative skills that will prepare for answering evaluative-style questions (CLA question, Paper 2 Q1/2)</p>	<p>Students will build on evaluative skills developed in term 1b to help to explore attitudes towards language variation and prepare for answering evaluative-style questions (CLA question, Paper 2 Q1/2)</p> <p>Students will continue to develop the ability to use theories to support / challenge ideas about language and compare and contrast these with one another</p>	<p>Students will build on analytical skills developed in term 1b and 2a to create interesting writing pieces.</p> <p>Students will build on Paper 1 skills developed in term 1a and analyse how meanings and representations are created.</p>	<p>Students will continue to build on analytical skills developed last half term to help to explore how writer's present attitudes towards language variation and prepare for answering an analytical-comparative question (Paper 2 Q3)</p> <p>Students will build on Paper 1 skills developed in term 1a and analyse how meanings and representations are created.</p>	<p>Students will build on writing skills developed in term 2b to create innovative writing pieces.</p> <p>Students will utilise analytical skills developed across the course to explore texts and recreate a writer's style.</p>
Assessment	Regular formative assessment will take place through the following: recall tasks to link back to prior learning; targeted questioning; written feedback; whole class feedback; live and verbal feedback.					

Opportunities:	Paper 1, Section A, practice essay	Paper 2, Question 1/2, practice essay	Paper 2, Question 1/2, practice essay	Paper 1, Section A, practice essay Paper 2, Question 3, practice essay	Paper 1, Section A, practice essay Paper 2, Question 3, practice essay	NEA drafting
Learning at Home	Students are expected to revise key terms as a rolling homework. Students will be provided with wider reading activities to develop critical understanding. NEA drafting and research.					
Links to careers and the world of work	<p>Career pathways include the following: writing (i.e. fictional or travel), performing, screen-writing, politics, motivational speaker, speech and language therapy, education, marketing, media, journalism</p> <p>Employability skills: develop the ability to comprehend a variety of writing styles, to critically analyse texts and to confidently speak in front of an audience. To understand how language is used in different social contexts, adapting and analysing language accordingly. To be able to write academically for different purposes.</p>					

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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	NEA: Original Writing NEA: Language Investigation	Language Change Child Language Acquisition (Spoken)	Language Change Child Language Acquisition (Written)	Language and Ethnicity World English	Revision	

<p>Core Knowledge/ Threshold Concept</p>	<p>Students will investigate an area of linguistic interest and develop the ability to select data and relevant theorists</p> <p>They will explore patterns in data-sets and draw conclusions about language use</p> <p>Students will continue to sharpen writing pieces in line with the success criteria.</p> <p>Students will evaluate the effectiveness of their own writing process through the production of a linguistic commentary.</p>	<p>Students will explore how the English language has changed and developed from the 1600s to present day</p> <p>They will explore what influences language change and the attitudes towards language change</p> <p>They will explore how children learn to speak including lexical, grammatical and phonological development</p> <p>Students will develop the ability to analyse spoken transcripts and apply a range of CLA theories</p>	<p>Students will explore how the English language has changed and developed from the 1600s to present day</p> <p>Students will explore what influences language change and the attitudes towards language change</p> <p>Students will explore how children learn to speak including lexical, grammatical and phonological development</p> <p>Students will develop the ability to analyse spoken transcripts and apply a range of CLA theories</p>	<p>Students will explore how ethnicity impacts on language use</p> <p>Students will study a range theoretical concepts around language and ethnicity and comment on their validity in different contexts.</p> <p>They will explore how English has developed into a global language.</p> <p>They will study a range of theoretical concepts around the rise of English as a global language and evaluate their validity in different contexts.</p>	<p>Students will revise how to explore meanings and representations in texts</p> <p>Students will compare writer’s attitudes about language</p> <p>They will revise how language is impacted by a range of societal factors</p> <p>They will revise how to evaluate a statement and develop a line of argument</p>	
<p>Why this learning now?</p>	<p>Students will use analytical and evaluative skills developed throughout year 12 to undergo an investigation into a language area of their own choice.</p>	<p>Students will use their understanding of linguistic frameworks from Y12 to analyse language change and spoken data</p> <p>Students will build upon their understanding from</p>	<p>Students will build upon their ability to use linguistic frameworks to analyse meanings and representations in texts</p> <p>Students will use their understanding of how</p>	<p>Students will build upon their ability to use linguistic frameworks to analyse meanings and representations in texts</p> <p>Students will use their understanding of how</p>	<p>Students will further build upon their ability to compare how writer’s use linguistic choices to present attitudes towards language</p> <p>Students will build upon their linguistic</p>	

	Students will use their understanding of linguistic frameworks to help them craft their own piece of creative writing and linguistic evaluation.	Y12 of how to use theories to support / challenge statements about language.	to use theories to support and challenge statements about language.	to use theories to support and challenge statements about language.	knowledge to explore how meanings and representations are created in texts. Students will build upon their understanding of creative writing to develop the ability to write an opinion article.	
Assessment Opportunities:	Regular formative assessment will take place through the following: recall tasks to link back to prior learning; targeted questioning; written feedback; whole class feedback; live and verbal feedback.					
	NEA feedback Mock exams	Paper 1, Q4, practice assessment Paper 2, Q1/2, practice assessment	Paper 1, Q4, practice assessment Paper 2, Q1/2, practice assessment	Paper 2, Q1/2, practice assessment	Practice assessments based on needs arising from revision	
Learning at Home	Students are expected to revise key terms as a rolling homework. Students will be provided with wider reading activities to develop critical understanding. NEA drafting and research. Revision of key concepts.					
Links to careers and the world of work	<p>Career pathways include the following: writing (i.e. fictional or travel), performing, screen-writing, politics, motivational speaker, speech and language therapy, education, marketing, media, journalism</p> <p>Employability skills: develop the ability to comprehend a variety of writing styles, to critically analyse texts and to confidently speak in front of an audience. To understand how language is used in different social contexts, adapting and analysing language accordingly. To be able to write academically for different purposes.</p>					

YEAR 12 ENGLISH LITERATURE CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent: English is the gateway to success and allows students to access the rest of the curriculum. Our ambition is to ensure all students develop the knowledge and skills to become *curious readers*, *thoughtful writers* and *articulate speakers* in order to explore the wider world, flourish in the future and achieve their full potential. We nurture a passion and love of literature from a variety of contexts as well as encouraging students to become analytical thinkers so that they are empowered to form their own views about what they see, hear and read. Through the exploration of great writers, we aim to inspire and develop students' ability to communicate creatively and for different forms, audiences and purposes so that they can articulate their ideas effectively within the English classroom and beyond.

	Autumn Term		Spring Term		Summer Term	
Topic	Introduction to Literature Introduction to Critical Theory: Literary Canon, Feminist, Marxist Unseen texts	Paper 2: Political and Social Protest Writing Novel: The Kiterunner	Paper 2: Political and Social Protest Writing Novel: The Handmaid's Tale	Poetry: Blake- Songs of Innocence and Experience	Introduction to Tragedy Poetry: Keats	NEA: Prose Coursework
Core Knowledge/ Threshold Concept	Develop understanding and application of Literary Theory. Evaluate unseen texts (drama, prose, poetry) through the lens of 'Political and Social Protest Writing'. Evaluate authorial methods; authorial intentions and context. Develop essay writing skills and exam skills.	Evaluate the novel through the lens of 'Political and Social Protest Writing'. Evaluate authorial methods; authorial intentions and context. Develop essay writing skills and exam skills.	Evaluate the novel through the lens of 'Political and Social Protest Writing'. Evaluate authorial methods; authorial intentions and context. Develop essay writing skills and exam skills.	Evaluate Blake's poetry through the lens of 'Political and Social Protest Writing'. Evaluate authorial methods; authorial intentions and context. Continue to develop essay writing skills and exam skills.	Develop understanding of the tragedy genre. Evaluate poetry through the lens of 'Tragedy'. Evaluate authorial methods; authorial intentions and context. Develop essay writing skills and exam skills.	Evaluate a novel through the use of literary theory. Evaluate authorial methods; authorial intentions and context. Develop essay writing skills.

Why this learning now?	Students will build on analytical skills developed in KS4 and begin to incorporate these into essay writing. Students will learn how to approach an unseen text, identifying elements of 'Political and Social Protest Writing'. This is preparation for Paper 2 of the exam: Section A.	Students will build on analytical skills developed in KS4 and HT1 and begin to incorporate these into essay writing. Students will learn how to approach a prose text, identifying elements of 'Political and Social Protest Writing'. This is preparation for Paper 2 of the exam: Section B and C.	Students will continue to build analytical and essay writing skills. Students will begin to make connections between texts studied. This is preparation for Paper 2 of the exam: Section B and C.	Students will consolidate evaluative and essay writing skills, making connections between texts. This is preparation for Paper 2 of the exam: Section B and C.	Students will continue to develop analytical and evaluative skills, this time through the lens of 'Tragedy'. Students will learn how to approach a poetry text, identifying elements of 'Tragedy'. This is preparation for Paper 1 of the exam: Section C.	Students will build on understanding of Literary Theory from HT1 and apply it to prose texts. Students will choose a prose text and evaluate it through a 1500-word essay for the NEA section of the course.
Assessment Opportunities:	Regular formative assessment will take place through the following: recall tasks to link back to prior learning; targeted questioning; written feedback; whole class feedback; live and verbal feedback.					
	Paper 2 Section A practice essay	Paper 2 Section B practice essay	Paper 2 Section A and B practice essay	Paper 2 Section C practice essay (section)	Paper 2 Section A and C practice essay	NEA proposal
Learning at Home	Students will complete pre-reading activities before text study lessons. Students will be provided with wider reading activities to develop critical understanding. Students will be assigned further reading (prose, drama, poetry).					
Links to careers and the world of work	<p>Career pathways include the following: writing, journalism, performing, screen-writing, politics, motivational speaker, stage director, speech writer, psychologist, investigator, acting, editor, social media content creation, teaching, administration, emergency services, customer service, marketing, managerial and leadership roles, project manager</p> <p>Employability skills: the ability to read, write and speak in a variety of registers and make links between texts and the wider world, how to construct convincing arguments (both verbally and written), the ability to revise and use memory strategies to retain knowledge and information</p>					

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students to become analytical thinkers so that they are empowered to form their own views about what they see, hear and read. Through the exploration of great writers, we aim to inspire and develop students' ability to communicate creatively and for different forms, audiences and purposes so that they can articulate their ideas effectively within the English classroom and beyond.

	Autumn Term		Spring Term		Summer Term	
Topic	NEA: Poetry Coursework	Paper 1: Tragedy Shakespeare: Othello	Paper 1: Tragedy Play: Death of a Salesman	Paper 1: Tragedy Shakespeare: Othello	Poetry: Keats Final revision for both Paper 1 and Paper 2	N/A
Core Knowledge/ Threshold Concept	Continue to develop understanding and application of Literary Theory, and of analysing a poetry text. Evaluate authorial methods; authorial intentions and context. Develop essay writing skills and exam skills.	Evaluate the play through the lens of 'Tragedy'. Evaluate authorial methods; authorial intentions and context. Develop essay writing skills and exam skills.	Evaluate the play through the lens of 'Tragedy'. Evaluate authorial methods; authorial intentions and context. Develop essay writing skills and exam skills.	Evaluate the play through the lens of 'Tragedy'. Evaluate authorial methods; authorial intentions and context. Continue to develop essay writing skills and exam skills. Develop extract analysis.	Consolidate understanding and interpretation of all texts studied. Develop exam technique.	N/A
Why this learning now?	Students will build on understanding of Literary Theory from NEA Prose coursework and apply this to a poetry text. Students will choose a poetry text and evaluate it through a 1500-word essay for	Students will learn how to evaluate a play, identifying elements of 'Tragedy'. This is preparation for Paper 1 of the exam: Section A and B.	Students will build on understanding of how to evaluate a play, identifying elements of 'Tragedy'. This is preparation for Paper 1 of the exam: Section C.	Students will build on understanding of how to evaluate a play, identifying elements of 'Tragedy'. This is preparation for Paper 1 of the exam: Section A and B.	Students will recall their prior learning on the set texts and consolidate and master exam-technique in preparation for the A Level examination in the summer term.	N/A

	the NEA section of the course.					
Assessment Opportunities:	Regular formative assessment will take place through the following: recall tasks to link back to prior learning; targeted questioning; written feedback; whole class feedback; live and verbal feedback.					
	NEA proposal	Paper 1 Section A practice essay	Paper 1 Section C practice essay	Paper 1 Section B practice essay	External examinations Paper 1 Paper 2	N/A
Learning at Home	Students will complete pre-reading activities before text study lessons. Students will be provided with wider reading activities to develop critical understanding. Students will be assigned further reading (prose, drama, poetry).					
Links to careers and the world of work	<p>Career pathways include the following: writing, journalism, performing, screen-writing, politics, motivational speaker, stage director, speech writer, psychologist, investigator, acting, editor, social media content creation, teaching, administration, emergency services, customer service, marketing, managerial and leadership roles, project manager</p> <p>Employability skills: the ability to read, write and speak in a variety of registers and make links between texts and the wider world, how to construct convincing arguments (both verbally and written), the ability to revise and use memory strategies to retain knowledge and information</p>					