


<p><b>Year: 12 A Level Subject: English Language and Literature</b></p>	<p><b>Curriculum Intent:</b></p> <ul style="list-style-type: none"> <li>• Students will develop a foundation for the topics contained in A level English Language and Literature. All five assessment objectives are examined at year 12 and will be developed for assessment in year 13.</li> <li>• Students will study a wide range of written and spoken texts from across a range of eras. Texts include six substantial examples, including prose, poetry, drama and non-fiction texts.</li> <li>• Students will develop techniques of analysis, evaluation and production of texts.</li> <li>• Students will learn and draw from the following language levels: phonetics, phonology and prosodics, lexis and semantics, grammar including morphology, pragmatics and discourse.</li> <li>• Students will apply this to analyse how language choices shape meaning in texts, the ways in which texts can be interpreted, how texts relate to each other and the contexts in which they are read and received.</li> <li>• Students will also explore how linguistic and literary approaches inform interpretations of texts, the significance of contextual factors in the production and reception of texts and how to apply linguistic and literary methodologies and concepts to inform responses to and interpretations of texts.</li> </ul>						
	<b>Term 1</b>		<b>Term 2</b>		<b>Term 3</b>		
<p><b>Topic Titles (in order of delivery) Key knowledge / Retrieval topics</b></p>	<p><b>1. Non-fiction Anthology</b> Spoken Language Pragmatics Grammar Lexis Grammar Non fluency features Discourse structure Phonology</p> <p>Conversation Turn taking Feedback/backchanneling Adjacency pairs Topics/agenda setting Status and power Interaction Modes of address Making Conversation Theory</p>	<p><b>1. Reading as A Writer – The Great Gatsby</b></p> <p>Beginnings Syntax and Lexis Character Setting Narrative Voice Speech and Dialogue Context Structure Shape</p> <p><b>2. Writing as a Reader</b> Developing: Ways of beginning stories</p>	<p><b>1. Non-fiction Anthology Continue speech based texts</b></p> <p>Podcast: Motsi Graphic Non-Fiction Luke Healy Educational Show – Art Lab</p> <p>Edward VIIIth Speech Roxane Gay: Finding Voice Writing in the style of</p>	<p><b>1. Poetry – Breaking Silence - Jacob Sam-La Rose</b></p> <p>Specific skills and techniques new to the student are taught through specific poems. The poems are taught in the order they appear in the anthology: Song for a Spent 100w Bulb” “Talk This Way” “Make Some Noise” “Magnitude”</p>	<p><b>1. Non-fiction Anthology</b> Letters Isabella Bird Letters Fanshawe</p> <p>Satire Swift</p> <p>Essay John Locke: Some Thoughts Concerning Education</p> <p>Memoir Maggie O’Farrell Blog Sophie Arthur</p>	<p><b>1. Revision/Preparation for exams – essay writing.</b></p> <p>The Great Gatsby: How to write an essay on a theme across a novel. Introductions Conclusions Topic Sentences Using and embedding quotations Analysing quotations to show writer’s craft</p> <p>Breaking Silence : How to write an essay that compares two poems</p> <p>Introductions</p>	

	<p>Grice's Maxims Politeness Principles Co-operation and Face Gender</p> <p>Examples from Anthology: Newsnight - Paxman and Dizee Rascal</p> <p>This American Life - Melanie Desert Island Discs - Lizz Carr Speeches</p> <p>Grammatical features</p> <ul style="list-style-type: none"> <li>Parallelism</li> <li>Repetition</li> <li>Contrast and antithesis</li> <li>Tripling</li> <li>Listing</li> <li>Narrative voice</li> <li>Sentence types</li> <li>Lexical features</li> <li>Simple vocab</li> <li>Figurative lang</li> <li>Phonology</li> </ul> <p>Julia Guillard Chief Joseph Horrible Histories - tense like a diary - present - because reporting – noun phrases because educating Include here - writing in the style of. Diary - Scott</p> <p>Emphasis of written and spoken language.</p>	<p>– looking at models from fiction Reading good quality short stories Speed writing Show the reader don't tell the reader Using slow writing</p> <p>Making choices as a writer: Genre Setting Character Point of view</p>		<p>"Turning Darker Still" "After Lazerdrome, McDonalds, Peckham Rye" "Speechless I, II, III, IV, V" "An Undisclosed Fortune" "Plummeting" "A Spell for Forgetting a Father" "Here, Spirits"</p> <p>For each poem we study: Meaning Imagery Language Form Structure Lineation Theme Tone Links to other poems in anthology</p>	<p>Review: Lucy Mangan Writing in the style of</p> <p>Practice essays with unseen foils Revision of terms.</p>	<p>Conclusions Topic Sentences – how to embed comparison skills Using and embedding quotations Analysing quotations to show writer's craft Linking ideas about poems through techniques or thematically.</p> <p><b>2. Coursework</b></p> <p>Introduction to set texts Choose set text Introduction to second text How to choose a second text that compliments set text. How to develop a coursework title</p>
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	<p>Both are reporting</p> <p>Obituary Marilyn Monroe – opening is reporting - noun phrases to give information efficiently</p> <p>Identify conventions and importance of contexts.</p>					
<p style="text-align: center;"><b>Understanding / Sequence of delivery Key Questions</b></p>	<p>What are the differences between written language and spoken language?          What are the features of the texts in the Anthology?          How do writers use conversation?          What is conversation theory?          What are Grice’s maxims?          What are the conventions of the texts in the Anthology?          What grammar and linguistic features are used in each text?</p> <ul style="list-style-type: none"> <li>- Speech</li> <li>- Obituary</li> <li>- Report</li> <li>- Interview</li> <li>- Diary</li> <li>- Letter</li> <li>- Memoir</li> <li>- Blog</li> <li>- Review</li> <li>- Satire</li> <li>- Podcast</li> <li>- Graphic Non-fiction</li> </ul>	<p>How do novels begin? Why are beginnings important?          What are <b>syntax structures</b>?          What is <b>figurative lexis</b>? How is it used for effect?          How is <b>character</b> created?          What is the significance of <b>setting</b> in a novel?          What is <b>narrative voice</b>? How is it created?          How do writers use <b>speech and dialogue</b> in narrative texts?          What is <b>context</b>? How does it affect the novel?          What are the key <b>structural</b></p>	<p>What grammar and linguistic features are used in speeches?          How does speech writing compare to other genres?</p>	<p>How do the poems tell a story across the Anthology?          Outline the story the poems tell.          What is Jacob Sam-La Rose’s message through each poem and the anthology as a whole?          Who is the narrator in Breaking Silence?          Is it the same narrator throughout the anthology?          For each poem and across the whole Anthology:          How is the poem structured? Why?          How is language/imagery used in the poem?          What is intertextuality? How does Jacob Sam La Rose use</p>	<p>What grammatical and linguistic features are found in letters, memoirs, satire, blogs?          How do these genres compare to other non-fiction genres we have studied?          How do I compare two non-fiction texts?</p>	<p>How do I plan an essay?          How do I structure an essay?          What is an introduction?          What do I need to include in an introduction?          How do I embed quotations in my essay?          How do I analyse quotations in my essay?</p> <p>How do I compare two poems in an essay?          How do I compare techniques? How do I compare themes?</p>

	Why is context important in non-fiction texts?	<b>elements</b> of a novel? What narrative <b>shape/structure</b> best fits The Great Gatsby?		intertextuality in the Anthology? What are the themes in the poem? How are the themes developed, repeated throughout the anthology? What is the meaning of the poem? How does it relate to previous/next poem? How does it link to other poems in the Anthology? What other poems in the anthology can I compare to this poem?		
<b>Vocabulary</b>	Spoken Language Pragmatics Grammar Lexis Grammar Non fluency features Discourse structure Phonology  Conversation Turn taking Feedback/backchanneling Adjacency pairs Topics/agenda setting Status and power	syntax – minor, complex, compound, simple lexis, figurative lexis static, dynamic antagonist, protagonist, foil place, time, mood, social setting context exposition, rising action, climax,	Parallelism Repetition Contrast and antithesis Tripling Listing Narrative voice Sentence types Lexical features Simple vocab Figurative lang Phonology	Ode intersectionality anthology intertextuality Rhyme/Rhythm Rhyming couplets Stanza Form/Structure Theme Imagery Caesura Enjambment Figurative language Metaphor/extended metaphor	Conventions Context Features compare	Compare Thesis statement Discourse markers Analyse Embed

	<p>Interaction  Modes of address  Making  Conversation Theory  Grice's Maxims  Politeness Principles  Co-operation and Face  Gender</p> <p>Speech Writing:  Parallelism  Repetition  Contrast and  antithesis  Tripling  Listing  Narrative voice  Sentence types  Lexical features  Simple vocab  Figurative lang</p> <p>Phonology</p> <ul style="list-style-type: none"> <li>- Speech</li> <li>- Obituary</li> <li>- Report</li> <li>- Interview</li> <li>- Diary</li> <li>- Letter</li> </ul>	falling action, resolution		oxymoron pathetic fallacy simile personification anaphora Lexical groups Lineation Context Tense pronouns foregrounding		
<b>Assessment</b>	2 Common Assessment Tasks	2 Common Assessment Tasks	2 Common Assessment Tasks	2 Common Assessment Tasks	2 Common Assessment Tasks	2 Common Assessment Tasks