

**ENGLISH DEPARTMENT: SCHEME of WORK OVERVIEW**  
**A Level English Language (from 2015)**

**Child Language Acquisition**

<b>Overall Objectives</b>	<p>A01 – Apply appropriate methods of language analysis using associated terminology and coherent written expression</p> <p>A02 – Demonstrate critical understanding of concepts and issues relevant to language use</p> <p>A03 – Analyse and evaluate how contextual factors and language features are associated with the construction of meaning</p> <p><b>(should students do AS – Question 1 assesses:</b></p> <p>A02 – Demonstrate critical understanding of concepts and issues relevant to language use</p> <p>A05 – Demonstrate expertise and creativity in the use of English to communicate in different ways)</p> <p><b>Students will be prepared for A Level only unless individual students indicate that they will be sitting AS)</b></p>
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<b>PLTS/6R's</b>	<p><b>Independent Enquirers</b></p> <p><b>Reflective Learners</b></p> <p><b>Self Managers</b></p> <p><b>Effective Participants</b></p> <p><b>Creative Thinkers</b></p> <p><b>Team Workers</b></p>
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<b>SUGGESTED TASKS</b>	<b>ASSESSMENTS</b>
<ul style="list-style-type: none"> <li>- <b>students work independently to review learning after each triple</b></li> <li>- short starter activities to revise and re-cap previous learning – with focus on detail and precision</li> <li>- Use of Matilda materials to identify language use</li> <li>- Mind mapping of key terms and concepts to clarify A01, A02 and A03</li> <li>- Application of learning to data for each level to build up confidence</li> </ul>	<p>Year 12</p> <p>Analysis of Spoken acquisition text</p> <p>Analysis of Written acquisition text</p> <p>Year 12 Mock</p> <p>Year 13</p> <p>Analysis of Spoken acquisition text (minimum 1)</p> <p>Analysis of Written acquisition text (minimum 1)</p> <p>Year 13 Mock</p>

<b>Resources</b>	<p><b>Edexcel online textbook (to be placed on Google Classroom)</b>  <b>Nelson Thornes AQA A2 book</b>  <b>Resources on shared area</b>  <b>Edexcel data pack</b>  <b>Edexcel past papers (both AS and A2)</b>  <b>Edexcel SAMS and standardizing material</b>  <b>AQA past papers for additional data</b></p> <p><b>English and Media website (school subscription)</b>  <b>Teachit resources</b>  <b>Universal teacher website</b>  <b>Various Youtube videos</b></p>
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<b>KNOWLEDGE</b>	<b>SKILLS</b>
<p>Know:            What is meant by relevant AO's            A01 – terminology and expression            A02 – concepts            A03 – context</p> <p>Know relevant language Levels:            Spoken</p> <ul style="list-style-type: none"> <li>- Phonology</li> <li>- Lexis</li> <li>- Morphology</li> <li>- Syntax</li> <li>- Discourse (features of spoken)</li> </ul> <p>Written</p> <ul style="list-style-type: none"> <li>- Mechanical and spatial</li> <li>- Spelling (orthography)</li> <li>- Syntax and morphology (grammar)</li> <li>- Lexis</li> <li>- Discourse (written) and genre</li> </ul> <p><b>A01 – Know key terms within each method</b>            Spoken: Phonology</p> <ul style="list-style-type: none"> <li>- Phoneme</li> <li>- IPA – need to be familiar with symbols</li> <li>- Intonation</li> <li>- Proto-words</li> </ul>	<p>Independently review learning after each lesson</p> <p>Apply knowledge from across the course</p> <p>Independently revise areas of uncertainty</p> <p>Know key terms and concepts</p> <p>Be able to critically evaluate theories of acquisition</p> <p>Be able to apply knowledge to unseen data, systematically analyzing and identifying relevant features</p> <p>Be able to make precise comments supported by detailed examples</p> <p>Be able to compare across texts identifying DEVELOPMENT</p> <p>Be able to describe findings in a DESCRIPTIVE way, avoiding prescriptivism or judgmental comments</p>

<ul style="list-style-type: none"> <li>- Articulation</li> <li>- Plosives (front and back)</li> <li>- Fricatives (front and back)</li> <li>- Consonant clusters</li> <li>- Deletion</li> <li>- Substitution</li> <li>- Addition</li> <li>- Assimilation</li> <li>- Reduplication</li> <li>- Consonant cluster reduction</li> <li>- Deletion of unstressed syllables</li> <li>- Accent</li> </ul> <p>Spoken: Lexis/Semantics</p> <ul style="list-style-type: none"> <li>- apply knowledge from introductory module including -</li> <li>- noun</li> <li>- verb</li> <li>- adjective</li> <li>- concrete</li> <li>- abstract</li> <li>- virtuous errors</li> <li>- hypernyms</li> <li>- hyponyms</li> <li>- Adverbial</li> <li>- Complement</li> </ul> <p>Spoken: Syntax and Morphology</p> <ul style="list-style-type: none"> <li>- apply knowledge from introductory module including -</li> <li>- subject</li> <li>- verb</li> <li>- object</li> <li>- modifiers</li> <li>- pronouns</li> <li>- auxiliaries</li> <li>- present participle</li> <li>- plurals</li> <li>- possessive 's</li> <li>- contraction</li> <li>- determiners</li> <li>- negation</li> <li>- adjectives</li> <li>- copula</li> <li>- regular past tense morpheme</li> <li>- irregular past tense endings</li> </ul> <p>Spoken: Discourse (spoken)</p> <ul style="list-style-type: none"> <li>- apply knowledge from</li> </ul>	<p>Be able to explain findings by referencing relevant concepts (A02) and relevant aspects of context (A03)</p> <p>Develop analytical essay writing skills demonstrating systematic close analysis</p>
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introductory Spoken Language

module including –

- topic management
- adjacency pairs
- tag questions
- turn taking
- phatic
- purpose of talk

Writing: Mechanical and Spatial

- emergent writing
- spacing
- ascenders
- descenders
- inversion
- reversal

Writing: Spelling

- grapheme
- phoneme
- digraph
- trigraph
- insertion
- omission
- substitution
- transposition
- phonetic spelling
- over-undergeneralisation
- salient sounds
- visual awareness
- consonant clusters

Writing: Morphology and Syntax

- sentence types – simple, compound, complex
- sentence functions – declarative, interrogative, imperative, exclamatory
- pronouns
- nouns
- verbs
- noun phrases
- adverbials
- inflections
- punctuation

Writing: Lexis/Semantics

- apply knowledge from introductory module

**A02 – Know key concepts and stages of development**

Spoken

- Behaviourist - Skinner
- Innateness – Chomsky and others
- LAD
- Lennenberg
- Critical period hypothesis
- Cognitive – Piaget/Vygotsky
- Input – Bruner
- CDA
- Active
- Passive
- Function – Halliday, Dore
- Piaget, Vygotsky, Garvey and play

Spoken – Stages of development

- One word – holophrastic
- Two word
- Telegraphic
- Post telegraphic

Spoken: Phonology

- Stages of development: vegetative/crying, cooing, babbling, proto words
- Phonemic expansion and contraction
- Grunwells Phonological Acquisition sequence

Spoken: Lexis/Semantics

- Nelsons – first 100 words – categories
- Categorical overextension
- Analogical overextension
- Underextension
- Aitchinson – labeling, packaging, network building

Spoken: Morphology and Syntax

- Overgeneralization
- Stages of development

Spoken: role of adults in modeling social aspects of speech

Writing:

Theories of learning and development

- Piaget
- Vygotsky
- Role of adult

Reading to Writing

- Bruner
- LASS
- Phonics

Stages of development

- Barclay
- Kroll
- Spelling stages

Genre and Discourse

- know conventions of common genres: narrative; recount; letter
- Rothery's categories of young children's writing
- Britton's modes of writing