

## Broadening Horizons

Students are given the opportunity to read further with set and suggested independent study tasks.

These push towards undergraduate level reading, and aid with NEA, by finding independently researched theorists for language investigations.

There are also after school virtual lectures offered by Sheffield Universities to broaden and deepen knowledge beyond A level.

## Careers

Students have been encouraged to think about careers that are intrinsically linked to the skills taught in English lessons.

Careers specific to English Language that students have gone on to attain include, online product reviews, editing, script proofing and teaching.

English language is also a strong facilitating subject for careers that involve argument, debate, discussion and persuasion, such as advertising, law, politics and journalism.

## Immerse Yourself

Students are encouraged to use MASSOLIT to read around the texts and topics that we study at A level. There are short lecture videos and essays to encourage wider thinking about the texts.



## Praise and Reward

Our rewards system can be broadly split into four categories: classroom level, subject level, school level and privilege rewards. We'll focus on classroom and subject rewards here - for more information about our rewards schemes, please see our website.

### CLASSROOM LEVEL REWARDS

**Awarded for:** working hard, taking risks and rising to a challenge, making mistakes and learning from them, helping others, and taking pride in the school community.


**Rewarded by:** praise postcards, positive phone calls to parents/carers, positive text messages home, and lesson-based prizes.


### SUBJECT LEVEL REWARDS


**Reward scheme:** Star of the Week, curriculum awards (Subject/School Way, participation, working with pride, embracing the whole curriculum), high flyer, extra mile, most improved.

**Rewarded by:** names displayed on reward boards, certificates, social media posts.

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### Language vs Dialect vs Accent

The differences between these three linguistic terms can be confusing, but they don't have to be.

In this episode of Babel Explains, we tell you how to differentiate between them and give you a shortcut to avoid the whole issue.



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# English Language

Curriculum Newsletter

## Y12 & Y13



# Curriculum Intent

At Wickersley Partnership Trust, we understand that getting the curriculum right for each and every individual student is the single most important factor in ensuring progress, encouraging positive engagement and raising aspirations.

At Wickersley Partnership Trust, we want all students to leave able and qualified to play their full part in an ever-changing world through an ambitious, creative and innovative curriculum, which empowers students with the skills, knowledge and attributes to allow them to succeed in their next phase of education and their working life.

Our curriculum is not driven by performance tables. It is our belief that a strong, broad, balanced curriculum, tailored to individual needs can remove barriers to learning and allow all students to access the curriculum appropriate to them and will therefore meet their individual needs.

At WPT, we believe that English should be more than just teaching to an exam. As a core subject, we realise the importance of the fundamental skills that English can offer our students as they learn to articulate their thoughts and ideas on important topics, through a breadth of reading, the written word and their spoken word.



## Have your say!

At WPT we're always looking for feedback. If you have any thoughts/opinions on this Curriculum Newsletter, its content or the curriculum in general, please scan the QR code to fill out a short feedback form.



# A Level Curriculum

The key topics at A level English Language at Y12 are: Language and the Individual, Language Diversity and Writing skills. Child Language Acquisition and Language Change are then added at Y13.

The key skills developed in Language and the Individual are contextualising extracts, fully understanding the relationship between reader and writer and the limitations of the types of texts.

Through Language Diversity, students must understand the use of empirical data and be able to follow, but also criticise and counter theoretical studies in discursive essays.

Theory areas covered, include: gender, Accent and Dialect, Power and Occupation and The Pragmatics of Conversation.

In Y13 student have the opportunity to produce and piece of creative writing of their choice, supported by a detailed written commentary.

They also produce their own Language investigation on a topic entirely of their own choosing.

The exam content for Y13 expand to cover the nature of language and how it has developed to this point in Language change, and also the psychology of learning language and how innate or “learned” language is as a child.

# Assessment Points

Students are assessed each half term through BRAG marking of the AQA exam assessment objectives. Students will work on identified misconceptions. Students will also sit mock exam papers in exam conditions, and are given regular feedback on their essay writing ability in preparation for their NEA.

# The English Way

The English Way enables us to develop well-rounded individuals ready for the next stage of life after school. It is about embedding employability skills such as resilience, collaboration, communication, aspiration, responsibility, tolerance and respect in order for them to be an active participant in the local community and beyond.

## THE ENGLISH WAY



We are imaginative and ambitious writers

We communicate our ideas & listen to the ideas of others

We can scan text to quickly gain an overview

We plan, proofread and edit our writing carefully

We strive to be an expert in characters and themes

We express our ideas in a thoughtful and respectful way

We read for pleasure & explore new texts

We adapt our writing style to meet the purpose

We explore texts carefully & search for meanings and ideas

We consider the techniques writers have used & the effect they have on the reader

We use sophisticated vocabulary in our writing



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SUBJECT WAYS