



Subject: English Language and Literature

Module: Component 1- Voices in Speech and Writing- (Year 12 and 13, year- round with first teaching in Year 12, Term 1)

Overarching Topic:

<p>Why is this topic being studied at this time?</p> <p>How does it fit into the wider subject curriculum?</p>	<p>The anthology is used not only as an engaging collection of essential core texts to be examined on, but also as a springboard for looking at genre conventions and methods, and features of written and spoken language. Students begin to explore these fundamentals of text varieties from the moment they arrive at Key Stage 5 English, using some of the key texts as an engaging topic hook and a means to establish core understanding of mode.</p> <p>The anthology texts are a step up- up from the English language unseen non- fiction texts at GCSE. Key Stages 3 and 4 have prepared students for understanding language and meaning in a variety of texts. Now, we look at understanding the link between voice, context and function of texts and discourse as a construction – language as a complex and interwoven system in our world. There is certainly a more in- depth and scientific approach to language to be explored now, and this offers a fascinating insight into the plethora of communications that we use and see every day.</p> <p>In addition, ‘Voices in Speech and writing’ extends to study of Tennessee Williams’ seminal play text, <i>A Streetcar Named Desire</i>. Exploration of form, context and writers’ use of voice are key areas of focus across the whole exam component, and in their study of this play, students will investigate and critique how personal and social topics translate through the genre of theatre.</p>
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	Critical	Core	Pinnacle
<p>The Big Questions (What questions will students be able to answer upon mastery of the topic?)</p>	<ul style="list-style-type: none"> • What are genre conventions? • What is theatre form? • Who was Tennessee Williams? • Who are our writers and what do we mean by ‘voice’? • What are they key linguistic terms to define use of language? • What do we mean by ‘text producer’ and ‘text receiver’? • What is discourse? 	<ul style="list-style-type: none"> • What is the mode continuum and how do we identify and comment on the mode of a piece of discourse? • What are the elements, definitions and key terms for analysis at lexical and grammar/ syntactic level? • What can we infer and analyse from text producers’ use of language: grammar and syntax, lexis and semantics? • How does context affect the production of texts and the way in which we receive them? • How is a sense of ‘voice’ created in a variety of discourse 	<ul style="list-style-type: none"> • How do the different contexts in which the texts might be received (e.g. readers of different time/ gender etc.) affect different reception and interpretations? • What are the nuances of context that we can explore? • Is a piece of discourse one-dimensional? Can it serve different, or even conflicting functions and does it mean something different to different audiences?

	<ul style="list-style-type: none"> Why do we look at the 'function' of a text and what does it mean? 	<ul style="list-style-type: none"> What different theatre forms have influenced Tennessee Williams and how do they work together to achieve different purposes in the play? 	<ul style="list-style-type: none"> What 'discriminative' and 'critical' approaches can be made in response to our reading of texts? How does the function and meaning behind a piece of discourse change over time?
The Key Skills/ Techniques	The sophistication and application of skills will become more advanced as students' progress through the critical, core and pinnacle knowledge.		
	Skill/Technique	How will this skill be developed?	
	Forensic analysis of text production and reception	Group and independent analysis of a broad variety of recorded written and spoken discourse	
	Reading for meaning and formulating informed, independent responses	Class-based and independent reading of anthology texts Group discussions Retrieval- based, and high-order questioning	
	Use of academic voice and sophisticated repertoire of own language to explore ideas in an articulate and technical manner	Debate and discussion 'Magpie' words and phrases Vocabulary organisers Quizzing and retrieval class and homework tasks	