



Big Question - Oracy

AoLE: : Languages, Literacy and Communication	Subject: English	Year: 7
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Big Question / Aim / Objective / Concept	Vision (Proposed outcome) / Purpose of curriculum	Prior knowledge / Learners previous knowledge
How can effective communication skills and public speaking empower individuals to create positive change in their communities?	<p>This scheme of work examines the skills needed to prepare and deliver a detailed, well-structured discursive presentation. The outcome is that students will deliver this presentation in front of the class. Students will develop the following:</p> <ul style="list-style-type: none"> • their ability to evaluate the spoken word; • their ability to analyse the impact of a writer's language; • their ability to use language to achieve desired effects; • their understanding of the purpose and effect of using figurative devices; • their ability to structure an argument in a logical and convincing way;their understanding of the importance of non-verbal communication. 	<p>An understanding of persuasive techniques. An understanding of how to target/engage an audience. Be able to use the internet for appropriate research skills. Communication skills.</p>

What does progression look like in this 'Big Question?'

Progression Indicator	Description of learning (What matters statements)	Student evidence of progression (Blooms) / Knowledge
Excelling	<p>I can listen empathetically, respecting different people's perspectives and can critically evaluate them to arrive at my own considered conclusions.</p> <p>I have a positive disposition towards different accents and dialects and embrace language diversity</p> <p>I can convey meaning convincingly in a range of contexts so that the audience is fully engaged.</p> <p>I can make informed choices about vocabulary and grammar to enhance my communication skills.</p> <p>I can reflect critically on my use of language and can consider the effects of my spoken, written and visual communication objectively</p> <p>I can evaluate and respond critically to what I have heard, read or seen.</p> <p>I can communicate my thoughts, feelings and opinions in challenging and contentious contexts showing empathy and respect.</p>	<p>Evaluate the way the writer has used language to achieve desired effects, referring to the text in support.</p> <p>Evaluate the structure and organisation of a speech, identifying its introduction, main points, and conclusion.</p> <p>Critique and provide constructive feedback on a classmate's speech or presentation, focusing on strengths and areas for improvement.</p> <p>Assess the effectiveness of persuasive techniques used in a speech and explain their impact on the audience.</p> <p>Evaluate the overall impact and persuasiveness of a speech, providing evidence-based justifications for your assessment.</p> <p>Create and deliver an original persuasive speech on a topic of personal interest, incorporating appropriate persuasive techniques and supporting evidence.</p>
Advancing	<p>I can listen empathetically to identify different people's viewpoints on various subjects, using them to arrive at my own conclusions.</p> <p>I can adapt and be sensitive to variety within languages and understand that variety occurs within different social, regional and linguistic groups.</p> <p>I can understand and analyse general meaning and implied ideas.</p> <p>I can select and adapt the appropriate language for a range of audiences and purposes, conveying meaning effectively to the audience.</p>	<p>Analyse the way the writer has used language to achieve desired effects, referring to the text in support.</p> <p>Analyse the structure and organisation of a speech, identifying its introduction, main points, and conclusion.</p> <p>Explain the credibility and reliability of sources used in a speech or presentation.</p> <p>Appraise and provide feedback on a classmate's speech or presentation, focusing on strengths and areas for improvement.</p> <p>Compare and contrast different speeches or presentations on a common topic, identifying strengths and weaknesses.</p>



	<p>I can make informed choices about vocabulary, idiomatic language and syntax in order to express myself with fluency, clarity and accuracy.</p> <p>I can reflect on my use of strategies to improve the quality, accuracy and effects of my spoken, written and visual communication.</p> <p>I can respond to others' points of view, summarising and evaluating what I have heard, read or seen, structuring arguments and challenging what others say with confidence and sensitivity.</p> <p>I can share my thoughts, feelings and opinions with others using a range of techniques for different effect and showing empathy and respect.</p>	<p>Create and deliver an original persuasive speech on a topic of personal interest, incorporating some persuasive techniques.</p>
Securing	<p>I can listen empathetically to different people's viewpoints on various subjects.</p> <p>I can listen to, understand and later recall in greater detail the general meaning of what I have heard.</p> <p>I can listen to, identify and use cues to understand the general meaning and implied ideas.</p> <p>I can recognise and respect different accents and dialects.</p> <p>I can recognise the appropriate language for different audiences and purposes, varying my expression, vocabulary and tone to engage the audience.</p> <p>I can adapt and manipulate language and make appropriate choices about vocabulary, idiomatic language and syntax in order to express myself with fluency and clarity.</p> <p>I can reflect on the quality of my expression and use a range of strategies to ensure greater clarity in my spoken, written and visual communication.</p> <p>I can interact with others, talking and writing about my thoughts, feelings and opinions showing empathy and respect.</p> <p>I can respond to others' points of view, seeking clarity, structuring arguments, summarising and explaining what I have heard, read or seen.</p>	<p>Summarise key points from various speeches.</p> <p>Explain the main idea or argument of a speech.</p> <p>Compare different speeches or presentations on a common topic, identifying some strengths and weaknesses.</p> <p>Annotate language devices used in speeches.</p> <p>Present a speech to a class on a topic of personal interest.</p> <p>Contribute effectively during group planning stages.</p>
Beginning	<p>I can listen to others and understand that they may have a different perspective from my own.</p> <p>I can listen to, understand and communicate</p> <p>I can speak clearly, with varying expression and gestures to communicate my ideas.</p> <p>I can communicate using an increasingly varied and precise vocabulary.</p> <p>I can review my work and I am beginning to use a range of familiar strategies and tools to improve my speaking.</p>	<p>Recall persuasive devices.</p> <p>Locate persuasive features from existing speeches.</p> <p>Describe the strengths and weaknesses of a speech.</p> <p>Explain the main topic of my speech.</p>



<p>I can change how I communicate, depending on where I am and who I am with.</p> <p>I can explain information and share ideas, opinions and feelings using relevant vocabulary.</p> <p>I can use spoken language for different purposes.</p>	
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Authentic learning experiences (Local / National / International)	Skills (Literacy / Numeracy / DCF) / Cross Curricular links
<p>Peer Feedback and Reflection: Promoting a culture of constructive feedback and reflection by incorporating peer feedback sessions. After delivering speeches, students can provide feedback to their peers, focusing on strengths, areas for improvement, and the effectiveness of persuasive techniques employed. Reflection activities can encourage students to evaluate their growth as persuasive speakers.</p> <p>Speech Analysis and Evaluation: Students will analyse and evaluate famous speeches dealing with issues such as racism and climate change. Students will critically examine the speeches, identify persuasive techniques, assess their effectiveness, and discuss the impact they had on the audience.</p>	<p>Numerous Literacy links (see SoW)</p> <p>Numeracy: Pupils will be provided with examples of infographics before trying to create their own infographic relating to their chosen topic. This should be made use of in their presentation.</p> <p>DCF: present work appropriately in digital contexts.</p> <p>Students may choose to use ICT in their presentation of the infographic, hitting key aspects of the DCF.</p>

Assessment (How will we know that students have learnt what we taught them?)	
<p>Formative assessment:</p> <ul style="list-style-type: none"> Teacher circulating Q&A discussions on various topics Comprehension activities Speech analysis tasks Debates Using inference skills for a range of texts Vocabulary exploration Peer/self-assessment tasks PQA writing tasks Consolidation writing activities 	<p>Summative assessment: Working as a group, deliver an informed, confident and well-structured speech which is successful in convincing the audience to adopt a particular point of view.</p>

Evaluation (To be completed 2024)		
Strengths	Areas for Development	Pupil Voice