

YEAR 9, SUMMER TWO, ENGLISH, SPEECH AND SPOKEN LANGUAGE

Rationale and Context of Unit:	Core curriculum content:	Tier two and Tier three vocabulary explicitly taught:
<ul style="list-style-type: none"> • <i>Builds on spoken aspects of all English teaching-rhetorical devices and paralinguistic features specifically.</i> • <i>This unit allows students the opportunity to explore how they present themselves in the spoken form. They have to think about their speech and presentation in a level of detail and manner that is not frequently taught, explicitly. Good preparation for later life, especially interviews and more formal settings.</i> • <i>Whilst this is a GCSE course expectation, it makes sense to do it at the end of Y9 so that the GCSE course can focus on the exam elements. Also, the end of the summer term allows us the scope to explore spoken language in more detail rather than just squeezing the speech into GCSE years. This means that we can broaden out the learning around speech and spoken language.</i> • <i>This links to the secondary curriculum through study of social and moral issues, context, persuasive language, formal language and engaging an audience.</i> 	<ul style="list-style-type: none"> • <i>Key knowledge and skills: formal language, persuasive language, appealing to an audience, understanding purpose, rhetorical devices and paralinguistic devices. .</i> • <i>These will be applied through the writing and presentation to peers of a speech on any given topic.</i> 	<ul style="list-style-type: none"> • <i>Paralinguistic</i> • <i>Rhetorical</i> • <i>Formal</i> • <i>Purpose</i> • <i>Prosodic</i> • <i>Establish</i> • <i>Adapt</i>
Challenge and Support:	World-wide learning/ links to 21 st century:	Cultural capital/ Industry/ Enrichment:

<ul style="list-style-type: none"> <i>This unit is full of scope for students: we teach the features that students will need to prepare a highly effective speech and analyse examples of the best speeches. There are opportunities built in for students to complete their own study of speeches in preparation for their own.</i> <i>Some students will find the actual speaking in front of an audience daunting and this could act as a barrier. We accommodate this through a flexible approach to the speech-giving.</i> 	<ul style="list-style-type: none"> <i>The speech examples that we look at are varied and relevant. We have chosen examples which allow students opportunities to explore the wider world. However, the purpose of the task is also relevant for their world beyond school. This unit reinforces the importance of speech and its place in modern society.</i> 	<ul style="list-style-type: none"> <i>This learning relates to careers as it serves as preparation for interviews and speaking in more formal settings.</i>
<p>Historical, Social, Moral, Spiritual, Cultural context:</p>	<p>Cross curricular links/ literacy/numeracy:</p>	<p>Common misconceptions:</p>
<ul style="list-style-type: none"> <i>H, S, M, S, C context is promoted through the examples of speeches that are studied in this unit.</i> <i>Students are then given freedom to consider the topic of their own speech and their own purpose in writing it.</i> 	<ul style="list-style-type: none"> <i>Links to history, CC, politics, other English units, drama.</i> <i>Reading aloud is taught and explored throughout this unit.</i> 	<ul style="list-style-type: none"> <i>The difference between rhetorical, prosodic and paralinguistic features.</i> <i>The difference between formal and informal language.</i> <i>The suitability of topics of speech.</i>
<p>Assessment timeline:</p>		
<ul style="list-style-type: none"> <i>This is a shorter unit and the assessment is at the end with the GCSE spoken language criteria being used and recorded.</i> <i>Knowledge and skills assessed: see AQA Spoken Language paperwork.</i> <i>Speeches will be 3-4 minutes with 3 minutes of Q&A afterwards.</i> <i>Model speeches used throughout unit.</i> 		
<p>Home learning</p>		
<ul style="list-style-type: none"> <i>Home learning is not explicitly written into this unit because students are expected to plan and prepare for their speech in their own time.</i> 		
<p>Feedback</p>		
<ul style="list-style-type: none"> <i>Feedback for this unit will be whole class, peer and self before the final speech which will be graded as pass, merit or distinction.</i> 		

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Unit 1							Unit 2							Unit 3					Unit 4				Unit 5					Unit 6										
19 th C Novel: Sign of Four							Modern Novel: Lord of the Flies							Modern Novel: Lord of the Flies					Power and Conflict Poetry				Educating Rita					Speech and Spoken Language Unit										