

# Year 13 English Language Topic Tracker

<https://app.senecalearning.com/dashboard/class/vw7cgrs8i5/assignments/assignment/12b20765-4cc8-4018-a638-60f8acd9cbfc>

Subject A Level English Language		Paper One: Language, the individual and society	Duration 2hrs 30 mins
What to revise: Paper 1: Section A – Meanings and Representations Section B – Child Language Acquisition		How to revise it: Senecalearn	
1	Meaning and representations – Grammar and Syntax	<b>AQA A Level English Language: Student Book Pg 23</b> Cornell notes <b>Notes from lessons</b> <a href="https://www.youtube.com/watch?v=HGAMB70cXeY">https://www.youtube.com/watch?v=HGAMB70cXeY</a>	
2	Meaning and representations – Lexis and Semantics	<b>AQA A Level English Language: Student Book Pg 17</b> Cornell notes <b>Notes from lessons</b> <a href="https://www.youtube.com/watch?v=HGAMB70cXeY">https://www.youtube.com/watch?v=HGAMB70cXeY</a> Seneca	
3	Meaning and representations – Graphology	<b>AQA A Level English Language: Student Book Pg 27</b> Cornell notes <b>Notes from lessons</b> <a href="https://www.youtube.com/watch?v=HGAMB70cXeY">https://www.youtube.com/watch?v=HGAMB70cXeY</a> Seneca	
4	Meaning and representations – Phonology	<b>AQA A Level English Language: Student Book Pg 12</b> Cornell notes <b>Notes from lessons</b> <a href="https://www.youtube.com/watch?v=HGAMB70cXeY">https://www.youtube.com/watch?v=HGAMB70cXeY</a> Seneca	
5	Meaning and representations – Discourse	<b>AQA A Level English Language: Student Book Pg 27</b> Cornell notes <b>Notes from lessons</b> <a href="https://www.youtube.com/watch?v=HGAMB70cXeY">https://www.youtube.com/watch?v=HGAMB70cXeY</a> Seneca	
6	Meaning and representations – Pragmatics	<b>AQA A Level English Language: Student Book Pg 25</b> Cornell notes <b>Notes from lessons</b> <a href="https://www.youtube.com/watch?v=HGAMB70cXeY">https://www.youtube.com/watch?v=HGAMB70cXeY</a> Seneca	
7	Child Language Acquisition – Piaget, Chomsky, Vygotsky, Bruner, Skinner, Aitchison	<b>AQA A Level English Language: Student Book Pg 105-126</b> <a href="https://www.youtube.com/watch?v=h6Hvu9wnO8A">https://www.youtube.com/watch?v=h6Hvu9wnO8A</a> Cornell notes	
8	Child Language Acquisition – Grammatical development – holophrastic to post telegraphic	<b>AQA A Level English Language: Student Book Pg 114-118</b> Cornell notes	
9	Child Language Acquisition – Learning to read – Chall, Phonics, Reading cues	<b>AQA A Level English Language: Student Book Pg 140-149</b> Cornell notes	
10	Child Language Acquisition – Learning to write – Britton, Rothery, Kroll	<b>AQA A Level English Language: Student Book Pg 127-139</b> Cornell notes	



Learning to talk: the process of spoken acquisition; an historical overview of acquisition theory	Create Cornell notes Seneca Essay planning e.g. It has been suggested that children's language acquisition is a more interesting process than the simple imitation of adult speech
Learning to talk: environmental factors	Create Cornell notes Seneca Essay planning e.g. To what extent do children learn language by copying the language that is spoken to them?
Learning to talk: pragmatics and discourse, lexis, semantic and grammar	Create Cornell notes Seneca Essay planning e.g. What have you discovered about the nature of language acquisition from the ways children develop their grammatical skills?
Learning to write: learning to read	Create Cornell notes Seneca Essay planning e.g. "The role of the teacher is essential for literacy development." Evaluate this view of children's language development.
Learning to write: writing development – attitudes and theories, environmental factors	Create Cornell notes Seneca <a href="https://www.youtube.com/watch?v=bbbNWoo4N2s">https://www.youtube.com/watch?v=bbbNWoo4N2s</a> Essay planning e.g. "Reading is an essential part of child language development". Evaluate this view of children's language development.
Learning to write: handwriting and orthography, lexical and grammatical development	Create Cornell notes Seneca Essay planning e.g. Evaluate the idea that In the early stages of learning to write and read, young children compose before they know much about the conventions of writing and reading or have the skill to control a pencil or crayon or form letters.