

Our curriculum is carefully sequenced to ensure cumulative knowledge and progression. Each unit builds on the last, with clear concepts that students must grasp to progress. We define end points to illustrate what mastery looks like by year-end.

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: Child Language Acquisition (speech) Language change Key language terminology: CLA speech: phonology, phoneme, babbling, holophrastic, telegraphic, post telegraphic, early 8 middle 8 late 8, pronoun acquisition, negation, virtuous error, over extension, under extension, deletion, substitution, expansion, recast,	Students will learn key knowledge and skills about: Child Language Acquisition (speech) Language change Key language terminology: CLA speech: phonology, phoneme, babbling, holophrastic, telegraphic, post telegraphic, early 8 middle 8 late 8, pronoun acquisition, negation, virtuous error, over extension, under extension, deletion, substitution, expansion, recast, intonation, child directed speech, Chomsky, Bruner, Skinner, Piaget	Students will learn key knowledge and skills about: Child Language Acquisition (writing) Revision Diversity Key Language terminology: Grapheme, genre theory, Britton, John Abotts, grammar rules, creativity, Beverley Ann Chinn, Kroll, Rothery’s categories of writing, spelling errors, teacher scaffolding, audience, purpose	Students will learn key knowledge and skills about: Revision meanings and representations Revision Diversity and Change	Students will learn key knowledge and skills about: Revision CLA/ meanings and representations Revision Diversity and Change Public A Level Examinations	Students will learn key knowledge and skills about: Completion of course



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intonation, child directed speech, Chomsky, Bruner, Skinner, Piaget	Change: standardisation, World Englishes, functional theory, the S curve, Spanglish, hindienglish, Lynn Truss, Early modern English, Late Modern English, second language, lingua franca	Challenge: Ability to apply 4 key CLA theorists to writing data sets. Understand the two different approaches to teaching writing – creative or grammar rules.			
Change: standardisation, broadening, narrowing, amelioration, pejoration, semantic shift, neologism, borrowing, blending, clipping, Johnson, Murray.	Challenge: Apply phonological variations to data sets and evaluate theory and research successfully. Wider understanding that language constructs identity	Misconceptions: Similarities between phonological spelling errors and phonological speech errors. The tendency to keep diversity and change as separate units rather than see them as a holistic approach.			
Challenge: Misconceptions: Differences between babbling and first words The concept that language has only been ‘standard’ for the last 200/ 300 years.	Misconceptions: Post telegraphic stages will still have virtuous errors and phonological errors. Value of English as a second language.				
Previous learning that is particularly relevant:					
Change: This unit links to prior learning in Year 12 where concepts and research around ideas of standardisation and standard English have been introduced through Language and Diversity. Students are continuing to build on their analytical and creative skills that they have built within Year 12. Child: This unit will link to prior learning in KS5 English language where students have analysed spontaneous speech and been taught explicit vocabulary for how to comment and analyse spontaneous speech such as MLE and language and occupation.					
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 – 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 participation - A01 – 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 .	Summative (& cumulative) Assessment HT1 x 2 – How does CDS help to develop CLA? (Jan & Leila or Mum and Joey) Assessment HT1 X 3 – Standardisation or language decay (q1/2) Assessment HT2 x 2 Paper 1 mock (Harry & Megan) Assessment 2 X 3 -Paper 2 mock (2020) Assessment HT3 x 2 – CLA writing question Assessment HT3 X 3 – Practice Q3 Assessment HT4 x 2 – Teacher choice Assessment HT4 X 3 - Teacher choice	Opportunities to revisit past learning: Opportunities for homework (including apps): Revision flash cards for key terminology and theory/research			

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Homework – knowledge organisers
Knowledge organiser low stakes tests
Development tasks – whole class/individual
Low stakes assessment
Independent written work – self and peer assessment

Assessment HT5 x 2 – public exam
Assessment HT5 X 3 – public exam
Assessment HT6 x 2 – End of course
Assessment HT6 X 3 - End of course

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%)

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:

- 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

Our curriculum supports the school value of:

Joy	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.
Progress	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.
Success	We celebrate success such as giving verbal praise, positive phone calls homes, reward points and showcasing exceptional essays.

Literacy, Oracy and disciplinary language:

Explain how literacy, oracy, and disciplinary language are embedded within subject teaching.

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.

In the teaching of Literature at KS5 students develop a range of literacy skills – these are developed through:

- 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

Cross-Curricular opportunities / Opportunities to develop ‘character’:

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.

Careers / Employability skills:

How does the curriculum link to the following employability skills:

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.

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.

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Act with care, kindness, respect, and integrity	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.			Teamwork – Collaborative tasks like group analysis, performances, or peer editing build cooperation, compromise, and shared responsibility.
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?