**Curriculum Intent**

The English curriculum at LPSB is broad in scope, clearly pushing pupils and students above and beyond the minimum requirements of the National Curriculum. Throughout all key stages we engage learners in developing their cultural capital through broad genre study enabling them to extend their learning beyond the classroom and assessment criteria.

Each unit of study has been logically sequenced to allow for opportunity to revisit the key skills and knowledge of pupils’ prior learning. The KS3 course recognises the need to teach new skills and therefore allows pupils’ from across the attainment range the opportunity to understand and hone these skills in preparation for the demands of KS4 and KS5.

At every Key Stage, the LPSB English curriculum seeks to empower learners. The curriculum is dynamic and empowering, introducing learners to the voices of the marginalised and suppressed. We promote excellence in reading, writing and oracy; encouraging all learners to communicate with precision, confidence and respect for their peers.

The entire curriculum has been devised to stretch and develop all learners. With engaging and lively choices in genre, mode and form, our curriculum is designed to engage the interest of learners and encourage them to broaden their interest in the texts they study through critical exploration of their moral, social, historical and philosophical contexts.

**Curriculum Implementation**

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|  | | | **Autumn** | | | **Spring** | | | **Summer** | | | |
| HT1 | HT2 | | HT3 | | HT4 | HT5 | | HT6 | |
| **Year 12** | **BROAD** | Core content, knowledge and skills | **Content:**  **Introduction to language levels (methods) and concepts using mini-texts**   * Phonetics * Grammar * Discourse * Lexis & semantics * Pragmatics * Graphology   Focus especially on ***mode***, drawing comparisons / connections.  **Skills:**  **Apply appropriate methods of language analysis** *(language levels)*, **use associated terminology** **/ key terms and** **write coherently** *(clearly and logically).*  **Analyse and evaluate how contextual factors and language features are associated with the construction of meaning.** *E.g. meanings are not ‘fixed’ – they are negotiated and shaped by the context in which the language is used. Context = historical period, setting, topic, participants, mode etc.* | **Content:**  **Language and Texts – Paper 1**   * Reinforce language levels * Analytical writing about a text * Comparative analysis   **Language Varieties – Gender**   * Introduce key concepts/ideas * Examine deficit, dominance, difference and diversity models * Analytical writing interpreting data * Discursive essay writing * Directed writing task on topic of gender   **Skills:**  **Demonstrate critical understanding of concepts** (ideas) **and issues** (problems) **relevant to language use**. *E.g. the idea that language varies is a ‘concept’. The fact that people have different attitudes to variations of language is an ‘issue’.*  **Demonstrate expertise and creativity in the use of English to communicate in different ways.** *This means in terms of technical accuracy, but also in terms of understanding how to write in different styles for varying audiences and purposes.* | | **Content:**  **Language Varieties – Regional and National**   * Introduce key concepts/ideas e.g. standard/non-standard forms, attitudes, prestige, levelling, loyalty etc * Analytical writing interpreting data * Discursive essay writing * Directed writing task on topic of attitudes towards regional variety.   **Language Varieties – Occupational Groups**   * Develop understanding of key concepts e.g. allowable contributions, specialist lexis/jargon etc * Examine occupational varieties and language usage * Analytical writing interpreting data * Discursive essay writing * Directed writing task on topic of occupations.   **Skills:**  **Explore connections across texts, informed by linguistic concepts and methods.** *E.g. note how one text may echo, or refer to another (intertexuality).* | | **Content:**  **Language Varieties – Social Groups**   * Introduce key concepts/ideas e.g. hierarchies, status, social network theory etc * Analytical writing interpreting data * Discursive essay writing * Directed writing task on topic of social groups   **Developing writing skills**   * Reinforce detailed understanding of Assessment Objectives * Revisit / reinforce understanding of language methods and concepts * Develop own ‘ideas’ / data collections / understanding of current theory * Analytical and discursive writing   **Skills:**  **Apply appropriate methods of language analysis** *(language levels)*, **use associated terminology** **/ key terms and** **write coherently** *(clearly and logically)*  **Demonstrate expertise and creativity in the use of English to communicate in different ways.** *This means in terms of technical accuracy, but also in terms of understanding how to write in different styles for varying audiences and purposes.* | **Content:**  **Original Writing – style models**   * Explore style model/s * Annotation of linguistic/discourse structural features of possible style models * Plan ideas for own non-examined assessment   The Power of Storytelling:  working with style models to explore features of the genre  understanding audience and purpose in production of creative writing  exploring how to write commentaries  ***Students write Original Writing storytelling draft & commentary***  The Power of Information:  Explore range of style models to understand features of the genre  Students write a informative text (possible OW submission)  **Skills:**  **Demonstrate expertise and creativity in the use of English to communicate in different ways.** *This means in terms of technical accuracy, but also in terms of understanding how to write in different styles for varying audiences and purposes.* | | **Content:**  **Introduction to the Language Investigation**   * Explore style model/s * Annotation of linguistic/discourse structural features of possible style models * Plan ideas for own non-examined assessment * Conduct ‘mini-investigation’ in class using existing data   **Language in Action: Investigation**   * Recap concept and structure of investigation, and skills required * Explore titles, methodologies and their strengths/weaknesses – students decide their topic area and concentrate on devising a methodology, collecting data sets and beginning to analyse these, identifying interesting features or patterns. * Evaluate different data types and their merits (quantitative, qualitative, case study etc) * Explore possible framework questions and their strengths/weaknesses. Students devise/refine their own research questions * Application of relevant and suitable language concepts * How to write an investigation   **Skills:**   * Identifying an appropriate investigation topic and research questions * Use language concepts, research and ideas * Transcribing spoken data | |
| **COHERENT** | Prior knowledge required to access this unit | The knowledge of how writers use language to construct different meanings for different audiences depending on purpose.  An understanding of subject-specific terminology is useful for the labelling of lexical features. | | Creative writing skills developed in Key Stage 4 study will be useful here, the transactional and persuasive writing skills developed. | | Ideas gleaned from early reflections on students’ own identity including discourse communities, idiolect, family and background (i.e. what has influenced our own language and why) | | | Creative writing skills developed in Key Stage 4 study will be useful here, the transactional and persuasive writing skills developed. | | All knowledge gathered from the first year of the course including understanding of how rules of transcription work. |
| **EMPOWERING** | Key vocabulary | Not an exhaustive list, but includes:  Word classes, Semantic fields, Collocation, Neologisms (newly coined words), Aspects of formality, Register, Denotation / connotation (what is literal or implied), Synonyms, Sentence types and functions, Word classes, Morphology, Pronoun choice, Verb choice and their functions, Standard / non-standard English, 1st, 2nd, 3rd person (voice), Ellipsis, Spoken grammatical features – incomplete constructions etc, Prosodic features including: Alliteration, Onomatopoeia, Assonance, Sibilance, Rhythm, Rhyme, Accent, Sub-text – implied meanings conveyed by contextual factors and based upon shared social understanding, Spoken structures – adjacency pairs, three-part exchanges, Lists, Problem – solution structures, Desire-fulfilment structures, Narrative structures, Layout, Shape, Images, Colours, Punctuation | | | | | | | | | |
| **CHALLENGING** | Super curricular recommendations | **Read:**  A Glossary of Netspeak and Textspeak (Edinburgh University Press, 2004), Language and the Internet (CUP, 2001) Internet linguistics: a student guide (Routledge, 2011) – all by David Crystal.  Language and Power (Longman, 2001); Critical Discourse Analysis (Longman, 2010) both by Norman Fairclough.  The Teacher’s Guide to Grammar (OUP, 2007); The Feminist Critique of Language (Routledge, 1998) both by Deborah Cameron.  Language Change - Progress or Decay?; The Myth of Mars and Venus both by Deborah Cameron  The Language Report: 2007 Language on the Move; 2006 The, Like, Report, For Real Language; 2005 Fanboys and Overdogs; 2004 Larpers and Shroomers all by Susie Dent.  **Listen:**  Fry’s English Delight (Radio series)  TED talk: John McWhorter: ‘Txtng is killing language. JK!!!’  TED talk: Steven Pinker: ‘What our language habits reveal  Stephen Fry: ‘The Language in Nazi Germany’ (Language and Power)  Lakoff ‘Language Makes History: Intersections of Language, Gender and Politics’  **Watch:**  Stephen Fry’s ‘Planet Word’ (TV series, available on DVD) | | | | | | | | | |

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|  | | | **Autumn** | | **Spring** | | **Summer** | |
| HT1 | HT2 | HT3 | HT4 | HT5 | HT6 |
| **Year 13** | **BROAD** | Core content, knowledge and skills | **Content:**  **Child Language Acquisition – spoken**   * Stages of spoken development * Theories surrounding CLD e.g. nature/nurture and innateness etc. * Develop students’ ability to work with extended data sets * Apply relevant language methods and accurate terminology * Focus on discursive and evaluative essay skills, to enable students to move beyond the data appropriately   **– Written**   * Stages of literacy development * Theories surrounding CLD literacy e.g. Rotheray, Barclay * Develop students’ abilities to work with extended data sets and to evaluate theories / concepts by engaging with academic debates * Apply relevant language methods and accurate terminology * Focus on discursive and evaluative essay skills, to enable students to move beyond the data appropriately. * Briefly explore multi-modal (electronic/pictorial/Zoom etc)   **Skills:**  **Demonstrate critical understanding of concepts** (ideas) **and issues** (problems) **relevant to language use**. *E.g. the idea that language varies is a ‘concept’. The fact that people have different attitudes to variations of language is an ‘issue’.*  **Apply appropriate methods of language analysis** *(language levels)*, **use associated terminology** **/ key terms and** **write coherently** *(clearly and logically).* | **Content:**  **Language Change 1600 - present**   * Explore historical origins of language change and diachronic approach * Focus on different processes of change (lexical, semantic, grammatical, orthographical etc) * Explore process of standardisation, reasons for this and debates surrounding it * Focus on skills of analysis & comparison -explore mini texts/data to illustrate examples of change (consider how links to Paper 1) and analyse, explore & compare language ideas presented in the data, including responding to arguments in source material. (Paper 2 Section B -Q3)   **Skills:**  **Apply appropriate methods of language analysis** *(language levels)*, **use associated terminology** **/ key terms and** **write coherently** *(clearly and logically).*  **Explore connections across texts, informed by linguistic concepts and methods.** *E.g. note how one text may echo, or refer to another (intertexuality).* | **Content:**  **Language Change – continued**   * Explore why language changes and models for explaining this * Consider some of the debates surrounding change & attitudes towards this (prescriptivism / descriptivism) e.g. Aitchison, and contemporary issues/debates (both in media/ society and amongst linguists) * Explore how such attitudes are presented by different writers and in different publications (E.g. Daily Mail / Guardian) * Focus on discursive /evaluative writing skills: on issues surrounding change and attitudes towards this. (Paper 2 Section A)   **Skills:**  **Apply appropriate methods of language analysis** *(language levels)*, **use associated terminology** **/ key terms and** **write coherently** *(clearly and logically).*  **Explore connections across texts, informed by linguistic concepts and methods.** *E.g. note how one text may echo, or refer to another (intertexuality).*  **Demonstrate expertise and creativity in the use of English to communicate in different ways.** *This means in terms of technical accuracy, but also in terms of understanding how to write in different styles for varying audiences and purposes.* | **Content:**  **Diversity**   * Re-cap Diversity – regional and national * ***Introduce ethnicity*** as new area * **Introduce World Englishes**: consider key concepts e.g. lingua franca, global varieties and linguistic models for exploring these * Develop writing skills for Paper 2:A discursive and evaluative writing (focus on regional, national, international varieties of English) * Re-cap social groups: gender, sexuality, occupation, social class, age (possibly touch upon disability, religious / political beliefs as social groups) * Focus on evaluating ideas about the ways in which language is used by these social groups * Explore ideas about / attitudes towards diversity in language and language changes, and how writers present their views about this (use style models for discursive and opinion writing - concentrate on use of stimulus material for Paper 2:B – Q3&4 (analysis/comparison & directed writing). * Revision of Paper 1 and Paper 2 content | **Exams** | **Exams** |
| **COHERENT** | Prior knowledge required to access this unit | * Students’ own experiences of early reading, speaking and writing in their own childhood * The Language frameworks * Understanding the rules of data transcription | * The Language frameworks * Comparing texts: planning and writing * Integrating contextual factors into broader analytical debate | | * Work covered during Y12 on Diversity in all it’s different linguistic iterations |  |  |
| **EMPOWERING** | Key vocabulary | Phonics, babbling, behaviourism, Child-directed speech, cooing, digraph, diminutive, egocentric, emergent reader, holophrastic, homonyms, look-and-say, miscue, More Knowledgeable Other, Nativist theory, negative reinforcement, onset, Operant Conditioning, Oracy, Over-extension, phoneme, phonetic spelling, positive reinforcement, Post-telegraphic stage, proto-words, recast, reduplicated babbling, scaffolding, telegraphic stage, trigraph, under-extension, universal grammar, virtuous error, Zone of Proximal Development | Accomodation theory, acrolect, adstratum, agreement, assimilation, code-switching, corpora, covert prestige, declinism, descriptivism, diachronic change, EFL, elision, emoji, etymology, global language, hypercorrection, language shift, lingua franca, linguistic imperialism, linguistic purism, modality, overt prestige, pidgin, prescriptivism, rising intonation, speech community, standardisation, synchronic change, th-fronting, vocal fry | |  |  |  |
| **CHALLENGING** | Super curricular recommendations | **Read:**  <http://englishlangsfx.blogspot.co.uk/>  written by Dan Clayton, with lots of interesting links and advice tailored to A Level students  Language: A Feminist Guide  <https://debuk.wordpress.com/>  Deborah Cameron explores all manner of issues relating to language and gender  Oxford Dictionaries blog  <http://blog.oxforddictionaries.com>  Regular blog posts relating to the world of language  Language in the News :<https://blog.bham.ac.uk/susanhunston/>  **Listen**  The History of English, Bunny Trails, Multilinguish, Lingthusiasm, The Vocal Fries, The Allusionist (all podcasts)  **Watch:**  A few linguistically-relevant TED and TEDx talks (NOT a complete list):   * [Endangered languages: why it matters (Mandana Seyfeddinipur)](https://allthingslinguistic.com/post/168338863917/linguisten-endangered-languages-why-it) * [Deaf children need sign language (Drisana Levitzke-Gray)](https://www.youtube.com/watch?v=ou1Me-4GzuE) * [Robots talking with Robots - How Lingodroids invent their own language (Janet Wiles)](https://www.youtube.com/watch?v=E6YZ_qnZsjg) * [Four reasons to learn a new language (John McWhorter)](https://www.ted.com/talks/john_mcwhorter_4_reasons_to_learn_a_new_language) * [Several short language-related videos from TED-Ed](https://allthingslinguistic.com/post/65645291340/are-elvish-klingon-dothraki-and-navi-real) * [American and British Politeness (Lynne Murphy](https://www.youtube.com/watch?v=Jbu-eMcEF3s&ab_channel=TEDxTalks)) * [Hacking Language Learning (Conor Quinn)](https://www.youtube.com/watch?v=6a6vVIdQBd0) * [The linguistic genius of babies (Patricia Kuhl)](https://www.youtube.com/watch?v=G2XBIkHW954) * [What makes a word “real”? (Anne Curzan)](https://www.ted.com/talks/anne_curzan_what_makes_a_word_real) * [Redefining the dictionary (Erin McKean)](https://www.ted.com/talks/erin_mckean_redefines_the_dictionary) | | | | | |