

Subject: AS English Language

Year Group: Y12

Term One

Pupils will prepare for the Grouping Texts section of the exam by studying discourse, lexis, grammar and phonology in both spoken and written texts. They will also learn how to make connections between texts and understand how to structure effective exam responses. Additionally, students will complete two pieces of coursework which account for 40% of their overall AS grade. They will create two pieces of original writing that take into consideration purpose and genre as well as a precise target audience. To complement these creative texts, students analyse their work and produce written commentaries. They should complete a number of drafts before submitting a penultimate copy at the end of term.

Term Two

Students will begin their study into Language and Society by exploring the concepts of 'Power' and 'Gender'. They will have a choice of topic in the exam but by studying two areas, we give pupils a more rounded experience of how language is used in our society. This is particularly important for students who continue with their English studies at degree level. Final coursework folders should be submitted within the first half term as it is internally moderated at the end of this term.

Students will also get plenty of opportunity to do full practice papers.

Term Three

As this term takes us into the exam period, pupils will be encouraged to attend specific revision sessions in addition to their timetabled lessons. They will also be directed to online past papers and review their particular exam strengths.



Proud to Belong

Subject: A Level English Language

Year Group: Y13

Term One

Coursework - 40% for the folder. This includes an independently researched language investigation and a shorter, informative media text. This is usually completed in the first term.

Exam – 60% including modules on Child Language Acquisition (CLA) and Language Change through Time. The first term focuses on acquisition of speech (phonology, syntax, morphology and relevant theorists) in CLA. Initially, the lessons are very knowledge based (rather than application of skills) for Language Change but by the end of the term, they should have completed a range of analytical responses.

Term Two

Children's literacy – how writers write for children and how children learn to read are the two main foci of CLA in the first half term. There will also be practice papers covering speech acquisition. We then move on to how children's writing develops and how this links to both reading and speech. There will be frequent use of practice papers for speech and literacy.

Any final amendments to coursework should be made by the end of the first half term. This allows for internal moderation.

Term Three

As this term takes us into the exam period, pupils will be encouraged to attend specific revision sessions in addition to their timetabled lessons. They will also be directed to online past papers and review their particular exam strengths.



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