**KS5 English Language SOW Intent – GCE English Language Paper One and Two: Language, the individual and scoiety and Language Diversity and Change**

**Year Group: 13**

**Half Term: 1 and 2**

|  |  |
| --- | --- |
| **Number of Hours** | **Topic** |
| 3 per week | Early stages of CLA, theories and development |
| 2 per week | Language change and factors affecting this |
| 3 per week | Revision and further analysis of learning to read, phonemes and graphemes, learning to write |
| 2 per week | Theories around language change |
| 3 per week | Further analysis of textual variations and representations |
| 2 per week |  World Englishes – including cultural influences |
| 3 per week | Grammatical terminology and further skills for Q1 on Paper 1, Language frameworks, auditing and Q3 practise. |
| 2 per week | World Englishes – revision of main ideas, opinions and theories. Analysis of differences. |
| **Reasons behind order of topic in this half term** |
|  |
| The skills required by students in order to be successful in examinations are hierarchical in terms of difficulty and detail. Topics, therefore, are ordered in accordance with the exam paper studied and level of difficulty. This allows students to learn, consolidate and practice new knowledge and skills in a progressive order - which promotes understanding and success in this subject. Students can then use their understanding of the more basic ideas to assist them in learning and writing about the more complex ones.  |

*The number of hours and order of topics may be differentiated to best suit the needs of specific groups of students, including SEND students, to provide a personalised and bespoke curriculum model.*