

Intent:

Curriculum Intent (Key Stage 3/4/5)

The English Team at Altrincham College are dedicated to promoting, enriching and inspiring reading, writing and oracy as key to our students' academic and personal development. We endeavour to stimulate a high level of curiosity which encourages pupils to feel enriched, driven and confident to learn about the world around them. Through exploring a range of poetry, prose and non-fiction, students will strengthen their skills to read for inference by selecting information to support their own synthesis. Skilled readers create engaging writers. Therefore, the inter-relational balance of reading and writing is supportively developed by using the enjoyment of reading as a medium to empower the shift toward individual creativity and imagination.

Students will become confident communicators, adopting language, style and expression in both written and spoken contexts. We aim for our students to become discerning critical thinkers who are capable of understanding and empathising with different points of view.

Our aims throughout the English journey at Altrincham College:

- Key Stage 3: To embed a deep understanding and curiosity about the fundamental knowledge across the three forms of English: poetry, prose and non-fiction. This affords a firm foundation that can be built upon to enable students to make links across their journey in exploring English.
- Key Stage 4: To develop the cultural capital knowledge, critical vocabularies and extended writing skills to reach their potential at GCSE and life as literate adults.
- Key Stage 5: To develop the deeper literary and critical understanding of language and form needed to thrive in further education and make positive impacts in their future careers.

Literacy, oracy and the development of tier 2 and tier 3 vocabularies underpin all schemes of learning. Students will be regularly introduced and tested on the key vocabularies to articulate their work with confidence, clarity and creativity.

Implementation:

Key Stage 3 (KS3) are exposed to exciting, broad, culturally inclusive and challenging schemes of work that are thematically linked: Year 7 'A Journey Through Different Worlds'; 'Year 8 Man vs...An exploration of conflict in literature'; with Year 9 'Society and Cultural Concepts'. Students are taught English reading and writing skills through a mastery approach and are assessed for either reading or writing skills at the end of each half term topic; oracy is taught and assessed throughout each scheme of work. Students are given time to MAD ('make a difference') review their learning to nurture self-reflection and academic stamina and resilience. New knowledge threshold concepts are revisited throughout our students learning journey. Students are provided with the skills to develop metacognition learning skills to be able to reflect on their own progress and develop as independent learners. Through the modelling of using challenging vocabulary, students can able read critically by: knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning. To develop and strengthen writing skills, students will have the opportunity to plan, edit and write accurately, fluently, effectively and at length for pleasure and to learn about the world around them.

In Years 10 and Y11, students read an exciting range of texts across literacy tradition and cultural backgrounds. We deliver the AQA specifications for both English Language and Literature. Students deepen their understanding of novels, plays and poetry along with critical reading and writing skills. Work is assessed formatively, summatively and through whole class feedback. Teachers model how to respond to assessment and examination to afford our students with the requisite critical literacy and exam skills required to succeed in their GCSE studies and beyond.

In KS5 the texts and critical stimuli are exhilarating and build upon our students' enriching KS3 and KS4 curriculum. As a result, we use the AQA specifications for both English Language A Level and English Literature A Level to further enhance student understanding of these two subjects to readiness for their next steps. All students have inhouse mock exams with formative and summative assessment taking place in class as per current school policy. Feedback from mock exams will be timely with students being able to reflect on own learning and make plans for their development in their chosen subject discipline.

Throughout the year we will:

- Set up regular check-ins and opportunities for students to ask questions and share work.
- Provide students with accessible success criteria on how they might self-assess their skill development when setting learning activities (e.g. use of exemplars, models, videos of demonstrations, self-assessment rubrics or peer evaluation).
- Strategic questioning – used with individuals, small groups or the whole class. Students answer well-thought-out, higher-order questions such as 'why' and 'how' underpinned with Socratic questioning ethos to develop independent and critical thinkers.
- Learning review task where students respond to a question or prompt at the beginning and/or conclusion of learning. Students can measure their own starting point and end points.

Literacy within English as a discipline

English as a discipline is rich in content and complexity: vocabulary is the key to unlocking the potential of all our students. Within every English lesson, the teaching of an advanced employment of tier two and tier three vocabularies support our students to articulate their learning, both verbally and in written form. The vocabulary taught and used in English lessons supports learning across all curriculum areas and creates confident, articulate and successful learners. In lessons we:

- Develop the vocabulary across a variety of genres through understanding and analysis of themes, performance and characterisation.
- Engage with students the breadth and aesthetic of the phonological, rhythmic, figurative experience of poetry and prose.
- To empower critically robust viewpoints as reader by exploring layers of polysemic language within literature and non-fiction.
- Establishes the focus on oracy and rhetoric to inform critical debate and speech craft skills.

Long Term Departmental Planning Overview				Subject:	English		
Year	Curriculum Title	HT1 topics	HT2 topics	HT3 topics	HT4 topics	HT5 topics	HT6 topics
7	<i>Journeys through different worlds</i>	<p>The Odyssey <i>Greek mythology, legend and folk law, tragedy, morality</i></p> <p>Assessment: Assessment: Reading How does Shakespeare present love in this extract?</p> <p>Assessment: Writing Describe Calypso's Island</p> <p>Retrieval focus:</p> <ul style="list-style-type: none"> • Narrative conventions. • Tier 3 vocabularies relating to the form. • Archetypal characters 	<p>Shakespeare: 'A Midsummer Night's Dream'</p> <p>Assessment: Reading How does Shakespeare present love in this extract?</p> <p>Retrieval focus:</p> <ul style="list-style-type: none"> • Folklore • Deeper exploration of character archetypes • Theatre as a form of entertainment. 	<p>Poetry and culture <i>Study of a variety of different cultural poetry</i></p> <p>Assessment: Reading: Explore how Chinua Achebe uses structure and perspective to convey his ideas about motherly love.</p> <p>Retrieval focus:</p> <ul style="list-style-type: none"> • Characterisation • Childhood experiences • Place and setting • Relationships 	<p>Non-Fiction 'Our World in Words' <i>Exploring writer's viewpoint and developing own rhetoric</i></p> <p>Assessment: Writing Write the opening paragraph of your journey</p> <p>Retrieval focus:</p> <ul style="list-style-type: none"> • Culture and traditions • Gender and culture • Place and identity 	<p>Dickens: 'Oliver Twist' An introduction to 19th century prose through vocabulary, syntax and idioms which are no longer commonly used in daily vernacular - creating a base for student understanding of the 19th century novel.</p> <p>Assessment: HT5 Reading A critical analysis of Fagin's character</p> <p>Assessment: HT6 Writing Transactional writing – arguing for social reform in Victorian society.</p> <p>Retrieval focus:</p> <ul style="list-style-type: none"> • Archetypal characters and narrative structure • 19th Century setting and cultural identity • Relationships and socio-economical contexts 	
8	Man vs... <i>An exploration of conflict in literature</i>	<p>The Gothic <i>An exploration of the genre and its conventions.</i></p> <p>Assessment: Writing (Narrative) write a narrative about an encounter with a</p>	<p>Shakespeare: 'The Tempest'</p> <p>Assessment: Reading How does Shakespeare use language and structure to present the relationship</p>	<p>Dystopian Literature: 'Animal Farm' Writing to express a viewpoint</p> <p>A selection of 20th/21st century rhetoric stimuli</p> <p>HT3 Assessment: Reading Evaluating the reader's experience.</p>	<p>War Poetry</p> <p>Assessment: Reading Compare the attitudes to war in two poems.</p> <p>Retrieval focus:</p> <ul style="list-style-type: none"> • The power of polysemic 	<p>Non-Fiction anthology Crime and Punishment <i>An exploration of fiction and non-fiction texts to explore man v's conflicts.</i></p>	

		<p>gothic antagonist in a gothic setting.</p> <p>Retrieval focus:</p> <ul style="list-style-type: none"> • Gender and bias • Setting and mood • Tropes of genre • Narrative conventions. • Tier 3 vocabularies relating to the form 	<p>between Prospero and Caliban?</p> <p>Retrieval focus:</p> <ul style="list-style-type: none"> • Gender and power • Colonialism and place • Character relationships • Language and power • Culture and traditions 	<p>HT4 Assessment: writing and oracy</p> <p>Write a speech or presentation which challenges a particular aspect of power in today's society. <i>OR</i> create a dramatic scene which demonstrates how power can be challenged.</p> <p>Retrieval focus:</p> <ul style="list-style-type: none"> • Narrative form and disequilibrium • Propps theory of characterisation • Development of narrative form through structure and story craft • Language and power in politics and class introduction to social justice • Ethos, pathos, logos 	<p>language within literature</p> <ul style="list-style-type: none"> • Conflict of man (vs man, self, society) • Social hierarchy and political agency • Nature and the sublime 	<p>Assessment A cultural examination of justice though the ages.</p> <p>Retrieval focus:</p> <ul style="list-style-type: none"> • Conflict of man (vs man, self, society) • Social hierarchy and the rule of law • Culture, tradition and transgression • Gender and prejudice 	
9	Society and Cultural Concepts	<p>The Art of Story Telling: contemporary short stories that shape our world.</p> <p>Assessment: writing Write a narrative about an incident/occasion where your character has felt empowered or disempowered.</p> <p>Retrieval focus:</p> <ul style="list-style-type: none"> • Gender and characterisation: 	<p>An introduction to Shakespearean Tragedy 'Romeo and Juliet'</p> <p>Assessment: Reading How does Shakespeare present anger in the extract?</p> <p>Retrieval focus:</p> <ul style="list-style-type: none"> • Historical epochs and experiences • Aristotelian tragic paradigm • Complex relationships • Social hierarchy 	<p>Poetry: Love and Relationships Poetry Anthology <i>Anthology of canonical and contemporary poets.</i></p> <p>Assessment: Reading How is obsession in a romantic relationship presented 'Porphyria's Lover'?</p> <p>Retrieval focus:</p> <ul style="list-style-type: none"> • Conflict of man (vs man, self, society) • Socio-economical conflict 	<p>An introduction to 19th century Britain: Fiction and Non-Fiction.</p> <p>Assessment: Writing write a short story about life as a Victorian child.</p> <p>Retrieval focus:</p> <ul style="list-style-type: none"> • Victorian Morality • Diversity and Disparity 	<p>Writing to express a viewpoint Ethos, pathos, logos. Socratic questioning, logic, reason and the art of rhetoric.</p> <p>Assessment: Writing Write the text for a speech that you would give at the debate in which you argue your point of view in response to a statement.</p> <p>Retrieval focus:</p> <ul style="list-style-type: none"> • Ethos, pathos, logos 	<p>Contemporary drama: 'A Taste of Honey'</p> <p>Assessment: Reading How does Delaney present prejudice in A Taste of Honey?</p> <p>Retrieval focus:</p> <ul style="list-style-type: none"> • Prejudice and ideologies • Relationships • Adolescence and identity • Gender constructs and conflict • Diversity and Disparity

		<p>subversion and acquiescence</p> <ul style="list-style-type: none">• Place and identity• Language and identity• Conflict of man (vs man, self, society)• Social diversity and inclusivity	<ul style="list-style-type: none">• Gender stereotypes	<ul style="list-style-type: none">• Gothic tropes• Nature and the sublime• Gender subversion• Internal conflict and psychoanalytical analysis	<ul style="list-style-type: none">• Childhood 'nature v's nurture'• Political agenda through language and form• vocabulary, syntax and idioms	<ul style="list-style-type: none">• Language and conflict: gender, class, identity, environment• Socratic questioning	
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10	AQA GCSE Literature/Language	<p>Lit Paper 2 section A: contemporary fiction text BB <i>Reading, synthesis, analysis and evaluation</i></p> <p>5 weeks Assessment: mock response</p> <p>Lang Paper 1 Language study. Visual stimuli from BB selection of recreative of writing tasks</p> <p>2 weeks Assessment: writing section B</p>	<p>Lit Paper 1 Section B: 19th Century text ACC 6 weeks Assessment: mock response</p>	<p>1 week: ACC Assessment</p> <p>Lang paper 1 section A reading skills and Section B writing skills</p> <p>4 weeks Guided Full paper response SPaG foci in recall</p>	<p>Lit paper 1 section A – Macbeth. <i>Reading, synthesis, analysis and evaluation</i></p> <p>6 weeks Act 1:2 Macbeth analysis</p>	<p>Lit paper 1 section A – Macbeth. <i>Reading, synthesis, analysis and evaluation</i></p> <p>3 weeks Assessment: Full mock response walking talking</p> <p>Lit Paper 2 Section C: Unseen poetry <i>Reading, synthesis, analysis and comparison</i></p> <p>2 weeks Assessment: mock response</p> <p>Paper 2 Literature Power and Conflict Poetry London & Prelude 1 week</p>	<p>End of year exam. Paper 1 English Language Paper 2 English Literature</p> <p>Speaking and listening endorsement.</p> <p>Paper 2 Literature Power and Conflict Poetry</p> <p>4 weeks</p> <p>Language Paper 2 section A reading non-fiction 19th century text stimuli Synthesis & Comparing viewpoints Section B writing 2 separate stimuli</p> <p>4 weeks Assessment: mock responses Q1-Q5</p>
11	AQA GCSE Literature/Language	<p>Lit paper 1 section A – Macbeth. <i>Reading, synthesis, analysis and evaluation</i></p> <p>6 weeks</p>	<p>Lang Paper 1 AO1/AO2 Language study Section A reading 2 weeks</p> <p>Unseen poetry 1 week</p>	<p>Mock exam feedback/targeted intervention plans 1 week</p> <p>Lang Paper 2 Language study Section A reading</p>	<p>Lang Paper 1 Language study Section A reading 3 weeks Section B writing 1 week</p>	<p>Bespoke class revision Lang Paper 1 (Q3, 4 &5)</p> <p>2 weeks</p> <p>Paper 2 (Q2,4 &5)</p>	<p>English Language Paper 1: 18th May 2022 English Language Paper 2: 10th June 2022 English Lit Paper 1N/M: Blood Brothers and ACC 25th May 2022</p>




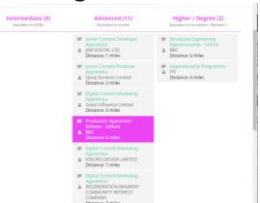

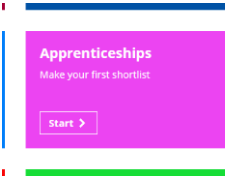

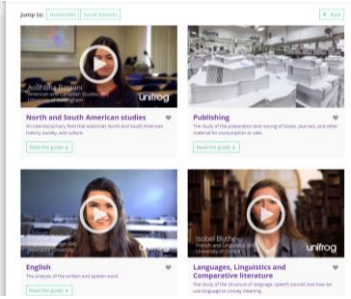
	<p>Assessment: Mock response walking talking</p> <p>Section B Paper 1: Choice, Connection, Cognition writing task 1 week</p> <p>Crucial home study: Language paper 1 section B.</p>	<p>ACC mock exam revision 1 week</p> <p>Assessment: mock exam. Macbeth, ACC/unseen poetry + Language paper 1</p> <p>Performance of ACC</p> <p>Crucial home study: Lit text revision/paper 1 Language skills</p>	<p>2 weeks</p> <p>Paper 2 Section B writing 1 week</p> <p>Assessment: full paper 2 mock</p> <p>Speaking and listening of endorsement – Language (not recorded)</p> <p>Revision of Blood Brothers 2 weeks (inc in class assessment)</p> <p>Crucial home study: Lit texts (as directed by teacher)</p>	<p>Lit paper 2 Macbeth act 4 and 5 recap + whole text revision 2 weeks</p> <p>Assessment: Mock exams Lang paper 1 & 2 Lit Paper 1 & 2</p> <p>Crucial home study: Literature revision</p> <p>School performance of Macbeth</p>	<p>2 weeks</p> <p>Lit Assessment: class diagnostics in response to teacher formative assessment of set texts</p> <p>2 weeks</p> <p>Crucial home study: English Language Paper 2 writing from different viewpoints/re-creatives</p> <p>Ongoing revision of set texts</p>	<p>English Lit Paper 2: Macbeth and Unseen 8th June 2022</p>
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12	AQA A Level Literature	<p>Develop understanding of conventions of Tragedy as a dramatic and literary genre</p> <p>Read and begin to analyse 'The Great Gatsby'</p> <p>Read and begin to analyse 'When Will There Be Good News?' – linked to Crime genre. Develop understanding of conventions and subversion of genre linked to postmodernism</p>	<p>Develop understanding of exam question types Sec C</p> <p>Demonstrate understanding of question types, linked to 'The Great Gatsby' – deepen understanding of the text.</p> <p>Develop understanding of how to approach Section B essay questions.</p> <p>Demonstrate understanding of Sec B question types linked to 'WWTBGN?' – deepen symbolic understanding of text.</p> <p>Begin to read and analyse 'Brighton Rock'</p>	<p>Independent revision and essay planning development linked to 'The Great Gatsby'</p> <p>Read and begin to analyse 'Othello' – linked to Tragedy. Develop understanding of Shakespearean tragedy</p> <p>Develop understanding of exam question types Sec A and B</p> <p>Independent revision and essay planning development linked to 'Brighton Rock'</p> <p>Develop understanding of conventions of Crime as a literary genre</p> <p>Begin to analyse a range of crime fiction extracts - practise skills for approaching Section A – unseen extract question.</p> <p>Development of understanding of theoretical perspectives: Feminism, Marxism, Post-colonialism, Narrative Theory</p>	<p>Demonstrate understanding of question types for Sec A and Sec B, linked to 'Othello' – deepen understanding of the text</p> <p>Further develop understanding of exam question types for Sec A and B</p> <p>Revise understanding of Sec B demands, linked to 'WWTBGN? And Brighton Road' – deepen understanding of the text.</p> <p>Student selection of novel for NEA – time for reading and</p>	<p>Independent revision and essay planning development linked to 'The Great Gatsby' and to 'Othello' – all exam question types</p> <p>Independent revision and essay planning development linked to both novels and unseen extracts. – Sec A and Sec B.</p> <p>Devise NEA question linked to one theoretical perspective – plan and complete 1st draft of NEA – 1500 words</p>
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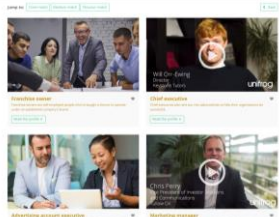
						exploration of text.	
12	AQA A Level Language	<p>Introduction to genre, power and representation in spoken and written language.</p> <p>Through this range of texts students will be taught the 6 language levels that underpin the whole of the course:</p> <ul style="list-style-type: none"> - Lexis and semantics - Grammar - Discourse - Pragmatics - Phonology - Graphology - 	<p>Language Diversity. Intro to socio-linguistics for Paper 2 Section A, B & C.</p> <ul style="list-style-type: none"> - Regional variation - Social groups - Gender - Sexuality - MLE and urban youth language. <p>In class mock for evaluation question for Paper 2, Section A.</p> <p>Intro to Section B – discourses and attitudes to language use.</p>	<p>Language Discourses (linked to diversity) Paper 2 Section B.</p> <p>Practice comparison of discourse articles.</p> <p>In class mock for Section B.</p>	<p>NEA: Original Writing & Commentary.</p> <p>Teaching of skills for NEA and independent work.</p> <p>Paper 2, Section C: Language Discourses.</p> <p>Practice opinion writing based on Language Discourses. In class mock for Section C</p>	<p>NEA: Original Writing & Commentary.</p> <p>Complete first draft of NEA.</p> <p>Recap of Paper 2 knowledge and skills.</p> <p>Develop skills of: evaluation, comparison and opinion writing.</p>	<p>Language Change: Intro to module linked to Paper 2 Section A, B & C.</p> <p>NEA: Investigation – teaching of skills for NEA and development of brief for the project.</p> <p>Revision for mock exams and feedback.</p>
13	AQA A Level Literature	<p>Continue in-depth exploration of 'Othello' – linked to Sec A and B demands</p> <p>Begin reading and exploring final text – Richard II – link to demands of Sec C question</p> <p>Begin reading and exploration of Crime Poetry Collection (5</p>	<p>Refine understanding of exam question types Sec C paper 1.</p> <p>Demonstrate understanding of question types, linked to 'Richard II' – deepen understanding of the text.</p>	<p>Individual revision pathways and plans set with teacher for each student.</p> <p>Teacher revises and develops students' understanding of texts/ genre in a cycle of continuous formative assessment as students complete essay plans/ essays/ timed examination practices and then acts on feedback.</p> <p>NEA redrafts to be completed by HT3</p> <p>Bespoke revision pathways HT4/5</p>			

		<p>poems: Crabbe, Browning and Wilde)</p> <p>Cycle of continuous development for Sec A as students complete 1 unseen extract analysis per week and act on feedback given</p> <p>Complete edit and redraft process for prose NEA</p> <p>Student selection of poetry collection for NEA piece 2</p>	<p>Refine understanding of exam question types B and C paper 2.</p> <p>Develop detailed analytical understanding of poetry collection.</p> <p>Devise NEA poetry question linked to a different theoretical perspective – plan and complete 1st draft of NEA 2 – 1500 words</p> <p>Complete edit and redraft process for poetry NEA over Christmas break</p>	Cycle of continuous development for paper 1 and paper 2.			
13	AQA A Level Language	<p>Recap of Language Change & Language Diversity from Y12.</p> <p>Practice evaluation skills for Paper 2 Section A.</p> <p>Recap on Lang discourses and practice comparison</p>	<p>Child Language Development. Paper 1, Section B</p> <p>Teaching of the knowledge and skills for the module and practice evaluation skills.</p> <p>Practice exam question for Paper 1 Section B.</p>	<p>Text Variations and Representation. Paper 1, Section A.</p> <p>Teaching of the module. Develop analysis and comparison skills for the exam.</p> <p>Preparation for mock exams.</p>	<p>NEA: Original Writing and Investigation is completed and assessed.</p> <p>Revision of Paper 1 & 2 and practice exam questions</p>	<p>Revision of Paper 1 & 2 and practice exam questions</p>	

		and analysis skills for Paper 2, Section B. Completion of NEA Original Writing.	NEA: First draft of investigation completed.				
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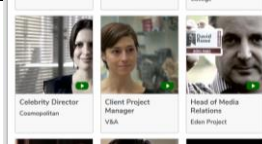
Careers/Gatsby benchmark links				
Links to careers/jobs	Career Talks (Possible contacts)	Career and labour market information	Work place visits	Encounters with higher/further education
<p>National Careers Service- English https://nationalcareers.service.gov.uk/job-categories/creative-and-media</p> <p>https://nationalcareers.service.gov.uk/job-categories/teaching-and-education</p> <p>https://nationalcareers.service.gov.uk/job-categories/managerial</p> <p><i>Explore a range of careers related to English Language and Literature.</i></p> <p>Unifrog – student side: Enter English</p> <p><i>Find careers linked to your subject area using the search tool</i></p> 	<p>Unifrog: webinars</p> <p><i>Explore the webinars to find engaging talks about suitable careers that you might find interesting.</i></p> <p><i>Eg: Communication</i></p>  <p>https://www.unifrog.org/student/webinars</p> <p>These career clips below will be edited to shorter clips</p> <p>T:\Careers & Enterprise\Career talks\National Careers Week Talks 2021\Recordings</p> <p>Search career videos linked to your subject https://icould.com/explore/#subject</p> <p>For example: https://icould.com/explore/categories/subject/english/</p>	<p>LMI for all widget to compare jobs – pay and growth in those sectors – bottom of page on this link https://www.altrinchamcollege.com/careers/websites</p> <p>Unifrog – Student side</p>  <p>Research over 1000 career profiles by subject area which includes a full range of up-to-date national and regional LMI.</p>  <p>Research all live apprenticeship and traineeship opportunities including a range of LMI covering jobs available, average salary and employment rate.</p>	<p>Careerready.co.uk- <i>explore some work place visits that you might find useful.</i> https://careerready.org.uk/resources/workplace-visits/</p>  <p>Masterclasses Paid internships Industry insights</p> <p><i>Learn new skills to prepare you for the world of work.</i></p> <p>English opportunities: Explore hundreds of paid and voluntary opportunities to develop your English skills. https://www.unifrog.org/student/home</p>  <p>See AC careers bulletin – you could select any suitable virtual work experiences https://www.prospects.ac.uk/jobs-and-work-experience/work-experience-and-internships</p>	<p>English and Media Centre blog: ‘why study English?’ https://www.englishandmedia.co.uk/blog/why-study-english-18-good-reasons-for-doing-an-english-degree</p>  <p>Unifrog – English University Courses English offers a diverse range of courses but here are some varied courses that might be useful for you to look at to narrow your courses. https://www.unifrog.org/student/subjects/keywords</p>  <p>Find a suitable MOOC linked to your subject for KS4 and KS5 – give students a taste for what it's like to</p>

<https://www.unifrog.org/student/careers/keywords>



find careers linked to your subject area

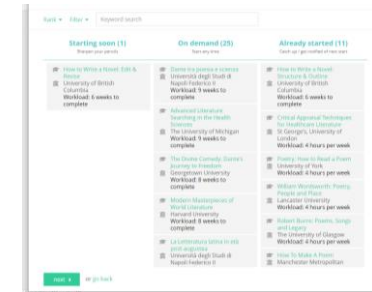
<https://www.prospects.ac.uk/job-profiles/browse-sector>



study a module at university. Enter the key word English in MOOC



<https://www.unifrog.org/student/moocs/long-list>



Research the English department of Universities.

Here are some examples as a starting point:

Sheffield University

<https://shuenglish.squarespace.com/shu-english-courses>

Queen Mary University

[Department of Linguistics - School of Languages, Linguistics and Film \(qmul.ac.uk\)](https://www.qmul.ac.uk/linguistics/)

Lancaster University

				Linguistics at Lancaster Lancaster Summer Schools in Corpus Linguistics (lancs.ac.uk)
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