

Progression Model - Year 7

Module Title: Childhood, changes and experience	Module Title: Love and Relationships	Module Title: Cultures, conflict and politics
<p>Learning Intent for this module: Reading: To understand how 19th Century writers present ideas and themes. Writing: To develop and enhance skills as creative writers.</p>	<p>Learning Intent for this module: Reading: To understand how a 16th Century dramatist (Shakespeare) presents ideas and themes. Writing: To develop and enhance skills as narrative writers Oracy: To gain confidence in reading/performing aloud when studying drama.</p>	<p>Learning Intent for this Module: Reading To understand how non-fiction writing is constructed to persuade and inform. To understand how poetry presents ideas about culture and conflict. Writing: To develop skills as persuasive, transactional writers. Oracy: To develop verbal strategies to explain and persuade clearly.</p>
<p>Key Content to be learned:</p> <ol style="list-style-type: none"> 1. Transition: Building on knowledge of 'autobiography' from KS2 – examine 'style models' and understand what to include when writing own short biography of childhood. (W) <p><u>Oliver Twist</u></p> <ol style="list-style-type: none"> 2. Understand how childhood experiences are portrayed in 19th Century literature through exploration of: <ul style="list-style-type: none"> • Context: Dickens • Plot; • Themes and ideas; • Characters; • Language (R) 3. Descriptive writing based on 19th Century text. (W) 	<p>Key content to be learned:</p> <ol style="list-style-type: none"> 1. Transition: Building on/discovering knowledge of Shakespeare. (W) E.g. writing like an historian. 2. Reading Shakespeare – A Midsummer Night's Dream. Understand and explore: <ul style="list-style-type: none"> • Plot • Characters • Key themes/ideas • Exploration of key extracts – understanding and analysis. (R) 3. Shakespeare as a dramatist: <ul style="list-style-type: none"> • Features of Shakespearean theatre; • Oracy – developing skills of speaking, listening and responding through drama. (O) 4. Narrative Writing based on 'AMND' and using style models from stories around problematic relationships. (W) 	<p>Key Content to be learned:</p> <ol style="list-style-type: none"> 1. Transition: Differences between narrative/fictional writing and non fiction. Features of 'travel writing' and reading of various extracts from travel writing through time. Comparison skills. (R) 2. Writing to persuade and inform. – Features of articles, leaflets or blogs. Writing to persuade someone to visit a place. (W) 3. In groups, produce a short travel 'vlog' to persuade people to visit a local attraction. (O) 4. Poetry across cultures – typical content and styles. Understanding how poetry helps to communicate experiences. (R) 5. Speech writing – write a speech to argue around an issue from the poetry (e.g. equality, gender). (W)

<p>4. Features of Dickens' language. How does Dickens use language to create sympathy for Oliver? Or How does Dickens use language to present the danger that Oliver faces? (R)</p>		
<p>Key tasks for this module:</p> <ul style="list-style-type: none"> • KT1 – Short autobiography of childhood so far. (Writing skills) • KT2 – Reading response to 19th Century text based on plot/character. (Reading Skills) • KT3 – Writing to describe – based on setting around the text. (Writing Skills) • KT 4 – Reading response to 19th Century text based on theme/language. 	<p>Key tasks for this module:</p> <ul style="list-style-type: none"> • KT1 – Biography of Shakespeare. Writing like an historian • KT2 – Reading response to selected extract: analysis of plot/character. • KT3 – Speaking and Listening task: group response to the presentation of 'love and relationships'. • KT4 – Narrative writing task. 	<p>Key tasks for this module:</p> <ul style="list-style-type: none"> • KT1: Comparing travel writing. (R) • KT2: Writing to persuade someone to visit a place. • KT3: Group travel 'Vlogs' to persuade • KT4: Write a speech to argue about an issue arising from the poetry.

Progression Model - Year 8

Module Title: Childhood, changes and experience	Module Title: Love and Relationships	Module Title: Cultures, conflict and politics
<p>Learning Intent for this module: Reading: To understand how 19th Century writers present ideas and themes. Writing: To enhance skills as narrative writers</p>	<p>Learning Intent for this module: Reading: To understand how a 16th Century dramatist (Shakespeare) presents ideas and themes. Writing: To develop skills as writers who inform/explain To write creatively using picture stimuli and style models.</p>	<p>Learning Intent for this Module: Reading: To understand the presentation of cultural ideas in a multi modal text To compare different texts on a similar topic Writing: To develop skills of letter writing. Oracy: To develop confidence in group discussion skills.</p>
<p>Key Content to be learned:</p> <ol style="list-style-type: none"> 1. Transition – Building on reading and writing skills from Y7. Short extract response. How is language used effectively? (R) <p><u>Jane Eyre</u></p> <p>Understand how childhood experiences and change are portrayed in 19th Century literature through exploration of:</p> <ul style="list-style-type: none"> • Plot; • Themes and ideas; • Characters; • Language; • Narrative voice and style • Context – including ideas of gender (refer back to Oliver Twist – male v female orphan experience?) (R) <p><u>Narrative Writing</u></p>	<p>Key content to be learned:</p> <ol style="list-style-type: none"> 1. Shakespearean Tragedy – features, characteristics and context. 2. Reading Shakespeare – ‘Macbeth’. Exploration of a key scene and linking to elsewhere in the play. (R) 3. Article writing to inform/explain. Write an article to explain a key event in the play. (W) <p><u>The Modern Novel</u></p> <ol style="list-style-type: none"> 1. Understanding the presentation of love and relationships from modern ‘multi-cultural’ perspective. Responding to themes/ideas. (R) 2. Exploring other ‘cultural texts’ and images alongside the novel. Creative and descriptive writing task. (W) 	<p>Key Content to be learned:</p> <ol style="list-style-type: none"> 1. The multi-modal text: Understand how cultural experiences are portrayed in 20th Century non-fiction text <i>My Family and Other Animals</i>. Exploration of: <ul style="list-style-type: none"> • Features of non-fiction writing; • Plot • Themes and ideas • Characterisation; • Language – mixture of description and narration • Structure (R) 2. Conventions of letter writing: write a letter to explain and describe the arrival of the family in Corfu (W) 3. Explore an ‘alternative’ account of change and experience (e.g. Bill Bryson). Examine and compare:

<ul style="list-style-type: none"> • Explore typical narrative voice and style of Bronte as a stimulus • Different ways to plan and structure a narrative piece 		<ul style="list-style-type: none"> • Language; • Tone and structure • Themes and ideas • Evaluate effects. (R) <p>4. Poetry – conflict in poetry through time. Comparing and evaluating the presentation of conflict. Group discussion and presentation (O)</p>
<p>Key tasks for this module:</p> <ul style="list-style-type: none"> • <p>KT 1 – Short extract response (R)</p> <p>KT2 – Longer reading response based on fiction text</p> <p>KT3 – In the character of Helen Burns, write a story about an aspect of your life before Lowood. (W)</p> <p>KT 4 – Reading response to compare (e.g. compare the presentation of life at Gateshead to life at Lowood)</p>	<p>Key tasks for this module:</p> <ul style="list-style-type: none"> • KT1 – Macbeth (key scene and link to elsewhere in the play) • KT2 – Article – writing to inform/explain • KT3 – Responding to key themes/ideas in the modern novel • KT 4 – Creative/descriptive writing based on cultural texts and picture stimulus. 	<p>Key tasks for this module:</p> <ul style="list-style-type: none"> • KT 1 Reading response to ideas of culture and change in 'My Family and Other Animals'. • KT2 Transactional: Letter to explain and describe. • KT3 Compare two non-fiction texts. • KT 4 Group discussion on conflict poetry.

Progression Model – Year 9

Module Title: Childhood, Changes and Experience	Module Title: Love and Relationships	Module Title: Cultures, conflict and politics.
<p>Learning Intent for this module:</p> <p>Reading: To understand the distinctive features of fiction and non-fiction writing</p> <p>Writing: To develop as transactional writers (articles and letters)</p>	<p>Learning Intent for this module:</p> <p>Reading: To develop analytical written responses to Shakespeare</p> <p>To develop comparative poetry writing skills through the study of Sonnets through time</p> <p>Writing: To develop as creative/narrative writers.</p> <p>Oracy: To develop confidence in individually presenting to a small group.</p>	<p>Learning Intent for this Module:</p> <p>Reading: To develop ability to study key aspects of modern drama</p> <p>To be able to produce an extended reading response to modern Prose, including context.</p> <p>Writing: To further develop written style in both creative and transactional writing.</p>
<p>Key Content to be learned:</p> <ol style="list-style-type: none"> 1. Transition from Y7 and Y8 – Differences in fiction and non fiction writing. Differences in 19th Century and 20th Century writing and experiences. Short response comparison. (R) 2. Reading – fiction pre-20th Century extracts and 20th/post 20th Century <ul style="list-style-type: none"> • Contexts and their significance and influence • Typical features of Romantic and Victorian literature • Typical features of 20th Century fiction • Analysis of language and structural techniques across time (R) 3. Analytical Writing – How is education presented by a writer in a 19th Century text? 	<p>Key content to be learned:</p> <ol style="list-style-type: none"> 1. Reading Shakespeare – ‘Romeo and Juliet’ <ul style="list-style-type: none"> • Plot; • Characters • Themes; • Language • Structure; <p>Analytical writing: Write an essay to analyse the presentation of love/relationships in a key scene from the play. (R)</p> 2. The presentation of teenage romance in literature. Read some modern ‘style models’ for typical genre features then narrative writing: Write the opening to a story about a doomed teenage romance. (W) 3. Oracy: prepare and give a short presentation to a small group on a topic 	<p>Key Content to be learned:</p> <ol style="list-style-type: none"> 1. Transition: Teenage conflict in R&J versus: Modern drama of conflict e.g. ‘Girls Like That’ and Other Plays for Teenagers by Evan Placey. (R) 2. Creative writing – using an idea from the play as a stimulus, write a story about overcoming conflict. (W) 3. Modern Novel – Animal Farm. <ul style="list-style-type: none"> • Context of the text – including ideas of Communism and Dictatorships; • Idea of the novella and allegorical writing; • Characters; • Themes; • Style, structure and language • Impact and effect. (R) 4. Write a speech to argue/persuade about the importance of equality. (W)

<p>4. Reading – non fiction pre-20th Century extracts and 20th/post 20th Century</p> <ul style="list-style-type: none"> • Contexts and their significance and influence • Typical features of early non-fiction writing • Typical features of 20th Century non-fiction • Analysis of language and structural techniques across time (R) <p>5. Transactional: Features of writing to inform and explain. Letter writing. (W)</p>	<p>around the pressures of being a teenager.</p> <p>4. Reading poetry: Love and Relationships. Sonnets: writing to compare the presentation of love in sonnets from different periods. (R)</p>	
<p>Key tasks for this module:</p> <p>KT 1 – Transactional – Writing an Article to inform.</p> <p>KT2 – Comparison of 19th and 20th Century fiction texts.</p> <p>KT3 – Analysis of language and structure in non fiction writing</p> <p>KT 4 – Write to inform and explain – write a formal letter.</p>	<p>Key tasks for this module:</p> <p>KT 1: Analytical response to ‘Romeo and Juliet’ based on a character</p> <p>KT2: Descriptive: image stimulus – write a description of a beautiful place as suggested by the image</p> <p>KT3: Oracy – presentations on pressures of being a teenager.</p> <p>KT4: Compare the presentation of love/relationships in two sonnets.</p>	<p>Key tasks for this module:</p> <p>KT 1: Reading response to an extract from the play.</p> <p>KT 2: Narrative: Write a story about someone who overcomes conflict.</p> <p>KT3: Reading response to character/theme in ‘Animal Farm’</p> <p>KT4: Write a speech to argue/persuade about the politics presented in ‘Animal Farm’.</p>

Progression Model – Y10

Module Title: Society, Culture and Politics	Module Title: The Gothic – Dark and Dangerous	Module Title: Power and Conflict
Learning Intent for this module: Reading: To understand GCSE text 'An Inspector Calls' and produce analytical written responses. Writing: To enhance skills of transactional writing – articles and speeches	Learning Intent for this module: Reading: To understand GCSE text 'The Strange Case of Dr Jekyll and Mr Hyde' and produce analytical written responses Writing: To enhance skills of descriptive and narrative writing – image stimulus	Learning Intent for this Module: Reading: To understand GCSE text 'AQA Anthology Poetry Power and Conflict and produce analytical written responses. Oracy: To present successfully in GCSE Spoken Language Study NEA.
Key Content to be learned: Literature: 'An Inspector Calls' (First study of text) Language: Non-Fiction Reading Language: Transactional Writing	Key Content to be learned: Literature: 'Dr Jekyll and Mr Hyde' (First study of text) Language: Fiction Reading Language: Fiction Writing (Descriptive and Narrative)	Key Content to be learned: Anthology Poetry – Power and Conflict Unseen Poetry (linked to 'unseen' themes) Literature: Romeo and Juliet (Revision of text – analytical response skills) Language: Spoken Language
Key tasks for this module: KT1 – Analysis of writer's methods in the studied play: 'An Inspector Calls' KT2 – Analytical response to 'An Inspector Calls' based on a character KT3 – Analysis and comparison of writer's methods across two non-fiction extracts KT4 – Transactional – article writing linked to conflict KT5 – Transactional – speech writing linked to social inequality	Key Tasks for this module: KT1 – Analysis of writer's methods in the studied novel: 'Dr Jekyll and Mr Hyde' KT2 – Analytical response to 'Dr Jekyll and Mr Hyde' based on a theme KT3 – Analysis of writer's language and structure in a fictional extract KT4 – Evaluative response in a fictional extract KT5 – Creative writing – descriptive: write a description about a dangerous setting as suggested by the image	Key tasks for this module: KT1 – Analytical response to an anthology poem from 'Power and Conflict' cluster KT2 – Analytical response to an unseen poem KT3 – Analytical comparison response to two unseen poems KT4 – Analytical response to 'Romeo and Juliet' based on a theme KT5 – Oracy: Spoken Language NEA component

Progression Model – Y11

Module Title: Women and Literature	Module Title: The Natural World	Module Title: Exam Revision/Preparation
<p>Learning Intent for this module:</p> <p>Reading: To develop as analytical and evaluative readers</p> <p>Writing: To enhance creative/narrative writing skills</p>	<p>Learning Intent for this module:</p> <p>Reading: To develop as analytical and comparative readers</p> <p>Writing: To enhance transactional writing skills (article)</p>	<p>Learning Intent for this Module:</p> <p>Reading: To develop as analytical, evaluative and comparative readers</p> <p>Writing: To enhance creative, narrative and transactional writing skills.</p>
<p>Key Content to be learned:</p> <p>Language: Fiction Reading</p> <p>Language: Fiction Writing (Descriptive and Narrative) (Response Skills)</p> <p>X4 Anthology Poems (revision/response skills)</p> <p>Literature: ‘An Inspector Calls’ (Revision of text – analytical response skills)</p> <p>X4 Anthology Poems (revision/response skills)</p>	<p>Key content to be learned:</p> <p>Language: Non-Fiction Reading</p> <p>Language: Transactional Writing (Response Skills)</p> <p>X3 Anthology Poems (revision/response skills)</p> <p>Literature: ‘Dr Jekyll and Mr Hyde’</p> <p>Literature: Romeo and Juliet (Revision of texts – analytical response skills)</p> <p>X3 Anthology Poems (revision/response skills)</p>	<p>Key Content to be learned:</p> <p>An Inspector Calls</p> <p>Anthology Poetry and Unseen Poetry</p> <p>Romeo and Juliet</p> <p>Dr Jekyll and Mr Hyde</p> <p>English Language Paper 1 and Paper 2</p> <p>Exam Period – Prescribed Revision Sessions</p>
<p>Key tasks for this module:</p> <p>KT1 – Analysis of writer’s language and structure in a fictional extract</p> <p>KT2 – Evaluative response in a fictional extract</p> <p>KT3 – Creative writing – narrative writing</p> <p>KT4 – Analytical response to an anthology poem from ‘Power and Conflict’ cluster</p> <p>KT5 – Analytical response to ‘An Inspector Calls’ based on a theme</p>	<p>Key tasks for this module:</p> <p>KT1 – Summary comparison of two non-fiction extracts AND Analysis and comparison of writer’s methods across two non-fiction extracts</p> <p>KT2 – Transactional – article writing linked to ‘The Natural World’</p> <p>KT3 – Analytical response to an unseen poem</p> <p>KT4 – Analytical response to ‘Dr Jekyll and Mr Hyde’ based on a character</p> <p>KT5 – Analytical response to ‘Romeo and Juliet’ based on a character</p>	<p>Key tasks for this module:</p> <p>KT1 – Analytical response to ‘An Inspector Calls’ based on a character</p> <p>KT2 – Analytical responses to: Anthology Power and Conflict and two unseen poems</p> <p>KT3 – Analytical response to ‘Romeo and Juliet’ based on a character</p> <p>KT4 – Analytical response to ‘Dr Jekyll and Mr Hyde’ based on a character</p> <p>KT5 – Reading and Writing responses for English Language Paper 1 and 2</p>

Progression Model – Y12 English Literature

Module Title: Love through the Ages and WW1 and its Aftermath	Module Title: Love through the Ages WW1 and its Aftermath	Module Title: Love through the Ages WW1 and its Aftermath
<p>Learning Intent for this module:</p> <ul style="list-style-type: none"> • To understand the ‘step up’ to A level Literature • To gain an understanding of the diachronic study of the Literature of love • To gain an understanding of the synchronic study of the Literature of WW1 and its Aftermath • To understand features of prose through the study of the 19th Century novel ‘Jabe Eyre’ • To understand the features of prose through the 20th Century novel ‘Regeneration’ 	<p>Learning Intent for this module:</p> <ul style="list-style-type: none"> • To understand features of prose through the study of the 19th Century novel ‘Jabe Eyre’ • To understand the features of prose through the 20th Century novel ‘Regeneration’ • To gain an understanding of love poetry through time through the study of AQA pre-1900 poetry • To gain an understanding of WW1 poetry through the study of ‘Up the Line to Death’ 	<p>Learning Intent for this Module:</p> <ul style="list-style-type: none"> • To gain an understanding of love poetry through time through the study of AQA pre-1900 poetry • To gain an understanding of WW1 poetry through the study of ‘Up the Line to Death’ • To understand themes, ideas and stylistic features of Ibsen’s ‘A Doll’s House’ • To become familiar with requirements for NEA study • To become familiar with a range of possible ‘second texts’ for NEA
<p>Key Content to be learned:</p> <p><u>Teacher 1 Transition Unit:</u></p> <ul style="list-style-type: none"> • Introduction to ‘A’ level; • Writing ‘A’ Level Essays • Assessment Objectives • Wider reading sources • Diagnostic essay • Key Terminology and Concepts. • Introduction to diachronic study of love through the ages; • Courtly love and its origins <p><u>Teacher 1 Jane Eyre</u></p>	<p>Key content to be learned:</p> <p><u>Teacher 1 Jane Eyre</u></p> <ul style="list-style-type: none"> • Development of characters and themes; • Developments in the structure of the novel; • Further exploration of Bronte’s techniques, including the natural elements • Explore the types of love presented in the novel; • Detailed examination of the themes of religion and morality; 	<p>Key Content to be learned:</p> <p><u>Teacher 1 AQA Poetry – Pre 1900 Love through the Ages</u></p> <p><i>The Ruined Maid</i> and <i>At an Inn</i></p> <ul style="list-style-type: none"> • Thomas Hardy and his style; • Hardy as a poet – themes, ideas and attitudes • Country versus the city – <i>The Ruined Maid</i> • <i>The Ruined Maid</i> – detailed study of the poem.

<ul style="list-style-type: none"> • The novel form and its beginnings, including changes in prose style throughout the ages • C.Bronte and her style • Study of the plot of <i>Jane Eyre</i> • General introduction to characters and characterisation. • 19th Century Realism, influence of 18th Century Gothic and popularity of 'sensationalist' literature • Opening chapters: Authorial methods, including language, setting, symbolism and structure. • Influence of the Victorian period on prose • Early Chapters –established themes and <i>Jane Eyre</i> as a bildungsroman. • Structure and style of the novel including setting and symbolism • Use of the natural elements and inter-textuality. • Gothic features and how Bronte adapts these from 18th Century Gothic • Feminist, Marxist and Post-Colonial readings. • Close study of key passages so far, including narrative voice/viewpoint, religious/biblical references and their significance and stylistic features typical of Bronte and mid-Victorian novels. • Ending of the novel and its significance; • <i>Jane Eyre</i> and its influence; • Close analysis of more key passages • Revision of Bronte's style and methods. 	<ul style="list-style-type: none"> • Examine the extent to which the novel might be described as a 'roman a clef' • The novel as an 'autobiography' • Social and political aspects within and around the novel <p><u>Teacher 2 Regeneration</u></p> <ul style="list-style-type: none"> • Development of characters and themes; • Developments in the structure of the novel; • Further exploration of Barker's techniques, including key motifs; • Explore themes of suffering and regeneration; • Examine the role of 'father figures' • Social and political aspects within and around the novel • Close analysis of some key passages so far – looking at authorial methods in detail. • Character development. How Barker creates and develops relationships in the novel. <p><u>Teacher 1 AQA Poetry – Pre-1900 Love through the Ages</u></p> <p><u>Who so list to hount...</u></p> <ul style="list-style-type: none"> • Early love poetry and conventions of 'courtly love' • Renaissance influence and poetry, including the introduction and development of the sonnet form. • 'Fashions' in love poetry – focus on those in the anthology and their chronology. 	<p><i>At an Inn</i> – Detailed study of the poem</p> <p><u>The Garden of Love</u></p> <ul style="list-style-type: none"> • Context of Blake and <i>Songs of Innocence and Experience</i>. Blake's attitude to God and religion. • The Romantics – styles, influences and characteristics. • Study of authorial methods. Close analysis of tone, imagery and metaphor. • Comparison of religious references with other poetry. <p><u>Song (Ae Fond Kiss)</u></p> <ul style="list-style-type: none"> • Context of Robbie Burns and his poetry. Significance of 'song' and the personal significance of the poem. • Dialect choices. Exploration of themes in the poem and how they are conveyed. <p><u>La Belle Dame sans Merci and Non-Sum Qualis</u></p> <ul style="list-style-type: none"> • Keats and second generation Romantics; • The Ballad form and its suitability for Romantic poetry; • Detailed study of <i>La Belle Dame</i> • Ernest Dowson and biographical relevance Detailed study of <i>Non-Sum Qualis</i> <p><u>Teacher 2 Up the Line to Death - Anthology</u></p> <ul style="list-style-type: none"> • Imagery and stylistic features • Context of section titles within the anthology • Association of poems with main aspects of WW1. • Influence of form and structure; • Features of Odes, Ballads, Lyrical poetry and how these are used;
--	---	--

<p><u>Teacher 2 Regeneration</u></p> <ul style="list-style-type: none"> • Introduction to synchronic study of the literature of WW1 and its Aftermath; • Background and context of WW1 and the literature produced; • Context(s) of the novel including Barker's research and mixing of fiction and non-fiction • Features of modern and post-modern prose and how these can be applied to Barker's work • Early character and thematic development; • Emerging themes and their relation to contexts • Analysis of Barker's language and style. • Focus on the presentation of Rivers and his narrative viewpoint; • Narrative structure, focus and reliability; • Rivers' interactions with different characters (fictional and non-fictional). • Barker's presentation of 'Shell Shock' and emasculation • Analysis and evaluation of language and other authorial methods in presenting these themes • Detailed work on themes and characters; • Relating the novel to 'aspects of WW1 and its aftermath' as suggested by AQA • Ending of the novel and its significance; • <i>Regeneration</i> and its influence; • Close analysis of more key passages • Revision of Barker's style and methods. 	<ul style="list-style-type: none"> • Thomas Wyatt – context and poem. and style • Renaissance ideas/references within the sonnet and the effect of these <p><i>Sonnet 116</i> Shakespearean sonnets – their features and contexts, including meter:</p> <ul style="list-style-type: none"> • Transience and permanence • Extended metaphors and imagery <p><i>To His Coy Mistress</i></p> <ul style="list-style-type: none"> • Context of Andrew Marvell <p>Adherence to and departure from Metaphysical characteristics.</p> <ul style="list-style-type: none"> • Rhyming couplets and blank verse forms • Carpe Diem, syllogism and conceit <p><i>The Flea</i></p> <ul style="list-style-type: none"> • Metaphysical poetry – origins, characteristics and style • Context of John Donne • Renaissance/neo classical features • Authorial methods <p><i>The Scrutiny</i></p> <ul style="list-style-type: none"> • Context: Lovelace's poetry and style. Attitude towards women, love and relationships during the time. • Analysis of authorial/poetic methods. Some focus on syntax and imagery related to ideas of discovery during Renaissance period. • Comparisons with other poems. <p><i>A Song: Absent from thee</i></p> <ul style="list-style-type: none"> • Context: Background to Rochester and his poetry. Idea of poems as 'songs' <p>Language, structure and iambic tetrameter of the poem.</p>	<ul style="list-style-type: none"> • Changes in tone and perspective – where and how these occur. <p><u>Teacher 1 NEA Introduction</u></p> <ul style="list-style-type: none"> • Weighting; • Rules; • Rubric; • How to write in an academic way; • How to keep and write a bibliography; • How to present work; • Importance of planning; • Importance of wider, secondary reading • Possible texts; • Possible topics/titles • Exemplar titles • Exemplar responses • Study of extracts from possible texts. <p><u>Teacher 1 A Doll's House</u></p> <ul style="list-style-type: none"> • 19th Century Realist Drama; • Historical, social and political context of the play; • Biographical information about Ibsen and his style and attitudes; • Plot of 'A Doll's House • Symbolism and importance of the beginning of the play; • Introduction and presentation of main characters. • Title and setting • The structure of the play; • Ibsen's language and style; • Character language and development; • The ending;
---	---	---

	<p><i>She Walks in Beauty</i></p> <ul style="list-style-type: none"> • ‘<i>Mad, bad and dangerous to know.</i>’ Byron’s background and the context of his poetry. • Romance and imagery in the poem. Close analysis of authorial methods. • Comparison with poems from earlier centuries. <p><i>Remember</i></p> <p>Context: Rossetti as a Victorian poet. Refined sensibilities of Victorian literature.</p> <ul style="list-style-type: none"> • Sonnet form – how Rossetti changes and adapts this. • Comparison with Shakespeare sonnet 116. • Analysis of iambic pentameter. <p><u>Teacher 2 Up the Line to Death - Anthology</u></p> <ul style="list-style-type: none"> • Focus on a specific writer to compare their poems (e.g. Thomas Hardy) • Focus on specific sections (e.g. <i>Home Front</i>) and the characteristics of poems within the section • Examine Brian Gardner’s introduction to the anthology. • Find poems to support and/or refute Gardner’s views • Categorize poems studied so far in terms of themes around war. 	<ul style="list-style-type: none"> • Theatre reviews and different critical perspectives of the play. <p><u>Teacher 2 Introduction to second texts</u></p> <ul style="list-style-type: none"> • Genre and period of the text; • Historical, social and political context of the text; • Biographical information about the writer and their style and attitudes; • Plot of the text • Study of extracts from possible second texts. • Genre and period of the text; • Historical, social and political context of the text; • Biographical information about the writer and their style and attitudes; • Plot of the text
Key tasks for this module:	Key tasks for this module:	Key tasks for this module:
KT1: Transition diagnostic reading response to prose extract (Teacher 1)	KT1: ‘Regeneration’ essay (Teacher 2) KT2 ‘Love poetry’ essay (Teacher 1)	KT1 ‘AQA Poetry and Jane Eyre’ response (Teacher 1)

KT2: 'Jane Eyre' essay on presentation of emerging themes/characters (Teacher 1) KT3: 'Regeneration' essay on presentation of emerging themes/characters (Teacher 2) KT4: 'Jane Eyre' essay on presentation of themes/characters (Teacher 1) KT5: 'Regeneration' – essay on characters/themes. (Teacher 2)	KT3 'Up the Line' essay (Teacher 2) KT4: 'Love Poetry and 'Jane Eyre' comparison (Teacher 1) KT5: 'Up the Line' essay (Teacher 2)	KT2 'Up the Line' response (Teacher 2) KT3 Response to 'ADH' (Teacher 2) KT4 Response to wider reading extract/optional text (Teacher 1) KT5 Response to 'ADH' comparison with 'second choice' extract (Teacher 2)
---	---	---

Progression Model – Y13 English Literature

Module Title: Love through the Ages WW1 and its Aftermath	Module Title: Love through the Ages WW1 and its Aftermath	Module Title: Love through the Ages WW1 and its Aftermath
Learning Intent for this module: To understand features of drama. To understand Shakespeare's play 'Othello' and its context. To understand 'The Wipers' Times' and its context	Learning Intent for this module: To become confident in cross-genre comparison To be able to compare 'Othello' and AQA pre-1900 poetry To be able to compare 'The Wipers' Times' and 'Up the Line to Death' poetry To become familiar with unseen prose study	Learning Intent for this Module: To become familiar with unseen poetry study To revise 'Regeneration' To revise all areas of the course.
<p>Key Content to be learned:</p> <p><u>Teacher 1: (To be covered concurrently with study of the play 'Othello')</u></p> <ul style="list-style-type: none"> • Features of Renaissance culture, literature and drama: including before and after the influence of 16th Century Europe • Shakespeare and his style • Study of the plot of Othello • General introduction to characters and characterisation <p><u>Teacher 2: (To be covered concurrently with study of the novel 'The Wipers' Times')</u></p> <ul style="list-style-type: none"> • Features and context of drama written about WW1 • Brief study of writers and character • Context of 'The Wipers' Times' <p><u>Teacher 1: (To be covered concurrently with study of the play 'Othello')</u></p> <ul style="list-style-type: none"> • Conventions of tragedy from Aristotle to Shakespeare • Act 1: Authorial methods, including dramatic and poetic devices and language. Shakespeare's 	<p>Key content to be learned:</p> <p>Teacher 1: <u>Comparing 'Jane Eyre' and Pre1900 poetry</u></p> <ul style="list-style-type: none"> • Revise plot, character and structural features of 'Jane Eyre' • Revise content, form and style of pre-1900 poetry <p>Teacher 2: <u>Comparing The Wipers' Times and 'Up the Line to Death'</u></p> <ul style="list-style-type: none"> • Revise sections, poems and structural features of 'Up the Line to Death' • Revise plot, character and structural features of 'The Wipers' Times' <p>Teacher 1: <u>Comparing 'Jane Eyre' and Pre - 1900 poetry</u></p> <ul style="list-style-type: none"> • Revise key contextual details of the two texts • Identify and explore links between the texts <p>Teacher 2: <u>Comparing The Wipers' Times and Up the Line to Death</u></p> <ul style="list-style-type: none"> • Revise key contextual details of the two texts • Identify and explore links between the texts 	<p>Key Content to be learned:</p> <p><u>Teacher 1: Unseen Poetry</u></p> <ul style="list-style-type: none"> • Study a variety of poems around the theme of 'unrequited love' • Compare renaissance love poetry to modernist styles <p><u>Teacher 2: Unseen poetry</u></p> <ul style="list-style-type: none"> • Study a variety of poems around the theme of 'forbidden love' or similar • Compare poetry from different eras <p><u>Teacher 1: Unseen poetry</u></p> <ul style="list-style-type: none"> • Study a variety of poems around the theme of grief and loss or similar • Compare poetry from different eras <p><u>Teacher 1: Othello revision</u></p> <ul style="list-style-type: none"> • Revise contexts • Revise plot • Revise characters <p><u>Teacher 2: Regeneration revision.</u> • Revise contexts • Revise sections • Revise aspects of war presented</p> <p><u>Teachers 1 & 2 Revision and exam skills</u></p>

<p>use of shared and broken pentameter, stichomythia etc.</p> <p><u>Teacher 2: (To be covered concurrently with study of the play The Wipers' Times)</u></p> <ul style="list-style-type: none"> • Analysis of Hislop and Newman's presentation of themes and ideas • Evaluation of characterisation • Attitudes to war presented in the play. <p><u>Teacher 1: (To be covered concurrently with study of the play 'Othello')</u></p> <ul style="list-style-type: none"> • Shakespeare's sources and contexts – including the Jacobean period • Act 2: Authorial methods, including dramatic and poetic devices and language. Freytag's Pyramid/rising action. <p><u>Teacher 2: (To be covered concurrently with study of the novel 'The Wipers' Times')</u></p> <ul style="list-style-type: none"> • Structure of the play, including points of tension and calm; • Comparisons with attitudes and themes in 'Regeneration' • The ending of the play and Haig's use of prolepsis and analepsis throughout. <p><u>Teacher 1: (To be covered concurrently with study of the play 'Othello')</u></p> <ul style="list-style-type: none"> • Structure and style: Female and 'stock' characters in Shakespeare, including the Machiavel, Shakespeare as a poet, dramatic irony, blank verse, in media res • Plot v Character • Act 3: Detailed study of 'The Temptation Scene', including climactic points and study of soliloquies. 	<p><u>Teacher 1: Comparing 'Jane Eyre' and Pre - 1900 poetry</u></p> <ul style="list-style-type: none"> • Explore thematic and structural links based around the theme of unequal feelings. <p>• Teach methods and processes for making a sophisticated, integrated comparative point.</p> <p><u>Teacher 2: Comparing The Wipers' Times and 'Up the Line to Death</u></p> <ul style="list-style-type: none"> • Explore thematic and structural links based around the theme of AOs 1 - 5 Teacher assessed essays throughout term. Teaching and Learning Activities • Reading and discussion tasks • Essay writing, including timed essay writing practice • Feedback, reflection and improvement time <p>Notes and chapter summaries relationships under strain</p> <ul style="list-style-type: none"> • Teach methods and processes for making a sophisticated, integrated comparative point. <p><u>Teacher 1: Comparing 'Jane Eyre' and Pre - 1900 poetry</u></p> <ul style="list-style-type: none"> • Teach ways to make comparisons through genre, structure and language -as well as content. • Practise making connections and comparisons based around different types of love as identified by AQA. <p><u>Teacher 2: Comparing 'The Wipers Times and Up the Line to Death</u></p> <p>Teach ways to make comparisons through genre, structure and language -as well as content.</p> <ul style="list-style-type: none"> • Practise making connections and comparisons based around different aspects of WW1 as identified by AQA. <p><u>Teacher 1: Unseen Prose extracts</u></p>	
---	---	--

	<ul style="list-style-type: none"> • Continue to analyse and evaluate a range of unseen texts • Practise unseen responses. <p><u>Teacher 2: Unseen Poetry</u></p> <ul style="list-style-type: none"> • Continue to analyse and compare a variety of unseen poems from across the ages • Practise unseen responses. <p><u>Teacher 1: Unseen Prose extracts</u></p> <ul style="list-style-type: none"> • Continue to analyse and evaluate a range of unseen texts • Practise unseen responses. 	
<p>Key tasks for this module:</p> <p>KT1 – Essay response on beginning of ‘Othello’</p> <p>KT2 – Essay response on beginning of ‘The Wipers’ Times</p> <p>KT3 – Essay response on Shakespeare’s methods</p> <p>KT4 – Essay response on Haig/Newman’s methods</p> <p>KT5 – Essay response comparing ‘The Wipers’ Times’ with an aspect of ‘Up The Line to Death’</p>	<p>Key tasks for this module:</p> <p>KT1 – Essay comparing ‘Jane Eyre’ and pre-1900 poetry</p> <p>KT2 – Essay comparing ‘The Wipers’ Times’ and ‘Up the Line to Death’</p> <p>KT3 – Unseen Poetry response</p> <p>KT4 – Unseen Prose response</p> <p>KT5 – TBC – depending on needs identified</p>	<p>Key tasks for this module</p> <p>KT1 Unseen Poetry Response</p> <p>KT2 – Othello Response</p> <p>KT3 – Regeneration Response</p>

Progression Model – Y12 English Language

<p>Module Title: Module 1 Language Diversity & Opinion Article Writing – (Teacher 1) Textual Representations (Teacher 2)</p>	<p>Module Title: Module 2 Language Diversity (Gender) & Language Change – (Teacher 1) Language Diversity (Occupation) & CLA Spoken (Teacher 2)</p>	<p>Module Title: Module 3 Language Discourses, Opinion Article Writing & NEA Language Investigation – (Teacher 1) CLA Written & NEA Original Writing (Teacher 2)</p>
<p>Learning Intent for this module: To understand aspects of language diversity. To become familiar with key terminology and concepts for the study of language To understand the features of opinion articles and the successful production of these To understand the methods used by different texts to represent ideas and issues.</p>	<p>Learning Intent for this module: To understand aspects of language diversity and language change To understand how language varies according to gender and occupational considerations To become familiar with child acquisition of language and its features.</p>	<p>Learning Intent for this Module: To understand how to write about language in a variety of forms. To gain an understanding of how children develop written skills To be able to explore and analyse language data with a high level of independence To explore and evaluate writing from a range of genres To produce writing which adheres to certain conventions and genres.</p>
<p>Key Content to be learned:</p> <p><u>Introduction to Language Diversity:</u> Language diversity – accent and dialect, regional and social: Content, methods of analysis and exam essay skills for the following topics:</p> <ul style="list-style-type: none"> • Key terminology (language frameworks) • Accent • Dialect • Idiolect • Social Groups • Age, Ethnicity • Attitudes Towards 	<p>Key content to be learned:</p> <p><u>Language and Gender:</u> Language diversity – gender: Content, methods of analysis and exam essay skills for the following topics:</p> <ul style="list-style-type: none"> • Language and Gender <p>Students should study a range of examples of language in use and research data to inform their study of diversity:</p> <ul style="list-style-type: none"> • texts using different sociolects (gender) • texts that use language to represent the different groups above • written, spoken and electronic texts linked to the group above (gender) 	<p>Key Content to be learned:</p> <p><u>Language Discourses:</u> Directed writing task preparation: Students will develop skills in:</p> <ul style="list-style-type: none"> • writing about language issues in a variety of forms to communicate their ideas to a non-specialist audience. • evaluate the structures and conventions of a variety of genres • plan, draft and redraft as part of the writing process • reflect on the writing process using methods of language analysis. <p>Link explicitly to and continue focus on attitudes to language diversity and change</p>

<p>Students should study a range of examples of language in use and research data to inform their study of diversity:</p> <ul style="list-style-type: none"> • texts using different sociolects (to include social and occupational groups, and gender) • texts using different dialects (to include regional and national varieties of English within the British Isles) • texts that use language to represent the different groups above • written, spoken and electronic texts about a range of subjects, for various audiences and purposes in a variety of genres • items from collections of language data (eg dictionaries, online resources, language corpora) • research findings (eg tables, graphs, statistics). <p>When analysing texts and data, students should explore:</p> <ul style="list-style-type: none"> • how language varies because of personal, social and geographical contexts • why language varies, developing critical knowledge and understanding of different views and explanations • how identity is constructed • how language is used to enact relationships • attitudes to language diversity <p><u>Textual Variation and Representations:</u></p> <ul style="list-style-type: none"> • Genre • Audience • Purpose 	<ul style="list-style-type: none"> • items from collections of language data (eg dictionaries, online resources, language corpora) • research findings (eg tables, graphs, statistics) <p>When analysing texts and data, students should explore:</p> <ul style="list-style-type: none"> • how language varies because of gender • why language varies, developing critical knowledge and understanding of different views and explanations • how language is used to enact relationships • attitudes to language and gender <p><u>Language and Occupation:</u></p> <p>Language diversity – occupation: Content, methods of analysis and exam essay skills for the following topics:</p> <ul style="list-style-type: none"> • Language and Occupation <p>Students should study a range of examples of language in use and research data to inform their study of diversity:</p> <ul style="list-style-type: none"> • texts using different sociolects (occupation) • texts that use language to represent the different groups above • written, spoken and electronic texts linked to the group above (occupation) • items from collections of language data (eg dictionaries, online resources, language corpora) 	<p><u>Opinion Article Writing:</u></p> <p>Students will develop skills in:</p> <ul style="list-style-type: none"> • plan, draft and redraft as part of the writing process • reflect on the writing process using methods of language analysis. • writing about language issues in a variety of forms to communicate their ideas to a non-specialist audience <p>Pupils will complete and produce:</p> <ul style="list-style-type: none"> • opinion article pieces based on a range of areas of language study <p><u>Child Language Introduction – (CDS):</u></p> <p><u>(Focus on ‘Written’)</u></p> <p>Students should explore how children develop their written skills. To achieve this, students should study:</p> <ul style="list-style-type: none"> • the functions of children’s language • phonological, pragmatic, lexical, semantic and grammatical development • different genres of writing • different modes of communication (spoken, written, multimodal) theories and research about language development. <p><u>Coursework – Language Investigation:</u></p> <p>The aim of this area of study is to allow students to explore and analyse language data independently.</p> <ul style="list-style-type: none"> • a language investigation (2,000 words excluding data) <p>Students can choose to pursue a study of spoken, written or multimodal data, or a mixture of text</p>
---	---	--

<ul style="list-style-type: none"> • Context • Written/Mixed Modal texts • Reader-writer relationships • Key terminology (language frameworks) <p>When analysing texts, students should explore how language is:</p> <ul style="list-style-type: none"> •• shaped according to audience, purpose, genre and mode •• shaped according to context •• used to construct meanings and representations •• used to enact relationships between writers, speakers and audiences or between participants within a text. <p>This exploration will include:</p> <ul style="list-style-type: none"> •• methods of language analysis •• how identity is constructed •• how audiences are addressed and positioned •• the functions of the texts •• the structure and organisation of the texts •• how representations are produced <p>Students will study the following areas of Language:</p> <ul style="list-style-type: none"> • phonetics, phonology and prosodics: how speech sounds and effects are articulated and analysed • graphology: the visual aspects of textual design and appearance • lexis and semantics: the vocabulary of English, including social and historical variation • grammar, including morphology: the structural patterns and shapes of English 	<ul style="list-style-type: none"> • research findings (eg tables, graphs, statistics) <p>When analysing texts and data, students should explore:</p> <ul style="list-style-type: none"> • how language varies because of occupation • why language varies, developing critical knowledge and understanding of different views and explanations • how language is used to enact relationships • attitudes to language and occupation <p><u>Language Change:</u> Content, methods of analysis and exam essay skills for the following topics</p> <ul style="list-style-type: none"> • how language varies because of personal, social, geographical and temporal contexts • why language varies and changes, developing critical knowledge and understanding of different views and explanations • attitudes to language variation and change • the use of language according to audience, purpose, genre and mode • how language is used to enact relationships. <p><u>Child Language Introduction – (CDS): (Focus on ‘Spoken’)</u> Students should explore how children develop their spoken skills. To achieve this, students should study:</p> <ul style="list-style-type: none"> • the functions of children’s language 	<p>types, demonstrating knowledge in areas of individual interest.</p> <p>In preparation for this, students need to study how to:</p> <ul style="list-style-type: none"> • identify an appropriate investigation topic and research questions • select and apply a methodology for data collection and analysis • work in greater depth and with greater range • transcribe spoken data where appropriate • use language concepts and ideas • evaluate and draw conclusions on the findings of the investigation • present findings in an appropriate and accessible way • reference reading materials correctly • evaluate the structures and conventions of a variety of genres • plan, draft and redraft as part of the writing process • reflect on the writing process using methods of language analysis. <p>Students may choose to pursue an area of individual interest. For example:</p> <ul style="list-style-type: none"> • representations of different individuals, social groups or nationalities • regional dialect • gendered talk • the language of new communication technologies • children’s language use • norms and variations in usages of different kinds
---	--	--

<p>at sentence, clause, phrase and word level</p> <ul style="list-style-type: none"> • pragmatics: the contextual aspects of language use • discourse: extended stretches of communication occurring in different genres, modes and contexts. <p>Develop a focus on:</p> <ul style="list-style-type: none"> • A wide range of different texts • Develop analysis skills • Begin to build on comparison skills and exam response skills • Cover all questions of Paper 1, Section A 	<ul style="list-style-type: none"> • phonological, pragmatic, lexical, semantic and grammatical development • different genres of speech • different modes of communication (spoken, written, multimodal) theories and research about language development. 	<ul style="list-style-type: none"> • the language of the media • the language of different occupations or pastimes • historical changes in English over time. <p><u>Coursework - Original Writing & Commentary:</u> Students will develop skills in:</p> <ul style="list-style-type: none"> • evaluate the structures and conventions of a variety of genres • plan, draft and redraft as part of the writing process • reflect on the writing process using methods of language analysis. <p>Pupils will complete and produce:</p> <ul style="list-style-type: none"> • a piece of original writing • an annotated style model • a reflective commentary • references (paper and web-based).
<p>Key tasks for this module:</p> <p>KT1: Textual Representation analytical response KT2: Language Diversity essay response (region) KT3: Opinion Article Writing – Attitudes Towards Accent and Dialect KT4: Textual Representation analytical comparison KT5: Language Diversity essay response (social groups)</p>	<p>Key tasks for this module:</p> <p>KT1: Language Diversity essay response (occupation) KT2: Language Diversity essay response (gender) KT3: Opinion Article Writing – Gender/Occupation KT4: CLA analytical response (spoken) KT5: Language Change essay response</p>	<p>Key tasks for this module</p> <p>KT1: Language Discourses analytical comparison KT2: CLA analytical response (written) KT3: Opinion Article Writing – Language Change KT4: Mock exam – Eng Lang Paper 1 KT5: Mock exam – Eng Lang Paper 2</p>

Progression Model - Y13 – English Language

<p>Module Title: Module 1</p> <p>1.1: World Englishes and NEA Language Investigation - (Teacher 1) Textual Representations Revision and NEA Original Writing (Teacher 2)</p> <p>1.2: Language Diversity Revision (accent, dialect, social groups etc & gender) & Opinion Article Writing Revision – (Teacher 1) Language Diversity Revision (Occupation) & associated analytical writing / opinion article writing (Teacher 2)</p>	<p>Module Title: Module 2:</p> <p>2.1: Language Change and World Englishes Revision – (Teacher 1) CLA Spoken & Written Revision (Teacher 2)</p> <p>2.2: Language Discourses Revision – (Teacher 1) Textual Representations Revision - (Teacher 2)</p>	<p>Module Title: Module 3</p> <p>English Language Paper 1 Exam Revision Skills</p> <p>English Language Paper 2 Exam Revision Skills</p>
<p>Learning Intent for this module: To gain an understanding of how the English Language varies within global Englishes. To revise ways in which language can vary e.g. region, age and gender</p>	<p>Learning Intent for this module: To revise the ways in which language has changed over the last few hundred years. To revise how language is represented across a variety of texts and its purposes.</p>	<p>Learning Intent for this Module: To revise all key knowledge, concepts and skills.</p>
<p>Key Content to be learned: Key Content to be learned:</p> <p><u>World Englishes:</u> Content, methods of analysis and exam essay skills for the following topics</p> <ul style="list-style-type: none"> •how language varies because of personal, social, geographical and temporal contexts • why language varies and changes, developing critical knowledge and understanding of different 	<p>Key content to be learned:</p> <p><u>Revision of Language Change:</u> Content, methods of analysis and exam essay skills for the following topics</p> <ul style="list-style-type: none"> •how language varies because of personal, social, geographical and temporal contexts • why language varies and changes, developing critical knowledge and understanding of different views and explanations 	<p>Key Content to be learned: <u>Revision of Paper 1 exam skills:</u></p> <p>Revision of analytical essay response skills for:</p> <ul style="list-style-type: none"> • Textual Representations: Blog • Textual Representations: Letter • Textual Representations: Article • Textual Representations: Speech • Textual Representations: Review • Textual Representations Comparison

<p>views and explanations</p> <ul style="list-style-type: none"> • attitudes to language variation and change • the use of language according to audience, purpose, genre and mode • how language is used to enact relationships <p><u>Revision of Textual Variation and Representations:</u></p> <ul style="list-style-type: none"> • Genre • Audience • Purpose • Context • Written/Mixed Modal texts • Reader-writer relationships • Key terminology (language frameworks) <p>When analysing texts, students should explore how language is:</p> <ul style="list-style-type: none"> •• shaped according to audience, purpose, genre and mode •• shaped according to context •• used to construct meanings and representations •• used to enact relationships between writers, speakers and audiences or between participants within a text. <p>This exploration will include:</p> <ul style="list-style-type: none"> •• methods of language analysis •• how identity is constructed •• how audiences are addressed and positioned •• the functions of the texts •• the structure and organisation of the texts •• how representations are produced <p><u>Coursework – Language Investigation:</u></p>	<ul style="list-style-type: none"> • attitudes to language variation and change • the use of language according to audience, purpose, genre and mode • how language is used to enact relationships. <p><u>Revision of World Englishes:</u></p> <p>Content, methods of analysis and exam essay skills for the following topics</p> <ul style="list-style-type: none"> • how language varies because of personal, social, geographical and temporal contexts • why language varies and changes, developing critical knowledge and understanding of different views and explanations • attitudes to language variation and change • the use of language according to audience, purpose, genre and mode • how language is used to enact relationships <p><u>Revision of Child Language Introduction – (CDS): ('Spoken' and 'Written')</u></p> <p>Students should explore how children develop their spoken skills. To achieve this, students should study:</p> <ul style="list-style-type: none"> • the functions of children's language • phonological, pragmatic, lexical, semantic and grammatical development • different genres of speech • different modes of communication (spoken, written, multimodal) theories and research about language development. <p>Students should explore how children develop their written skills. To achieve this, students should study:</p>	<ul style="list-style-type: none"> • CLA – Spoken • CLA – Writing <p><u>Revision of Paper 2 exam skills:</u></p> <p>Revision of analytical essay response skills for:</p> <ul style="list-style-type: none"> • Language Diversity: Region • Language Diversity: Identity and Social Groups • Language Diversity: Attitudes Towards • Language Diversity: Gender • Language Diversity: Occupation • Language Change • World Englishes • Language Discourses • Opinion Article Writing
--	---	--

<p>The aim of this area of study is to allow students to explore and analyse language data independently.</p> <ul style="list-style-type: none"> • a language investigation (2,000 words excluding data) <p>Students need to study how to:</p> <ul style="list-style-type: none"> • identify an appropriate investigation topic and research questions • select and apply a methodology for data collection and analysis • work in greater depth and with greater range • transcribe spoken data where appropriate • use language concepts and ideas • evaluate and draw conclusions on the findings of the investigation • present findings in an appropriate and accessible way • reference reading materials correctly • evaluate the structures and conventions of a variety of genres • plan, draft and redraft as part of the writing process • reflect on the writing process using methods of language analysis. <p><u>Coursework - Original Writing & Commentary:</u></p> <p>Students will develop skills in:</p> <ul style="list-style-type: none"> • evaluate the structures and conventions of a variety of genres • plan, draft and redraft as part of the writing process • reflect on the writing process using methods of language analysis. <p>Pupils will complete and produce:</p>	<ul style="list-style-type: none"> • the functions of children's language • phonological, pragmatic, lexical, semantic and grammatical development • different genres of writing • different modes of communication (spoken, written, multimodal) theories and research about language development. <p><u>Revision of Language Discourses:</u></p> <p>Directed writing task preparation:</p> <p>Students will develop skills in:</p> <ul style="list-style-type: none"> • writing about language issues in a variety of forms to communicate their ideas to a non-specialist audience. • evaluate the structures and conventions of a variety of genres • plan, draft and redraft as part of the writing process • reflect on the writing process using methods of language analysis. <p>Link explicitly to and continue focus on attitudes to language diversity and change</p> <p><u>Revision of Textual Variation and Representations:</u></p> <ul style="list-style-type: none"> • Genre • Audience • Purpose • Context • Written/Mixed Modal texts • Reader-writer relationships • Key terminology (language frameworks) <p>When analysing texts, students should explore how language is:</p>	
---	---	--

<ul style="list-style-type: none"> • a piece of original writing • an annotated style model • a reflective commentary • references (paper and web-based). <p><u>Revision of Language Diversity:</u></p> <p>Language diversity – accent and dialect, regional and social: Content, methods of analysis and exam essay skills for the following topics:</p> <ul style="list-style-type: none"> • Key terminology (language frameworks) • Accent • Dialect • Idiolect • Social Groups • Age, Ethnicity • Attitudes Towards <p>Students should study a range of examples of language in use and research data to inform their study of diversity:</p> <ul style="list-style-type: none"> • texts using different sociolects (to include social and occupational groups, and gender) • texts using different dialects (to include regional and national varieties of English within the British Isles) • texts that use language to represent the different groups above • written, spoken and electronic texts about a range of subjects, for various audiences and purposes in a variety of genres 	<ul style="list-style-type: none"> •• shaped according to audience, purpose, genre and mode •• shaped according to context •• used to construct meanings and representations •• used to enact relationships between writers, speakers and audiences or between participants within a text. <p>This exploration will include:</p> <ul style="list-style-type: none"> •• methods of language analysis •• how identity is constructed •• how audiences are addressed and positioned •• the functions of the texts •• the structure and organisation of the texts •• how representations are produced 	
--	---	--

<ul style="list-style-type: none"> • items from collections of language data (eg dictionaries, online resources, language corpora) • research findings (eg tables, graphs, statistics). <p>When analysing texts and data, students should explore:</p> <ul style="list-style-type: none"> • how language varies because of personal, social and geographical contexts • why language varies, developing critical knowledge and understanding of different views and explanations • how identity is constructed • how language is used to enact relationships • attitudes to language diversity <ul style="list-style-type: none"> • Language and Gender <p>Students should study a range of examples of language in use and research data to inform their study of diversity:</p> <ul style="list-style-type: none"> • texts using different sociolects (gender) • texts that use language to represent the different groups above • written, spoken and electronic texts linked to the group above (gender) • items from collections of language data (eg dictionaries, online resources, language corpora) • research findings (eg tables, graphs, statistics) <p>When analysing texts and data, students should explore:</p> <ul style="list-style-type: none"> • how language varies because of gender 		
--	--	--

<ul style="list-style-type: none"> • why language varies, developing critical knowledge and understanding of different views and explanations • how language is used to enact relationships • attitudes to language and gender • Language and Occupation <p>Students should study a range of examples of language in use and research data to inform their study of diversity:</p> <ul style="list-style-type: none"> • texts using different sociolects (occupation) • texts that use language to represent the different groups above • written, spoken and electronic texts linked to the group above (occupation) • items from collections of language data (eg dictionaries, online resources, language corpora) • research findings (eg tables, graphs, statistics) <p>When analysing texts and data, students should explore:</p> <ul style="list-style-type: none"> • how language varies because of occupation • why language varies, developing critical knowledge and understanding of different views and explanations • how language is used to enact relationships • attitudes to language and occupation <p><u>Revision of Opinion Article Writing:</u> Students will develop skills in:</p>		
---	--	--

<ul style="list-style-type: none"> • plan, draft and redraft as part of the writing process • reflect on the writing process using methods of language analysis. • writing about language issues in a variety of forms to communicate their ideas to a non-specialist audience <p>Pupils will complete and produce:</p> <ul style="list-style-type: none"> •opinion article pieces based on a range of areas of language study 		
<p>Key tasks for this module: Key tasks for this module:</p> <p>KT1: World Englishes analytical response KT2: Textual Representation analytical and comparison response KT3: Language Diversity essay response (identity) KT4: Language Diversity essay response (occupation) KT5: Opinion Article Writing – Social Groups</p>	<p>Key tasks for this module: Key tasks for this module:</p> <p>KT1: CLA analytical response (spoken) KT2: Language Change essay response KT3: CLA analytical response (written) KT4: Language Discourses analytical comparison KT5: Textual Representation analytical and comparison response</p>	<p>Key tasks for this module</p> <p>English Language Summer Exams</p>