

|                      | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1  | Summer 2 |
|----------------------|--|--|--|--|---|----------|
| Year 13 Lang         | <p>Paper 1 Language – Language Acquisition (language, the individual and society)<br/>           Focus on: applying appropriate methods of language analysis (AO1), demonstrate critical understanding of concepts and issues (AO2), analyse and evaluate contextual factors (AO3),<br/>           + First Draft of NEA Original Writing and Investigation – Hand in 01/11 and 14/12<br/>           (Demonstrate expertise and creativity in the use of English A05)</p> |  | <p>Paper 1 &amp; 2 Language – Lang, the individual and society + Language Diversity and change<br/>           Focus on: applying appropriate methods of language analysis (AO1), demonstrate critical understanding of concepts and issues (AO2), analyse and evaluate contextual factors (AO3), exploring connections across texts, informed by linguistic concepts and methods (A04) and demonstrate expertise and creativity in the use of English (A05)<br/>           + Further drafts of NEA coursework<br/>           Completion Date 31/03</p> |  | <p>Paper 1 &amp; 2 Language – Lang, the individual and society + Language Diversity and change<br/>           Focus on: applying appropriate methods of language analysis (AO1), demonstrate critical understanding of concepts and issues (AO2), analyse and evaluate contextual factors (AO3), exploring connections across texts, informed by linguistic concepts and methods (A04) and demonstrate expertise and creativity in the use of English (A05)</p> |          |
| Progress to be made  | Pupils to be able to, with teacher guidance, consider spoken acquisition texts, and apply theorists' work. Plan and complete Original Writing task.  | Pupils to be able to, with teacher guidance, complete written acquisition texts, and apply theorists' work. Plan Investigation.  | Pupils to be able to, with minimal teacher guidance, complete an analytical and discursive question on the whole topic of language acquisition.  | Pupils to be able to complete Section B of Paper 1 Language exam with very little guidance. Pupils, with teacher guidance, to revise and amalgamate knowledge of Yr. 12 topics   | Pupils to be able to complete full Paper 1 & Paper 2 Language exams with very little teacher guidance.  |          |
| Assessment           | Every two weeks, pupils are assessed formally on the topic of Language Acquisition. Teacher marked with feedback given. Drafts of coursework monitored   | Every two weeks, pupils are assessed formally on the topic of Language Acquisition. Teacher marked with feedback given. Drafts of coursework monitored   | Full, 21/2 hour Mock Examination of Paper 1 + 21/2 hour Paper 2 + Individual student meetings to discuss coursework drafts and completion  | Every two weeks, pupils are assessed formally under exam conditions on various topics that they are currently revising Teacher marked with feedback given. Completion of NEA coursework  | Every two weeks, pupils are assessed formally under exam conditions on the topic and question type that they are currently studying. Teacher marked with feedback given   |          |
| Use of home learning | Pupils revising key theories, theorists and terminology. Data research on spoken acquisition to be done independently, as is work on coursework  | Completion of some exam questions to ensure independent working. + Writing of NEA coursework   | Pupils revising key theories and language levels, as well as synoptic topics. Completion of coursework   | Completion of extra Paper 2 exam questions to ensure independent working and revision Complete NEA coursework  | Completion of extra exam questions to ensure independent working.   |          |
| Exam prep            | Prep for Paper 1 Language  | Prep for Paper 1 Language  | Prep for Paper 1 Language + Revision of Paper 2  | Revision of paper 1 and 2 Language   | Revision for Paper 1 Language exam and Paper 2 Language exam  |          |
| Review of learning   | Teacher marked with feedback given on Dept feedback sheets, linked to GCE standards. Pupils complete follow up work to show understanding of errors and, on some occasions, redraft pieces based on feedback given.  | Teacher and, sometimes, peer marked with feedback given on Dept feedback sheets, linked to GCE standards. Pupils complete follow up work to show understanding of errors and, on some occasions, redraft pieces based on feedback given. | Teacher and, sometimes, peer marked with feedback given on Dept feedback sheets, linked to GCE standards. Pupils complete follow up work to show understanding of errors and, on some occasions, redraft pieces based on feedback given.   | Teacher and, sometimes, peer marked with feedback given on Dept feedback sheets, linked to GCE standards. Pupils complete follow up work to show understanding of errors and, on some occasions, redraft pieces based on feedback given. | Teacher and, sometimes, peer marked with feedback given on Dept feedback sheets, linked to GCE standards. Pupils complete follow up work to show understanding of errors and, on some occasions, redraft pieces based on feedback given.  |          |