



love the journey

## Curriculum Implementation 2025-26

### Secondary

LCA Strand	English
Subject	English Language
Key Stage	Key Stage 5 (Chapter 12-13)

<p>What are the key concepts taught?</p>	<ul style="list-style-type: none"> <li>• Paper 1: Language, the individual and society – textual variations and representations, children’s language development, methods of language analysis.</li> <li>• Paper 2: Language, diversity and change – language diversity, language change and the history of the English Language, language discourses, writing skills, methods of language analysis.</li> <li>• Non-exam assessment: language investigation, original writing, methods of language analysis.</li> </ul> <ul style="list-style-type: none"> <li>• Analyse how language is used to create meanings, representations, ideas, attitudes and opinions.</li> <li>• Analyse the significance of contextual factors on language.</li> <li>• Evaluate views and ideas about language.</li> <li>• Evaluate academic theories related to language study and use them to interpret data.</li> <li>• Compare language use and contextual factors across different texts.</li> <li>• Develop an argument expressed in clear, precise discussion and extended writing.</li> <li>• Craft writing for different purposes and audiences.</li> </ul>
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<p>What is the sequencing of units?</p>	<p>During the two year course, pupils study the examined components concurrently.</p> <p><b>Chapter 12:</b> begins by establishing the Language Levels Framework (methods of language analysis) which informs the concepts above. Each unit revisits the Language Levels and builds on previous learning. Textual variations and representations; language diversity and change; language discourses; opinion writing; NEA Task 1.</p>
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**Chapter 13:** NEA Task 2; children's language development; language diversity; revision.

Units and assessments are sequenced so as to allow the key concepts and skills to be revisited and developed across different units as the course progresses. Throughout the course, units repeatedly revisit the Language Levels Framework. E.g. methods of language analysis is required at the start of the course in Textual Variations and Representations, later in Chapter 12 in the Language Discourses unit and NEA Task 1. It is revisited again in Chapter 13 in the Children's Language Development unit. The units are sequenced so as to enable students to build on their prior learning at GCSE level and across the different texts and units in the A Level course. Linguistic terminology used at A Level builds on that acquired at GCSE level (English Language).

How do we encourage pupils to see the links between different units and concepts?

- The learning purposes for each unit relate to the key concepts.
- Teachers will signpost overlaps in skills and questions across the units.
- Pupils will be encouraged to see the links between different units and concepts through teacher questioning and class discussion.
- Teachers will make links to prior learning in the course with reference to the course overview which is shared with pupils and identifies which objectives are assessed in each part of the course.
- Adapt exam board mark schemes into 'pupil speak' so that pupils understand the assessment criteria for specific units and the course as a whole.
- Teachers will make overt reference to the mark scheme criteria provided by the exam board.

What are the planned opportunities for adaptive teaching, including for SEND, the more and able and disadvantaged pupils?

- English Faculty teachers build relationships with every student and plan lessons which ensure that individual needs are met.
- Pupils select their NEA data and focus for both tasks allowing for personal and individual preferences and interests to be fulfilled.
- Pupils have one to one NEA support with their subject teachers.
- Pupils receive personalised feedback on their responses.
- Intervention for individual pupils focussed on specific needs.
- English teachers have shared access to all units of work and resources so that adaptations can be made according to pupil need.
- Suggested reading lists related to and beyond the course of study.
- SEND – use of pupil profiles and SEN strategies to adapt learning according to pupil need.
- Access to Language texts in the College Library and within the English Faculty to support wider reading and NEA. Pupils also have access to an online shared resource area.

	<ul style="list-style-type: none"> <li>• Provision of texts and revision materials.</li> </ul>
<p>What are the planned opportunities for retrieval and reflection by pupils?</p>	<ul style="list-style-type: none"> <li>• ‘Do Now’ retrieval practice tasks</li> <li>• LCT Tests</li> <li>• Summative ‘Progress Point’ assessments revisit skills and indicate retention of learning.</li> <li>• Links to prior learning</li> <li>• Pre-lesson learning</li> <li>• knowledge organisers, toolkits and revision aids in a variety of formats</li> <li>• Revisiting the Language Level Framework throughout the course. For example, morphology is introduced at the start of Chapter 12 and is later revisited in Language Diversity and Change (dialect, accent) and Children’s Language Development (virtuous errors)</li> </ul>
<p>What are the opportunities for feed forward by the teacher post assessment outcomes?</p>	<ul style="list-style-type: none"> <li>• As concepts and skills are revisited throughout the course, teachers will use data and feedback from LCTs, Progress Point ‘PP’ assessments and mock exams to inform their future planning and teaching.</li> <li>• Use of a centralised faculty marksheet to track pupil progress. Analysis of outcomes will inform pupil intervention, teacher lesson planning and revision.</li> <li>• Pupils record Progress Point ‘PP’ assessments on a tracker sheet so that they can monitor progress across different units during the course.</li> <li>• Teacher feedback on pupil responses is personalised, detailed and identifies specific needs.</li> <li>• Use of external examination data, examiner reports and NEA moderator feedback to identify areas of focus for the coming academic year, which is then built into lesson planning.</li> </ul>
<p>What are the planned opportunities for developing Reading?</p>	<ul style="list-style-type: none"> <li>• Shared reading of textual data as a class</li> <li>• Use of the College Library for additional reading</li> <li>• Provision of reading lists related to and beyond the course of study.</li> </ul>
<p>What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?</p>	<p>Literacy:</p> <ul style="list-style-type: none"> <li>• The encouragement of an academic register is encouraged through teacher talk. Academic articles/texts and exemplar responses are used to model appropriate written responses.</li> <li>• Literacy marking codes used by teachers and pupils</li> </ul> <p>Numeracy:</p> <ul style="list-style-type: none"> <li>• Patterns within data (e.g. verb aspect, linguistic features associated with register); sequencing and structural patterning of texts (discourse structure, cohesive devices).</li> </ul>

Oracy:

- Class and small group discussion

SMSC:

- This subject and course naturally lends itself to the discussion of spiritual/moral/social and cultural issues. Each unit offers opportunities for the teacher to signpost key ideas in relevant contexts. For example, pupils will study linguistic theory associated with gender and ethnicity.
- Pupils pursue their own interests in particular issues through the NEA tasks.
- Broad range of non-fiction data for study and discussion which exposes students to SMSC experiences and perspectives.