



Big Question - Oracy

AoLE: : Languages, Literacy and Communication	Subject: English	Year: 8
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Big Question / Aim / Objective / Concept	Vision (Proposed outcome) / Purpose of curriculum	Prior knowledge / Learners previous knowledge
How can persuasive speeches effectively influence an audience's beliefs, attitudes, and actions?	<p>This scheme of work requires students to study the spoken word, focusing on the way language is used to achieve a desired effect, before employing such techniques when delivering a three-minute speech on a topic of their choice.</p> <p>Students will be developing:</p> <ul style="list-style-type: none"> <li>• their ability to evaluate the spoken word;</li> <li>• their ability to analyse the impact of a writer's language and style;</li> <li>• their ability to use language to achieve desired effects;</li> <li>• their understanding of the purpose and effect of using figurative devices;</li> <li>• their ability to structure an argument in a logical and convincing way;</li> <li>• their understanding of the importance of non-verbal communication;</li> <li>• their ability to self- and peer-assess the outcomes produced, offering suggestions for improvement;</li> <li>• their ability to respond to targets for improvement.</li> </ul>	<p>An understanding of persuasive techniques.</p> <p>An understanding of how to target/engage an audience.</p> <p>Be able to use the internet for appropriate research skills.</p> <p>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 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><b>Evaluate</b> the way the writer has used language to achieve desired effects, referring to the text in support.</p> <p><b>Evaluate</b> the structure and organisation of a speech, identifying its introduction, main points, and conclusion.</p> <p><b>Critique</b> and provide constructive feedback on a classmate's speech or presentation, focusing on strengths and areas for improvement.</p> <p><b>Assess</b> the effectiveness of persuasive techniques used in a speech and explain their impact on the audience.</p> <p><b>Evaluate</b> the overall impact and persuasiveness of a speech, providing evidence-based justifications for your assessment.</p> <p><b>Create</b> 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 select and adapt the appropriate language for a range of audiences and purposes, conveying meaning effectively to the audience.</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><b>Analyse</b> the way the writer has used language to achieve desired effects, referring to the text in support.</p> <p><b>Analyse</b> the structure and organisation of a speech, identifying its introduction, main points, and conclusion.</p> <p><b>Explain</b> the credibility and reliability of sources used in a speech or presentation.</p> <p><b>Appraise</b> and provide feedback on a classmate's speech or presentation, focusing on strengths and areas for improvement.</p> <p><b>Compare</b> and <b>contrast</b> different speeches or presentations on a common topic, identifying strengths and weaknesses.</p> <p><b>Create</b> and deliver an original persuasive speech on a topic of personal interest, incorporating some persuasive techniques.</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.	
Securing	<p>I can listen empathetically to different people's viewpoints on various subjects.</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 respond to others' points of view, seeking clarity, structuring arguments, summarising and explaining what I have heard, read or seen.</p>	<p><b>Summarise</b> key points from various speeches.</p> <p><b>Explain</b> the main idea or argument of a speech.</p> <p><b>Compare</b> different speeches or presentations on a common topic, identifying some strengths and weaknesses.</p> <p><b>Annotate</b> language devices used in speeches.</p> <p><b>Present</b> a speech to a class on a topic of personal interest.</p>
Beginning	<p>I can listen to others and understand that they may have a different perspective from my own.</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>I can change how I communicate, depending on where I am and who I am with.</p> <p>I can use spoken language for different purposes.</p>	<p><b>Recall</b> persuasive devices.</p> <p><b>Locate</b> persuasive features from existing speeches.</p> <p><b>Describe</b> the strengths and weaknesses of a speech.</p> <p><b>Explain</b> the main topic of my speech.</p>

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 equality in education across the world. 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: Alongside data collection and analysis, students will also learn how to process their data and present in graph format.</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?)

Formative assessment:

- 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

Summative assessment: Deliver an informed, confident and well-structured speech which is successful in convincing the audience to adopt a point of view.

Evaluation ( to be completed 2024 )

Strengths	Areas for Development	Pupil Voice