

# Long Term Plan 2021/22 AS English Language:



ARCHBISHOP  
SENTAMU  
ACADEMY  
CHURCH OF ENGLAND

Term 1 - Autumn 1	Term 1 - Autumn 2	Term 2 - Spring 1	Term 2 - Spring 2	Term 3 - Summer 1
<p><b>Introduction to key linguistic concepts:</b></p> <ul style="list-style-type: none"> <li>• What is language?</li> <li>• Language and register</li> <li>• Standard and non-standard English</li> <li>• Spoken and written language</li> <li>• Language and situation</li> </ul> <p><b>Introduction to the key Language Levels:</b></p> <ul style="list-style-type: none"> <li>• Lexis and semantics</li> <li>• Grammar</li> <li>• Phonology</li> <li>• Pragmatics</li> </ul>	<p><b>Learning about text types: text conventions</b></p> <ul style="list-style-type: none"> <li>• language(s) of journalism (eg articles, reports, editorials, opinions, obituaries, reviews)</li> <li>• language(s) of advertising (leaflets, pamphlets, slogans, tag lines)</li> <li>• language(s) of fiction (contemporary or pre-1900 prose)</li> <li>• language(s) of literary non-fiction (eg travel writing, essays, autobiography, biography, memoir)</li> </ul> <p><b>Applying the language levels in creative and analytical writing</b></p> <ul style="list-style-type: none"> <li>• <a href="#">reviews</a></li> <li>• <a href="#">opinions</a></li> <li>• <a href="#">explanations</a></li> <li>• <a href="#">travel writing</a></li> <li>• <a href="#">obituaries</a></li> </ul>	<p><b>Key Features of Spoken Language</b></p> <ul style="list-style-type: none"> <li>• Revisiting prior learning: features of dialogue in written language</li> <li>• Introduction to spoken language transcripts and phonemic transcriptions</li> <li>• Comparing the linguistic features of spoken and written language</li> </ul> <p><b>Looking at features such as:</b></p> <ul style="list-style-type: none"> <li>• colloquialisms</li> <li>• deixis</li> <li>• discourse markers</li> <li>• ellipsis</li> <li>• elision</li> <li>• hedging</li> <li>• turn-taking</li> <li>• prosodics</li> <li>• non-fluency features</li> <li>• non-standard grammar</li> <li>• phatic language</li> <li>• shared knowledge etc</li> </ul>	<p><b>Genres of spoken language*</b></p> <p>Some genres you may cover include:</p> <ul style="list-style-type: none"> <li>• advertisements</li> <li>• commentaries</li> <li>• formal/informal conversations</li> <li>• interviews</li> <li>• news broadcasts</li> <li>• parliamentary broadcasts</li> <li>• speeches</li> <li>• vlogs</li> <li>• sports commentaries</li> </ul> <p><b>Spoken language concepts and issues</b></p> <ul style="list-style-type: none"> <li>• politeness and face needs (Brown &amp; Levinson and Leach)</li> <li>• accommodation theory (Grice)</li> </ul>	<p><b>Revision of Spoken and Written Modes</b></p> <ul style="list-style-type: none"> <li>• AS Courses: Revision for Public Examinations (Component 1 and Component 2)</li> <li>• A Level 2-year pathway: Revision for internal mock examinations for Component 1 and Component 3</li> </ul> <p>You will: revise key terms, practice past papers and look at mark schemes and use their PLCs to target weaker areas</p> <p><b>Bridge to Year 2: Non-Exam Assessment (NEA)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Introduction to Non-Exam Assessment</a></li> <li>• <a href="#">Task Structuring Guidance</a></li> <li>• <a href="#">NEA Exemplar</a></li> <li>• <a href="#">NEA Standardising</a></li> </ul>

<p><b><u>Opportunity for stretch for high prior attainers</u></b>          Extension and challenge tasks take place each lesson. Grammar tasks are the most stretching in this unit and higher attainers will often be given extension tasks linked to grammatical construction, syntax and non-standard forms.</p>	<p><b><u>Opportunity for stretch for high prior attainers</u></b>          Extension and challenge tasks take place each lesson. Emulating a broadsheet style is incredibly challenging; pre-1900 prose texts pose a high level of challenge for high attainers; modernist extracts, such as Mrs Dalloway, encourage students to see syntax and grammar in a new way</p>	<p><b><u>Opportunity for stretch for high prior attainers</u></b>          Extension and challenge tasks take place each lesson. Concepts and issues in spoken texts encourage higher level debate from candidates; applying complex new terminology and using it to enhance analysis is a higher level skill</p>	<p><b><u>Opportunity for stretch for high prior attainers</u></b>          Extension and challenge tasks take place each lesson. Concepts and issues in spoken texts encourage higher level debate from candidates; applying complex new terminology and using it to enhance analysis is a higher level skill</p>	<p><b><u>Opportunity for stretch for high prior attainers</u></b>          Extension and challenge tasks take place each lesson. Students will be challenged on their own individual areas of weakness through targeted FAR feedback and individual actions.</p>
<p><b><u>Anticipated Misconceptions:</u></b></p> <ul style="list-style-type: none"> <li>• That AS level study will be the same as GCSE (in terms of content) when much of it is brand new</li> <li>• Not understanding the definition of grammar</li> <li>• Labelling non-standard English as 'incorrect'</li> <li>• Confusing the word classes</li> <li>• Feature spotting</li> </ul>	<p><b><u>Anticipated Misconceptions:</u></b></p> <ul style="list-style-type: none"> <li>• Not initially recognising/being able to identify the distinguishing conventions of certain text types</li> <li>• Feature spotting</li> <li>• Mislabelling of terms</li> </ul>	<p><b><u>Anticipated Misconceptions:</u></b></p> <ul style="list-style-type: none"> <li>• Not being able to differentiate between the terminology used in the spoken and written mode e.g not using 'utterance' when analysing spoken language</li> <li>• Feature spotting</li> <li>• Mislabelling of terms</li> <li>• Struggling to compare two transcripts</li> </ul>	<p><b><u>Anticipated Misconceptions:</u></b></p> <ul style="list-style-type: none"> <li>• misinterpreting the tone of a spoken transcript e.g. not recognising sarcasm</li> <li>• Feature spotting</li> <li>• Not initially recognising/being able to identify the distinguishing conventions of certain spoken language contexts</li> </ul>	<p><b><u>Anticipated Misconceptions:</u></b></p> <ul style="list-style-type: none"> <li>• Students will use FAR feedback to target specific, personalised misconceptions during their revision these may include: feature spotting, lack of depth for conceptual issues, mislabelling terms and etc.</li> </ul>
<p><b><u>Links to previous Key Stage</u></b>           Word classes will have been covered at KS4 and students will already have a basic grasp of the language levels.           Speaking and Listening at GCSE will have given students some background knowledge surrounding oracy.</p>	<p><b><u>Links to previous Key Stage</u></b>           GCSE study explores a range of literary and non-fiction genres. Language Paper 2, question 5 prepares students to write non-fiction for a range of different task types and audiences.</p>	<p><b><u>Links to previous Key Stage</u></b>           Speaking and Listening at GCSE will have given students some background knowledge surrounding oracy and different contexts for spoken language. GCSE English language encourages students to develop analytical skills when examining texts.</p>	<p><b><u>Links to previous Key Stage</u></b>           Speaking and Listening at GCSE will have given students some background knowledge surrounding oracy and different contexts for spoken language. GCSE English language encourages students to develop analytical skills when examining texts.</p>	<p><b><u>Links to previous Key Stage</u></b>           GCSE language study prepares students for all areas of AS study when revising for the exam, allowing them to build on analytical skills, skills of creating and sustaining a debate and using language creatively.</p>
<p><b><u>Links to future learning</u></b>          This unit prepares learners with the foundation knowledge for the following A2 units :  <b>Component 1:</b> Language Concepts and Issues;  <b>Component 2:</b> Language Change Over Time;  <b>Component 3:</b> Creative and Critical Use of Language; <b>Component 4:</b> Language and Identity</p>	<p><b><u>Links to future learning</u></b>          This unit prepares learners with the foundation knowledge for the following A2 units :  <b>Component 2, Section A:</b> Language Change Over Time  <b>Component 3:</b> Creative and Critical Use of Language</p>	<p><b><u>Links to future learning</u></b>          This unit prepares learners with the foundation knowledge for the following A2 units :   <b>Component 1, Section A:</b>          Analysis of Spoken Language</p>	<p><b><u>Links to future learning</u></b>          This unit prepares learners with the foundation knowledge for the following A2 units :   <b>Component 1, Section A:</b>          Analysis of Spoken Language  <b>Component 1, Section B:</b> Language Issues</p>	<p><b><u>Links to future learning</u></b>          This unit prepares learners with the foundation knowledge for the following A2 units :   <b>Component 1:</b> Language Concepts and Issues;  <b>Component 2:</b> Language Change Over Time;  <b>Component 3:</b> Creative and Critical Use of Language; <b>Component 4:</b> Language and Identity</p>
<p><b><u>SMSC and British Values</u></b>          Students will gain a deeper understanding of language and the way that it can be used to influence others in a range of situations (responsibility; social and cultural)</p>	<p><b><u>SMSC and British Values</u></b>          Students explore the idea of expressing their opinions and the opinions of others; moral issues are discussed when they arise from literary texts (liberty;democracy;morality))</p>	<p><b><u>SMSC and British Values</u></b>          Students consider spoken language and its ability to manipulate, inform, debate and influence (moral; social; cultural; democracy liberty; respect)</p>	<p><b><u>SMSC and British Values</u></b>          Students consider spoken language and its ability to manipulate, inform, debate and influence (moral; social; cultural; democracy liberty; respect, law)</p>	<p><b><u>SMSC and British Values</u></b>          Students will cover all SMSC and British values as they revise for this unit as the past papers deal with a range of social, moral, political and spiritual issues.</p>
<p><b><u>Cultural Capital</u></b> This unit encourages students to consider the currency and power of the language that they use.</p>	<p><b><u>Cultural Capital</u></b> The range of texts studied in this unit encompasses a wide range of social, moral, political and spiritual issues</p>	<p><b><u>Cultural Capital</u></b> The range of spoken transcripts studied in this unit encompasses a wide range of social, moral, political and spiritual issues</p>	<p><b><u>Cultural Capital</u></b> The range of spoken transcripts studied in this unit encompasses a wide range of social, moral, political and spiritual issues</p>	<p><b><u>Cultural Capital</u></b> The range of spoken transcripts studied in this unit encompasses a wide range of social, moral, political and spiritual issues</p>

<p><b>Career Links</b> This unit prepares students for a range of careers including journalism and teaching</p>	<p><b>Career Links</b> This unit prepares students for a range of careers including journalism, politics and teaching</p>	<p><b>Career Links</b> This unit prepares students for a range of careers including journalism, politics, teaching and any role that involves communicating with others</p>	<p><b>Career Links</b> This unit prepares students for a range of careers including journalism, politics, teaching and any role that involves communicating with others</p>	<p><b>Career Links</b> This unit prepares students for a range of careers including journalism, politics, teaching and any role that involves communicating with others</p>
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**Assessment Objectives:**

- AO1 Apply appropriate methods of language analysis, using associated terminology and coherent written expression
- AO2 Demonstrate critical understanding of concepts and issues relevant to language use
- AO3 Analyse and evaluate how contextual factors and language features are associated with the construction of meaning
- AO4 Explore connections across texts, informed by linguistic concepts and methods
- AO5 Demonstrate expertise and creativity in the use of English to communicate in different ways

