

A-Level English Language

Against the criteria put forward in AQA Specification A (7702), our curriculum has been carefully designed to foster an understanding of how language is used to create meanings and representations. We seek to embed skills of robust and perceptive analysis, as we explore key aspects of language across time and genres.

Intent

Our curriculum is sequenced to help students develop their knowledge and skills over time, building on the understanding of how texts are constructed from GCSE. Through the study of challenging and engaging topics such as Language and Gender and Global English, students will read about different theories that shed light on language use. A range of challenging texts will develop students' analytical skills, as they learn to pick up on views and representations. In year twelve the curriculum will allow students to gain the skills needed to challenge established views. The year will culminate in students completing coursework which will allow them to show off their creative and research skills. In year thirteen, students will consider Child Language Acquisition and understand a range of theories about how this occurs. Language Change is an illuminating topic that will encourage students to challenge their own attitudes towards language.

Implementation

All students will be taught by passionate practitioners, whose aim is to foster forthright and robust critical debate within the classroom. Teachers will use their expertise in scaffolding, planning and high level feedback, to enable students of a range of abilities to reach their full potential.

Building on the success of the English KS3 and KS4 curriculum, our students will:

- work both collaboratively and independently on tasks, helping them to consolidate and develop their reading and writing skills.
- broaden their understanding of contexts of production and reception, making meaningful links to other texts, genres and the worldview that framed them.
- enhance their verbal fluency through rigorous discussion, allowing students the opportunity to elaborate and demonstrate understanding.
- utilise a comprehensive range of strategies, such as peer and self-assessment, seminar and lecture delivery to prepare students for higher education.

With regard to the latter, we are very proud of our track record in engaging higher education establishments to complement the stated aims of the course. We combine the latest technologies in video conferencing and outreach visits to encourage students to visualise and prepare for life in a higher education setting.

Impact

The curriculum will allow *all* pupils to build upon prior knowledge and correct misconceptions over the course of their study. This will enable them to read and write critically, with sound understanding and informed viewpoints.

By the end of KS5, students will be able to:

- be proficient in expression, speaking and listening, making formal presentations, demonstrating to others and participating in debate.
- form carefully structured arguments and evaluative comparisons.
- make close, concise and considered reference to how writers shape meaning throughout texts with a greatly expanded repertoire of literary, linguistic and structural devices.
- confidently express how texts are shaped by contexts of production and reception.
- apply a broad range of theory.

These core skills will be essential in preparation for their final assessment, as well as preparation for the Non-exam assessment of 20%. Together we will work alongside students in the acquisition of the above, to ensure their success and confidence in the future.