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Location of resources:	Year 12 English Language AQA Level 3 Advanced GCE in English Language
Curriculum intent and rationale:	At John Port Spencer Academy, our English curriculum is carefully designed to be ambitious, inclusive, and knowledge-rich. We aim to develop confident, articulate, and culturally aware students of English who: • Access a broad and challenging literary curriculum, engaging with a wide range of fiction and non-fiction texts from diverse voices and traditions across the literary canon. This enables all learners, including the most disadvantaged and those with SEND, to develop cultural capital and deepen their understanding of the world. • Build secure knowledge and understanding of language and literature through a coherent and sequenced curriculum that revisits and builds upon key concepts, skills, and vocabulary over time. • Develop their social, cultural, and intellectual literacy by exploring the richness and variety of spoken and written English, encouraging critical thinking, empathy, and a nuanced understanding of different perspectives. • Foster a life-long love of reading (non fiction and Literature), promoting reading for pleasure alongside rigorous academic study to support both personal development and academic achievement. • Secure essential communication, reading, and writing skills that prepare them for future learning, employment, and active participation in modern society, contributing to their personal and economic wellbeing. Curriculum Organisation: Students at A-Level Language are taught the course in X5 lessons a week. Teacher 1 teaches X2 lessons a week and Teacher 2 teaches X3 lessons a week. The specification is divided between these two teachers. The aims and objectives of the AQA Level 3 Advanced GCE in English Language are to enable students to: • develop and apply their understanding of the concepts and methods appropriate for the analysis and study of language • explore data and examples of language in use • engage creatively and critically with a varied programme for the study of English • develop their skills as producers and interpreters of language.
National Curriculum Links:	We build on the knowledge and understanding from the NC from lower in the school: • Read and appreciate the depth and power of the English literary heritage. • Read in different ways for different purposes and understand how the work of dramatists and novelists is shaped by their contexts. • Make critical comparisons across texts. • Analyse a writer’s choice of vocabulary, form, grammatical and structural features. • Evaluate how authors’ ideas and perspectives are conveyed. • Study seminal world literature. • Write accurately, fluently, effectively and at length for pleasure and information. Summarise and critically evaluate their reading.

What content needs to be covered? Key Knowledge and skills / misconceptions to address (with vocab in bold and spelling underlined)					
By the end of the year students will know:					
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Students will learn key knowledge and skills about: Analysing unseen texts and introduction to new terminology (AO1) Introduction to Gender diversity Key language terminology: Descriptivism, prescriptivism genre, audience, purpose, audience positioning, sub text, tone, mode, context, word classes, dependent clause, independent clause,	Students will learn key knowledge and skills about: Analysing meanings and representations in Ariana Grande/ P. Morgan twitter feed. Language and region/occupation Key Language terminology: Accent, Dialect, Idiolect, Sociolect, Code-switching, Standard English (SE), Non-standard English, Glottal stop, Th-fronting:	Students will learn key knowledge and skills about: Analysing meanings and representations in The Suffragettes & comparison skills Language and Age Key Language terminology: Age: Idiolect, sociolect, teenspeak, slang, code switching, convergence/divergence, Eckert, chronological age, biological age, social age, Milroy, Bernstein, restricted code, elaborated code, patriarchy, position of women,	Students will learn key knowledge and skills about: Introduction of Original Writing NEA Language and Class/sexuality Key terminology: Sociolect, social system, restricted code, elaborated code, overt prestige, covert prestige, Labov’s NYC department store study, pink pound, palari	Students will learn key knowledge and skills about: Introduction of Commentary NEA Language and race Key terminology: ethnolect, MLE, pidgin, creole, code mixing, cultural appropriation, th fronting / stopping, glottal stop, vowel shifts, jargon, restricted code, convergence, divergence	Students will learn key knowledge and skills about: Completing Original and commentary NEA Introduction to Language in Action NEA Key terminology: style model, commentary, data set, introduction, analysis, methodology, conclusion, evaluation, comparison, sentence structure, cohesion, phonologically,



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inflectional functions, derivational functions, complex sentences, compound sentences, minor sentences, pre/post modified adjectives, quantifiers, qualifiers,	H-dropping, Vowel shift, Rhoticity, instrumental power, influential power, acronyms and initialisms, politeness strategies Grammatical variation, Regionalisms, Dialect levelling, goal orientation, AG: overlapping, character restriction,	Challenge: Depth in social and historical context for Suffragette piece. Comparison of language use across two different pieces. Ability to apply ideas around three different ‘types’ of ages.	Lexis, semantics, grammar, syntax, discourse, phonology, pragmatics	Challenge: Applying phonological variations to exam questions. Applying Level 5 terminology to commentary NEA successfully	Challenge: Students being able to utilise, comment on and evaluate level 5 terminology.
Gender: Sex, Gender, Gender stereotypes, Hedge, Tag questions, interruptions, Overlaps, Backchanneling, Robin Lakoff, Deborah Cameron, Pamela Fishman, Deborah Tannen, Jennifer Coates, Marked terms, Generic 'he', Patriarchal language, Semantic derogation	Challenge: Phonological differences in regions Audience positioning of both Morgan and Grande Misconceptions: Wider understanding of social context Differences between SE/NSE/regional variations Differing audiences in Morgan/Grande.	Misconceptions: Differences between convergence/divergence and elaborate/restricted code. Position of women within 1900s	Challenge: Skilfully adapt ideas of genre within their original writing. Misconception: Purpose of the style model. How ideas around class and language use might reflect or promote prescriptive attitudes towards language use.	Misconceptions: MLE as regional variation & contextual information. Style model and original writing becoming too similar	Misconceptions: Format of commentary and students ability to write and analyse their own work alongside the style model. Having to pick data sets over different time periods. Depth and detail on annotation needed on data sets for higher grade.
Previous learning that is particularly relevant:					
Diversity: This unit links to prior learning in KS3/KS4 where essay writing and speaking and listening tasks introduce the concept of standard English. Equally the previous study of play ‘A Taste of Honey’ introduces students to the concept of non standard English and identity driven through class. Analyse meanings and representations: This unit links to prior learning in KS4 relating to the study analysis of language, summarising and evaluating texts and extracts studied of increasing sophistication. This will include more specific contextual (historical, political, social) which will again increase in sophistication. Students will have prior knowledge of word classes, grammatical structures, writer’s purpose and genres.		This unit links to prior learning in KS4 relating to the study of context across the GCSE Literature scheme of work. Students have a prior knowledge in the impact and significance that social and historical context can have on a text. Here students will need transfereable skiils to apadt this knowledge to language study as it will include more specific contextual (historical, political, social) which will again increase in sophistication		Original writing: This links to prior learning in KS4 GCSE English language where students had to apply writing skills to Q5s. This included the ability to write to entertain, engage, persuade, inform and advise with skilled reference to audience, purpose and genre.	
Future Learning - How content prepares students for future units, Key Stage 4, or Key Stage 5? These units will prepare students for further A Level study in Year 13- with particular focus on comparison skills and introducing the key skill of evaluating the theory/research of others as well as their own work. Also these units help to develop a passion and skill for the wider world of Language use, university study and discussion around further careers.					
Preparing students for the end of course examinations, as well as University and key careers.					
Outcomes: By the end of the year pupils will be able to solve/create/produce/write:					
AQA exam board Assessment objectives: A01 Apply appropriate methods of language analysis, using associated terminology and coherent written expression A02 Demonstrate critical understanding of concepts and issues relevant to English use. A03 Analyse and evaluate how contextual factors and language features are associated with the construction of meaning A04 Explore connections across texts, informed by linguistic concepts and methods A05 Demonstrate expertise and creativity in the use of English to communicate in different ways.					
Assessment Strategy How we know our students are knowing and remembering more –					



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Data from hunting not fishing, formative and summative assessment/s is used to adapt teaching and provide targeted challenge and intervention, supporting SEND and disadvantaged pupils.

Formative: Recall knowledge tests – - Questioning – methods of participationA01 – Apply appropriate methods of language analysis, using associated terminology and coherent written expression - A03 Analyse and evaluate how contextual factors and language features (AO1) are associated with the construction of meaning. - A04 Explore connections across texts, informed by linguistic concepts and methods . Homework – knowledge organisers Knowledge organiser low stakes tests Development tasks – whole class/individual Low stakes assessment Independent written work – self and peer assessment	Summative (& cumulative) Assessment HT1 x 2 – Terminology quiz Assessment HT1 X 3 – Evaluate the idea that there is miscommunication between men and women Assessment HT2 x 2 – Analyse meanings and representations in Text A (Ariana Grande) & Text B (Suffergettes) Assessment HT2 X 3 -Write an article about accents Assessment HT3 x 2 – Compare the meanings and representations within Text A and B Assessment HT3 X 3 – P2Q3 Compare the two articles perspectives on AGE Assessment HT4 x 2 – Q1-3 Nikon and Kodak – mock practice Assessment HT4 X 3 - Evaluate the idea that your language use is dependent on your occupation. Assessment HT5 x 2 – NEA original Writing Assessment HT5 X 3 – Evaluate the idea that your language use is dependent on your social groups.(holistic across diversity) Assessment HT6 x 2 – Paper 1 mock Q1-3 Assessment HT6 X 3 - Paper 2 mock exam Q1/2 & 4 External Assessment – A-Level: Component 1 – Language and the individual and society (40%) 2 hours 30 minutes Component 2 – Language Diversity & change. Discourses. (40%) 2 hours 30 minutes Non-examination assessment Original writing & Commentary (10%) Language in action investigation (10%)	Opportunities to revisit past learning: Opportunities for homework (including apps): Knowledge Organisers for each diversity and change topic Knowledge organisers for CLA speech and writing Wider reading of David Crystal and Jean Attchison (homework booklets) Unseen text analysis Encourage social media following: Dan Crystal,
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How is the curriculum adapted to meet the needs of SEND and disadvantaged pupils, while maintaining high expectations?

Repetition and retrieval practice reinforce key ideas, and pre-teaching vocabulary supports language development. We explain the cultural capital and context of our texts to include all learners. Inclusive discussions, flexible assessments, and a calm, structured classroom environment further ensure that all students can participate and succeed. We know our students and use seating plans in each lesson to support the learning of all. Teachers also adapt lessons taking into account specific access arrangements.

Wider Curriculum and Enrichment – cultural capital and real world application -

Enriching experiences: By the end of the year pupils will have experienced:		Literacy, Oracy and disciplinary language: Explain how literacy, oracy, and disciplinary language are embedded within subject teaching.	Cross-Curricular opportunities / Opportunities to develop ‘character’:
- Wider understanding of language in action. Students will have the opportunity to investigate language current language use within the sixth form. - Understanding of concepts and issues in Diversity such as gender differences and MLE. Students will be offered ‘real world’ situations in which these concepts and issues have grown and developed. - Students will have had the opportunity to create their own original writing piece. - Recommended reads/watch/follow of suggested texts to enhance students’ reading. - Super-curriculum in English language		Embedding literacy, oracy, and disciplinary language in the teaching of literature at secondary school is essential to help students engage deeply with texts, communicate effectively, and think critically.	Our curriculum supports personal development by: Discussion around empathy and emotional intelligence, cultural awareness and tolerance, moral and ethical reflection, sense of diversity within the UK, pejorative views, prescriptivism and descriptivism, communication, identity, social issue, prejudices, modern politics and further social issues.
Our curriculum supports the school value of:		In the teaching of Literature at KS5 students develop a range of literacy skills – these are developed through:	Careers / Employability skills: How does the curriculum link to the following employability skills:
Joy	<i>Foster enthusiasm and engagement by exploring powerful, imaginative texts that spark curiosity and emotional connection. Through drama, creative writing, discussion, and multimedia adaptations, students find personal meaning and enjoyment in stories, characters, and ideas that resonate with their own lives.</i>	- Close Reading and Annotation - Students learn to interpret complex texts, analyze language, structure, and themes. - Teachers model reading strategies (e.g., skimming, scanning, inferencing) - Writing About Literature - Structured modelled and independent writing tasks (essays, analytical paragraphs) help students express interpretations. - Scaffolded writing - Vocabulary Development – deliberate teaching of tier 2 and tier 3 vocabulary. - Discussion-Based Learning - Performing scenes from plays - Using subject terminology	Listening – Class and group discussions, debates, and drama activities promote respectful listening, negotiation, and cooperation Speaking – Literature encourages clear, thoughtful expression—both spoken and written. Students learn to structure arguments, present ideas persuasively, and interpret meaning—essential in any professional context. Problem solving – Analysing complex characters and plots encourages students to evaluate situations, weigh motivations, and consider multiple outcomes—mirroring real-life problem-solving.



Curriculum Overview

Key Stage – KS5 Year 12



Act with care, kindness, respect and integrity

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Progress	<i>We monitor and support progress through regular formative feedback, scaffolded writing tasks, and clear success criteria. Students are guided to develop analytical skills step-by-step, with targeted interventions and personalised support to ensure every learner moves forward—regardless of starting point.</i>		Aiming high – Challenging literary texts build academic resilience. Setting personal goals, refining essay writing, and pushing for deeper analysis teaches students to strive for high standards Critical thinking – Analysing texts requires interpreting evidence, evaluating different viewpoints, and making reasoned judgments—skills vital in roles requiring problem-solving or decision-making. Staying positive – Working through difficult texts or abstract concepts teaches patience and perseverance. Literature also provides emotional insight that can help students manage their own mindset. Leadership – Leading a group activity, discussion, or peer feedback session helps develop initiative, confidence, and responsibility—key traits of effective leadership. Teamwork – Collaborative tasks like group analysis, performances, or peer editing build cooperation, compromise, and shared responsibility.
Success	<i>We celebrate success such as giving verbal praise, positive phone calls homes, reward points and showcasing exceptional essays.</i>		
Act with care, kindness, respect, and integrity	<i>We build meaningful connections with our students by choosing texts that explore empathy, justice, and human dignity—prompting honest discussion about life’s challenges and values. We create a supportive, inclusive classroom environment where every voice is heard, and every student feels respected, valued, and safe to express their views.</i>		
Curriculum impact is evaluated through pupil study, work scrutiny, and progress data. Findings inform regular curriculum review to ensure continuous improvement.			
When was this curriculum last reviewed? Include date	What changes were made and why?	How is ongoing improvement ensured?	