

The Warriner School Subject Curriculum Map



Subject: English	Year Group: Year 12	Unit: Nuts and Bolts – Introductory unit
Unit objectives: The aim of this unit is to prepare students for their studies in English Language at A Level and to bridge the gap from Year 11 to Year 12. This unit focuses solely on the core components (mainly AO2) to ensure students are well equipped.		

Context for study:

At GCSE, students are exposed to various key skills that will enable them to flourish in their studies at A Level. This unit is designed to build students confidence with linguistic terminology (AO2). Students will recap and study key linguistic terminology and will start to apply this to data sets, in preparation for looking at Textual Variations. When analysing texts and data, students will need to identify the linguistic terms and analyse these within their given data set. These ideas were previously presented in KS3 modules in connection with the writing skills units in Years 7 and 8, and throughout their learning at KS4 during their English Language studies.

Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)*

- Know what **linguistic terminology** refers to and why it is significant throughout the A Level course.
- Know the **frameworks** of linguistic analysis.
- Apply these concepts to a variety of **data sets**.
- Know how to correctly **classify nouns and pronouns**.
- Know the **subclasses** to nouns and pronouns.
- Know what **anaphoric and cataphoric referencing** are.
- Know the main **verb types**.
- Know the difference between **stative and dynamic verbs**.
- Understand how **adjectives and adverbs** are used to **modify** nouns and verbs.
- Know the difference between **base, comparative, and superlative adjectives**.
- Know the different types of **adverbs**.
- Know what **euphemism and dysphemism** are and identify the differences between them.
- Know what the **basic units of language** are.
- Know what **morphology and morphemes** are – to know that morphemes combine to create new words.
- Know what a **noun phrase** is, how they are **structured** and what their **function** is.
- Know what **graphology** refers to and consider what links can be made to students prior learning.
- Know what a **verb phrase** is and to identify the **component parts** of a verb phrase.
- Know what **pragmatics** refers to.
- Know what a **clause** is and how they can be defined.
- Know what the main different **sentence types** are and identify the **functions of sentences**.
- Know what **the active and passive voice** are and how **agency** can be emphasised or downplayed using them.
- Know what the **International Phonetic Alphabet** is and how it links to **sound patterning**.

The Warriner School Subject Curriculum Map

<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></p> <ul style="list-style-type: none"> ✓ Confusion between basic units of language – verbs, nouns, adjectives etc. ✓ Confusion between the different subclasses of these. ✓ Clear and targeted discussion of why this unit is being studied. ✓ Modelled reading by the teacher where needed. ✓ Do not move on until the theory and terminology is clearly understood. 	<p>Literacy and Oracy development opportunities: <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></p> <ul style="list-style-type: none"> ✓ Explicit teaching of Tier 2/3 vocabulary listed above, throughout lessons. ✓ Reading of extracts – modelled reading. ✓ Developing independent discussions through questioning. ✓ Regular knowledge and metacognitive checks through students reading out responses. ✓ Writing modelling and paragraph structure provided. ✓ Think-Pair-Share approach. ✓ Expanded success criteria used to support assessment alongside AQA mark scheme. ✓ Use of knowledge organisers to enable clear recall of theory and theorists.
<p>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></p> <p>There are various FAR marking opportunities to assess students initial grasping of the linguistic terminology before formal assessments begin in the TV unit.</p>	