TEACHING FOR MASTERY

REVISE & IMPROVE

(Assess Pupils Starting Points)

TEACH

REVIEW & IMPROVE

(Post Unit Assessment & Correctives)

Formative Assessment

'A commitment that virtually ALL students can learn all important academic knowledge to a level of excellence if...

- allowed the *right* amount of time to learn;
- provided with the appropriate conditions to learn'.



Yr 12: English Language: LONG TERM OVERVIEW 2024-25

| Autumn 1 | Introduction to written analysis in different forms Introduction to spoken analysis in different forms | HALF TERM |
|----------|--|-----------|
| Autumn 2 | Language discourse: examining media texts inc attitudes to English #1 Language diversity: gender #1 | CHRISTMAS |
| Spring 1 | Language diversity: accent and dialect #1 Language diversity: occupational language | HALF TERM |
| Spring 2 | Language diversity: inc Paper 2 practice re analysis of two texts Language diversity: language and age + electronic texts | EASTER |
| Summer 1 | Language change #1 inc attitudes (discourses) to language Both 1 and 2. Trial examination preparation | HALF TERM |
| Summer 2 | Introduction to NEA Language Investigation Introduction to child language | SUMMER |



Yr 13: English Language: LONG TERM OVERVIEW 2024-25

| Autumn 1 | 1. Language Change #2 and Global English 2. Child Language Acquisition: spoken HALF TERM |
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| Autumn 2 | Language data (dictionaries etc.) and language discourse debates (from Year 13 anthology) Child Language Acquisition: Reading & Writing Introduction |
| Spring 1 | 1. Focused revision and extension of methods, terminology with practice analysis (Paper 1) Completion of NEA Language Investigation and OW/Commentaries (following continue focus over previous term) 2. Continued child writing + introduction to original writing & commentary |
| Spring 2 | 1 & 2: Revision of all topics and examination practice |
| Summer 1 | 1 & 2: Revision of all topics and examination practice HALF TERM |
| Summer 2 | SUMMER |

