



# Dallam School

## English Curriculum Overview

**Department: A Level English Language**  
**Year Group: 12**

AUTUMN		SPRING		SUMMER	
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Theme/ topic:					
Teacher 1: Introduction to the language levels.	Teacher 1: Continued exploration of language levels, alongside representation and variation in texts.	Teacher 1: Representation and variation in texts, alongside comparison.	Teacher 1: Original Writing coursework.	Teacher 1: Child Language Acquisition: spoken	Teacher 1: Child Language Acquisition: written.  Mock revision.
Teacher 2: Introduction to A-Level study and research skills.	Teacher 2: Language diversity linked to gender, region, accent + dialect.	Teacher 2: Language diversity linked to occupation, social groups and ethnicity.	Teacher 2: Comparing writer's attitudes to language use.	Teacher 2: Language Investigation coursework and opinion article writing.	Teacher 2: Language Investigation coursework and mock revision.
By the end of this half term pupils will <b>know</b> ( <i>key knowledge, including tier 3 vocabulary</i> )					
<b>Teacher 1:</b> <ul style="list-style-type: none"><li>➤ The conventions of grammar</li><li>➤ Terminology for elements of grammar and pragmatics</li><li>➤ Methods and approaches used for intended effect</li></ul> <b>Tier 3 Vocabulary:</b> <i>sentence types and functions, active and passive constructions, clauses, coordination, subordination</i>	<b>Teacher 1:</b> <ul style="list-style-type: none"><li>➤ Key terminology for language levels</li><li>➤ Etymology of words</li><li>➤ Connotations of language</li><li>➤ How texts are structured</li><li>➤ The meaning of images</li><li>➤ The correlation between letters and sounds</li><li>➤ Identification of how writers present</li></ul>	<b>Teacher 1:</b> <ul style="list-style-type: none"><li>➤ The methods for creating meaningful comparison of texts linked by topic</li><li>➤ See half term 2, teacher 1 for all other knowledge points</li></ul> <b>Tier 3 Vocabulary:</b> <i>however, although, nevertheless, in contrast, whereas,</i>	<b>Teacher 1:</b> <ul style="list-style-type: none"><li>➤ The conventions of storytelling, persuasion and information</li><li>➤ Methods and approaches to sourcing and annotating a style model</li><li>➤ How to identify the most salient language features to apply to their original writing</li></ul>	<b>Teacher 1:</b> <ul style="list-style-type: none"><li>➤ The stages of spoken language acquisition</li><li>➤ The features of a transcript</li><li>➤ Key terminology for transcript analysis, phonetics and grammar</li><li>➤ Methods and approaches used by children to communicate verbally</li></ul>	<b>Teacher 1:</b> <ul style="list-style-type: none"><li>➤ The stages of written language development and their relationship alongside speech</li><li>➤ The features and patterns of writing development in children</li><li>➤ Salient research studies linked to child writing</li></ul> <b>Tier 3 Vocabulary:</b> <i>illiteracy, non-literacy, grapheme, functional, grapho-phonemic, scaffolding, social constructivism, zone of proximal development, sociocultural,</i>

<p><i>word classes, modification, phrases and headwords morphology and morphemes, free morphemes, bound morphemes (affixation), implicature and maxims, deixis, speech act, politeness, face, irony, cooperative principal</i></p>	<p>meaning and representations</p> <ul style="list-style-type: none"> <li>➤ Textual annotation using the language levels</li> <li>➤ The components of written analysis required for close textual analysis</li> </ul> <p><b>Tier 3 Vocabulary:</b>  <i>lexis, semantics, pragmatics, discourse structure, graphology, phonology, representation, context, connotation, denotation, interrogative, exclamative, imperative, declarative, intent, anecdote, tricolon, pronouns (inclusive and collective), allusion, syntax, prolepsis, metanoia, hypophora, anaphora, isocolon, antithesis, extended metaphor</i></p>		<ul style="list-style-type: none"> <li>➤ Terminology linked to the language levels</li> </ul> <p><b>Tier 3 Vocabulary:</b>  <i>style model, original writing, commentary, heterodiegetic narrator, homodiegetic narrator, omniscient narrator, personification, symbolism, metaphor, simile, juxtaposition, counter argument, direct address, flattery, facts, opinions, superlatives, statistics, imperative, adverbial phrase, figurative language,</i></p>	<ul style="list-style-type: none"> <li>➤ The conventions of child-communication data</li> </ul> <p><b>Tier 3 Vocabulary:</b>  <i>politeness, comprehension, production, productive vocabulary, overextension, under extension, hypernym, hyponym, mismatch/predicated statement, data set, bound/free morpheme, Gestalt expression, holophrastic stage, segment, two-word stage, pivot schema, telegraphic stage, tense, turn taking,</i></p>	<p><i>non-linear, emoticon, co-ordination, deixis, reference, subordination, chronological</i></p>
<p><b>Teacher 2:</b></p> <ul style="list-style-type: none"> <li>➤ Research methods</li> <li>➤ Methodology</li> <li>➤ How to approach coursework later in the year</li> <li>➤ How A-Level English Language differs from GCSE</li> <li>➤ The conventions of storytelling,</li> </ul>	<p><b>Teacher 2:</b></p> <ul style="list-style-type: none"> <li>➤ Key theorists and theories linked to gender, regions and accent+dialect.</li> <li>➤ Key terminology linked to gender, region, accent + dialect.</li> <li>➤ The planning process for evaluating theories alongside personal ideas and experiences</li> </ul>	<p><b>Teacher 2:</b></p> <ul style="list-style-type: none"> <li>➤ See half term 2, teacher 2 but linked to occupation, social groups and ethnicity</li> </ul> <p><b>Tier 3 Vocabulary:</b>  <i>restricted lexis, elaborated code, corpus, discourse community, ethnography,</i></p>	<p><b>Teacher 2:</b></p> <ul style="list-style-type: none"> <li>➤ Key terminology for language levels</li> <li>➤ Understand that writer's always reveal biases through their language choices</li> <li>➤ The necessity for annotation and planning before</li> </ul>	<p><b>Teacher 2:</b></p> <ul style="list-style-type: none"> <li>➤ Research methods</li> <li>➤ How to conduct a language investigation</li> <li>➤ How to record investigations in the format of a formal report</li> <li>➤ How writers reveal their attitudes through language</li> <li>➤ How to present their own language views in a persuasive and entertaining manner</li> <li>➤ Key studies linked to different discourses connected to language use</li> </ul> <p><b>Tier 3 Vocabulary:</b></p>	

persuasion and information  <b>Tier 3 Vocabulary:</b> <i>Research methods, qualitative, quantitative, open and closed questions, methodology, theory, investigation, hypothesis, conclusion, evaluation, bibliography, appendix, style model, alliteration, hyperbole, tricolon, statistics, anecdote, imperative, direct address, collective pronouns, rhetorical questions, emotive language, counter argument, expert reference, simile, metaphor, allusion, syntax, prolepsis, metanoia, hypophora, anaphora, climax, extended metaphor, isocolon, antithesis, pun , lexis, semantics, pragmatics, discourse structure, graphology, phonology</i>	➤ Where to access further information linked to emerging opinions around language and gender, region, accent+dialect  <b>Tier 3 Vocabulary:</b> <i>heteronormativity, sex, anthropomorphism, generic, marking, tautology, patronyms, endearment, matronyms, collocation, concordance line, lexical priming, vocal fry, prescriptivism, descriptivism, covert and overt prestige, estuary English, glottal stop, MLE, rhotic, dialect levelling, isogloss, slang, matched guise, eye dialect</i>	<i>asymmetrical, phatic, solidarity, nexus, nationality, creole, immigration, patois, resistance identity, sub-standard forms, British Black English, multicultural urban British English, code mixing, code switching, linguistic appropriacy, blackwash, sociolect, ethnolects, Jafaican,</i>	writing an essay response  <b>Tier 3 Vocabulary:</b> <i>lexis, semantics, pragmatics, discourse structure, graphology, phonology, grammar, context, comparative connectives, context: mode, genre, subject, audience, purpose, places, time, writer/speaker</i>	<i>introduction, methodology, analysis, conclusion, references, appendices, archive, multiplicative meaning, pilot study, observer’s paradox, hypothesis, scope, methodology, prolepsis, metanoia, hypophora, anaphora, climax, extended metaphor, isocolon, antithesis, pun</i>	
They will <b>understand</b> (key concepts):					
<b>Teacher 1:</b> ➤ The construction of communication from the micro to the macro ➤ The construction of phrases and sentences and how	<b>Teacher 1:</b> ➤ How language creates meanings and representations ➤ How language demonstrates shared attitudes ➤ How images convey meanings beyond words	<b>Teacher 1:</b> ➤ How language and attitudes change over time ➤ Also see half term 2, teacher 1	<b>Teacher 1:</b> ➤ How writers use language techniques to create meaning, effects and connotations ➤ How writers use language to entertain, persuade and inform	<b>Teacher 1:</b> ➤ How children’s spoken language develops ➤ The frameworks for analysing and exploring data ➤ Theories and research about	<b>Teacher 1:</b> ➤ The relationship between children’s reading and writing development and their acquisition of spoken language ➤ The patterns most children follow in their writing development

<p>they affect meaning and intention</p> <ul style="list-style-type: none"> <li>➤ The importance of independent study, including reading around topics and podcasts</li> <li>➤ Office 365 applications, including OneDrive and Teams</li> <li>➤ The benefits of creating and maintaining a glossary</li> <li>➤ The purpose of referencing</li> </ul>	<ul style="list-style-type: none"> <li>➤ How to read images</li> <li>➤ How context contributes to meaning</li> <li>➤ How language is used in social interactions</li> <li>➤ The relationship between interpreter and interpreted</li> </ul>		<ul style="list-style-type: none"> <li>➤ The conventions of fiction and non-fiction</li> <li>➤ A range of effective literary techniques</li> <li>➤ Structural choices made in fiction</li> <li>➤ Terminology for elements of language and structure</li> <li>➤ Methods and approaches used for intended effect</li> <li>➤ Methods and approaches used by writers to convey their personal opinions</li> <li>➤ A variety of tones used by writers when expressing their viewpoints</li> </ul>	<p>language development</p> <ul style="list-style-type: none"> <li>➤ Phonological, pragmatic, lexical, semantic and grammatical development</li> <li>➤ Different genres of speech and writing</li> <li>➤ Different modes of communication (spoken, written, multimodal)</li> <li>➤ The conventions of a transcript</li> <li>➤ The key terminology linked to spoken child language acquisition and transcripts</li> </ul>	<ul style="list-style-type: none"> <li>➤ The key terminology linked to written child language acquisition</li> <li>➤ How the language levels continue to inform all elements of the A-Level course</li> </ul>
<p><b>Teacher 2:</b></p> <ul style="list-style-type: none"> <li>➤ The stages involved in a language investigation</li> <li>➤ How writers use language techniques to create meaning, effects and connotations</li> <li>➤ How writers use language to entertain, persuade and inform</li> </ul>	<p><b>Teacher 2:</b></p> <ul style="list-style-type: none"> <li>➤ How different social factors affect language use</li> <li>➤ How and why gender, region and accent+dialect impact language use and attitudes to language</li> <li>➤ How language use for different genders, regions and accent+dialect reflects collective attitudes and bias in our society</li> </ul>	<p><b>Teacher 2:</b></p> <ul style="list-style-type: none"> <li>➤ See half term 2, teacher 2 but for occupation, social groups and ethnicity</li> </ul>	<p><b>Teacher 2:</b></p> <ul style="list-style-type: none"> <li>➤ How writers adapt their tone to convey meaning</li> <li>➤ How significant context is to text formation</li> <li>➤ How language and structure combine to reveal attitudes</li> <li>➤ Why writers opt to use specific language levels</li> <li>➤ How language can hold a variety of connotations and meanings</li> <li>➤ How different text types incorporate different features</li> </ul>	<p><b>Teacher 2:</b></p> <ul style="list-style-type: none"> <li>➤ The need to consider the logistics of a small-scale investigation and factors which may affect viability, bias and accuracy</li> <li>➤ Why hypothesis have to be proved meaningfully and data needs to be recorded accurately and clearly</li> <li>➤ Why results need to be analysed in consideration of all variables</li> <li>➤ Why theories/theorists need to be referenced in final reporting</li> <li>➤ The power of rhetoric in presenting opinions as facts when building an argument</li> <li>➤ The power of referencing official language experts and studies to strengthen an argument</li> </ul>	

They will know <b>how to</b> (key skills)				
<b>Teacher 1:</b> <ul style="list-style-type: none"> <li>➤ Infer and deduce information from a text</li> <li>➤ Analyse the effect of grammar use and infer meaning from authorial choices</li> <li>➤ Accurately identify grammatical elements of text using precise terminology</li> <li>➤ Identify and contextualise bias</li> </ul>	<b>Teacher 1:</b> <ul style="list-style-type: none"> <li>➤ Approach texts critically, unpicking bias at a granular level</li> <li>➤ Annotate a text (using the language levels and context as a guide), to identify relevant examples of representation and meaning</li> <li>➤ Plan and structure an essay response focused on close-textual analysis</li> </ul>	<b>Teacher 1:</b> <ul style="list-style-type: none"> <li>➤ How to annotate texts from different eras</li> <li>➤ Plan a comparison essay</li> <li>➤ Write a comparison essay</li> <li>➤ Also see half term 2, teacher 1</li> </ul>	<b>Teacher 1:</b> <ul style="list-style-type: none"> <li>➤ Identify language techniques linked to the language levels and apply these to their own original writing</li> <li>➤ Analyse their own writing in the form of an analytical commentary</li> <li>➤ Write a quality commentary of their original writing</li> </ul>	<b>Teacher 1:</b> <ul style="list-style-type: none"> <li>➤ Interpret a data set</li> <li>➤ Critique and evaluate a proposed statement or question</li> <li>➤ Demonstrate critical understanding of concepts and issues relevant to language use</li> <li>➤ Apply relevant aspects of linguistic methods / language levels</li> </ul>
<b>Teacher 2:</b> <ul style="list-style-type: none"> <li>➤ Conduct an independent language investigation in preparation for coursework</li> <li>➤ Evaluate their own working process</li> <li>➤ Work as part of a team to produce collective results</li> <li>➤ Identify language techniques linked to the language levels and apply these to their own original writing</li> <li>➤ Analyse their own writing</li> </ul>	<b>Teacher 2:</b> <ul style="list-style-type: none"> <li>➤ Use revision skills to record and revise new theorists and theories from classwork and independent reading</li> <li>➤ Weigh up different evidence to develop evaluation skills</li> <li>➤ Debate ideas both verbally and in writing</li> <li>➤ Consider personal experience linked to gender, region and accent+dialect in building arguments and providing real-life evidence to support assertions</li> </ul>		<b>Teacher 2:</b> <ul style="list-style-type: none"> <li>➤ Make clear and concise points about a text</li> <li>➤ Annotate texts in a focused and relevant manner</li> <li>➤ Use textual evidence to make meaningful connections across texts</li> <li>➤ Use relevant and accurate terminology linked to the language levels seamlessly in analytical writing</li> <li>➤ Discuss the relevance of context in all analysis</li> </ul>	<b>Teacher 2:</b> <ul style="list-style-type: none"> <li>➤ Consider viability before committing to a language investigation</li> <li>➤ Conduct an independent research project</li> <li>➤ Record data meaningfully and accurately</li> <li>➤ Collate findings in a formal report</li> <li>➤ Articulate opinions clearly, identifying and challenging shared discourses in our society</li> <li>➤ Incorporate theories and studies of language experts into arguments</li> <li>➤ Use rhetoric to build a persuasive argument</li> <li>➤ Develop a fluent and engaging writing style for non-specialist audiences</li> </ul>



# Dallam School

English Curriculum Overview

Department: A Level English Language  
Year Group: 13

Teacher 1

Half term 1

Half term 2

Half term 3

Half term 4

Half term 5

Half term 6

Theme/ topic:

Teacher 1:

Revise representation and variation in texts  
(Paper 1, Section A)

Teacher 1:

Revise child language acquisition, both  
spoken and written  
(Paper 1, Section B)

By the end of this half term pupils will **know** (*key knowledge, including tier 3 vocabulary*)

Teacher 1:

See Year 12 details

They will <b>understand</b> (key concepts):					
<b>Teacher 1:</b>  See Year 12 details					
They will know <b>how to</b> (key skills)					
<b>Teacher 1:</b> See Year 12 details					
<b>Teacher 2</b>					
<b>AUTUMN</b>		<b>SPRING</b>		<b>SUMMER</b>	
<b>Half term 1</b>	<b>Half term 2</b>	<b>Half term 3</b>	<b>Half term 4</b>	<b>Half term 5</b>	<b>Half term 6</b>
<b>Theme/ topic:</b>					
<b>Teacher 2:</b>  <b>Language change</b>	<b>Teacher 2:</b>  <b>Language in the world</b>	<b>Teacher 2:</b>  <b>Revision</b> <b>(Paper 2, Section A)</b>	<b>Teacher 2:</b>  <b>Revision</b> <b>(Paper 2, Section B)</b>		
By the end of this half term pupils will <b>know</b> ( <i>key knowledge, including tier 3 vocabulary</i> )					
<b>Teacher 2:</b> ➤ Features of old, middle and early-modern English ➤ What features of the English language change ➤ Who owns meaning ➤ The varying attitudes to language change  <b>Tier 3 Vocabulary:</b> <i>diachronic &amp; synchronic variation, citation, borrowing, internal &amp; external factor.</i>	<b>Teacher 2:</b> ➤ Where and how English is used around the world ➤ The history of how the English language became global ➤ What native-English speakers attitude is to international English  <b>Tier 3 Vocabulary:</b>	<b>Teacher 2:</b>  See Year 12 details			

<i>functional theory, amelioration, determinism, pejoration, reflectionism, Sapir-Whorf hypothesis, linguistic relativity, semantic reclamation, broadening, narrowing, hegemonic, random fluctuation theory, wave model, libfix, language reform, political correctness, standardization, complaint tradition, declinism, sticklerism</i>	<i>lingua franca, pidgin, creole, second language, acrolect, basilect, mesolect, post-colonial, endo/exo-normative, retroflex, schwa, stress-timed, syllable based,</i>			
They will <b>understand</b> (key concepts):				
<b>Teacher 2:</b> <ul style="list-style-type: none"><li>➤ How one topic links to another</li><li>➤ How language diversity and language change are connected</li><li>➤ Past versions of the English language</li><li>➤ Why language changes</li><li>➤ Why some groups in societies believe they own language and meaning</li><li>➤ Why English has become a global language</li><li>➤ Issues around identity, culture and history connected to English usage around the world</li><li>➤ Why so many people have strong feelings about use of the English language</li></ul>	<b>Teacher 2:</b>  See Year 12 details			
They will know <b>how to</b> (key skills)				
<b>Teacher 2:</b> <ul style="list-style-type: none"><li>➤ Evaluate an idea, linking it to relevant concepts and issues</li><li>➤ Write a well-structured, evaluative essay</li><li>➤ Distinguish between changes in language from vocabulary, grammar, graphology and phonology</li><li>➤ Interpret data sets</li><li>➤ Transfer knowledge from one topic to another</li><li>➤ Recognise the relevance of historical events on language</li></ul>	<b>Teacher 2:</b>  See Year 12 details			