

Year 10 Term 3a Spoken Language and Paper 2 Section B language skills (viewpoint)

Lesson Number	Learning Objectives	<p style="text-align: center;"><b>Suggested Lesson Resources / Lesson Activities</b></p> <p style="text-align: center;"><i>Students, please check the 'Student Hub' on SharePoint (Office 365) for any resources / worksheets / lesson PowerPoint presentations referred to.</i></p> <p style="text-align: center;"><i>Email your English teacher if you aren't sure what 'Week' or 'Lesson' you are up to.</i></p>
<p><b>w/c Monday 19<sup>th</sup> April</b></p> <p><u>Lesson 1</u> Introducing a new topic (such as treatment of animals in captivity using the Blackfish Netflix documentary)</p> <p>I can/I will: curiosity</p>	<p>To identify the use of persuasive techniques and explain its effects.</p>	<ul style="list-style-type: none"> <li>• Research a topic for debate. This could be animals in captivity, which is centred around the Blackfish documentary available on Netflix, or another topic you feel passionate about. Spend some time looking online at BBC news, The Guardian or The Telegraph websites. Create a series of mind maps, or T diagrams, to show reasons for and against your topic area.</li> <li>• Use the Sea World brochures to think about your first impressions of Sea World and how the brochure appeals to the target audience (young children and families).</li> <li>• Use BBC Bitesize ( <a href="https://www.bbc.co.uk/bitesize/guides/zx7cmnb/revision/2">https://www.bbc.co.uk/bitesize/guides/zx7cmnb/revision/2</a>) to find out about the features of persuasive language; then, create a mind map to show where they appear in the Sea World brochure – remember to include examples.</li> <li>• YouTube clip for short version of Blackfish documentary - <a href="https://www.youtube.com/watch?v=MEUmG4hRV4o">https://www.youtube.com/watch?v=MEUmG4hRV4o</a></li> <li>• Powerpoint / outline for the lesson can be found in the appropriate lesson folder in Year 10 English folder on Office 365 (Student Hub).</li> </ul>
<p><u>Lesson 2</u></p>	<p>To understand and use</p>	<ul style="list-style-type: none"> <li>• Watch the Blackfish documentary and answer the comprehension questions (worksheet in 'Week 1' resource folder).</li> <li>• Persuasive techniques grid – complete the persuasive devices grid. This could be based on your own examples, or you might choose to use a text/documentary on a topic of your choice to help you to find examples of persuasive features.</li> </ul>

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	persuasive techniques effectively.	<ul style="list-style-type: none"> <li>• Powerpoint / outline for the lesson can be found in the appropriate lesson folder in Year 10 English folder on Office 365 (Student Hub).</li> </ul>
<u>Lesson 3</u>	<p>To clearly explain a point of view.</p> <p>To listen to others effectively.</p>	<ul style="list-style-type: none"> <li>• Research a topic of your choice. Spend some time looking online at BBC news, The Guardian or The Telegraph websites. Create a series of mind maps, or T diagrams, to show reasons for and against your topic area.</li> <li>• Create your own leaflet, poster or website page in which you assert your viewpoint on the topic. Remember to include a range of persuasive language features.</li> <li>• Label your leaflet, poster or webpage to show where you have included persuasive language features; then, choose two and comment on how they encourage the audience to agree with the viewpoint.</li> <li>• Powerpoint / outline for the lesson can be found in the appropriate lesson folder in Year 10 English folder on Office 365 (Student Hub).</li> </ul>
<u>Lesson 4</u>	<p>To explain the effect of techniques in a non-fiction text.</p> <p>To explore the use of vocabulary in a text.</p>	<ul style="list-style-type: none"> <li>• Blackfish article ('Week 2' resource folder)– identify DAFOREST techniques in the article.</li> <li>• Look up unfamiliar vocabulary in the article/choose 10 most ambitious and effective vocabulary. This will be used when writing a paragraph about your own views, based on the article.</li> <li>• Powerpoint / outline for the lesson can be found in the appropriate lesson folder in Year 10 English folder on Office 365 (Student Hub).</li> </ul>
<p><b>w/c Monday 26<sup>th</sup> April</b></p> <p><u>Lesson 5</u> Research and plan a speech.</p>	<p>To understand the conventions of a leaflet.</p>	<ul style="list-style-type: none"> <li>• Look at the conventions of a leaflet. (Use leaflets on Sea Word in 'week 1' folder).</li> <li>• Create a leaflet of your own (aimed at teenagers), giving your point of view on animals in captivity, or a topic that you feel passionately about. You could use the T table/article/clip/documentary on Blackfish as a starting point.</li> <li>• Powerpoint / outline for the lesson can be found in the appropriate lesson folder in Year 10 English folder on Office 365 (Student Hub).</li> </ul>

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<u>Lesson 6</u>	To research effectively.	<ul style="list-style-type: none"> <li>• Reflect on the topic areas that you have researched so far. Using these as a starting point, create a mind map to show all of the topic areas that you could use for your own viewpoint writing / speech. Consider any current issues / news affairs of interest.</li> <li>• Spend time researching your chosen topic area. You should find out a range of facts, case studies and expert opinions that will support your viewpoint.</li> <li>• Devise your own question for viewpoint writing. Think back to lesson 1 and the ‘quarrelsome questions’ you created to help you.</li> <li>• Create a list of 5-6 persuasive language devices that you might include in your viewpoint writing.</li> <li>• Reflect on your list of vocabulary from Lesson 4. Choose 3-4 ambitious words that you will include in your viewpoint writing.</li> <li>• Powerpoint / outline for the lesson can be found in the appropriate lesson folder in Year 10 English folder on Office 365 (Student Hub).</li> </ul>
<u>Lesson 7</u>	To work effectively in a group.  To understand how to produce a speech.	<ul style="list-style-type: none"> <li>• Reflect on your research from Lesson 6. Use this to create a piece of viewpoint writing on a topic of your choice. Remember to refer to your list of persuasive language devices and ambitious vocabulary.</li> <li>• Take time to proof read your work and ensure you have included all the persuasive language devices and ambitious vocabulary from your checklist.</li> <li>• Powerpoint / outline for the lesson can be found in the appropriate lesson folder in Year 10 English folder on Office 365 (Student Hub).</li> </ul>
<u>Lesson 8</u>	To understand how to use flashcards to aid a presentation.	<ul style="list-style-type: none"> <li>• Use flashcards / dual-coding maps to help you to secure your understanding of persuasive language features.</li> <li>• Using flashcards, transform your piece of viewpoint writing into a speech for your peers.</li> <li>• Rehearse, delivering your speech using your flashcards.</li> <li>• Powerpoint / outline for the lesson can be found in the appropriate lesson folder in Year 10 English folder on Office 365 (Student Hub).</li> </ul>

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<p><b>w/c Monday 03<sup>rd</sup> May</b></p> <p><u>Lesson 9</u> Introduce debating</p> <p>Familiarising students with the success criteria for Spoken Language.</p> <p>I can/I will: risk taking</p>	<p>To peer-assess the quality of speeches.</p> <p>To understand the success criteria.</p>	<ul style="list-style-type: none"> <li>• Refer to the PowerPoint slides on Assessing Speeches. Create a mind amp to show the reasons why people might need to deliver a speech.</li> <li>• Explore the success criteria for spoken language (see ‘Assessing Speeches’) and use this information to create your own prompt sheet of success criteria.</li> <li>• Watch the video and make notes to support you in developing speaking and listening skills: <a href="https://www.youtube.com/watch?v=rvBw_VNrsc">https://www.youtube.com/watch?v=rvBw_VNrsc</a></li> <li>• Refer to the ‘Chocolate Speech’ (Week 3 folder) and label the persuasive language and structural features used.</li> <li>• Spend time reflecting on and improving your own speech.</li> <li>• Powerpoint / outline for the lesson can be found in the appropriate lesson folder in Year 10 English folder on Office 365 (Student Hub).</li> </ul>
<p><u>Lessons 10 &amp; 11</u></p>	<p>To challenge peers in the debate.</p> <p>To understand the rules of a formal debate.</p>	<ul style="list-style-type: none"> <li>• Refer to the ‘POV driving model speech’ (Week 3 folder). Annotate the article to show persuasive language features and structural features.</li> <li>• Watch Mr Bruff’s video on viewpoint writing at: <a href="https://www.youtube.com/watch?v=v0aAitntCvo">https://www.youtube.com/watch?v=v0aAitntCvo</a></li> <li>• Reflect on the ‘POV driving model speech’ and annotate it again, using a different colour, to show where it might be awarded marks for viewpoint writing. Repeat the activity using a piece of viewpoint writing that you have created.</li> <li>• Choose a either the ‘POV driving model speech’ or your own piece of viewpoint writing and produce an improved version using the guidance from Mr Bruff’s video.</li> <li>• Powerpoint / outline for the lesson can be found in the appropriate lesson folder in Year 10 English folder on Office 365 (Student Hub).</li> </ul>

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<p><u>Lesson 12</u></p>	<p>To understand the conventions of speech writing.</p>	<ul style="list-style-type: none"> <li>• Use BBC Bitesize to research and make notes on how to write a successful speech (<a href="https://www.bbc.co.uk/bitesize/topics/zv7fgp3/articles/z4w96v4">https://www.bbc.co.uk/bitesize/topics/zv7fgp3/articles/z4w96v4</a>)</li> <li>• Reflect on your own piece of viewpoint writing and amend it to reflect the conventions of speech writing.</li> <li>• Using a purple pen, label where you have included features of speech writing in your work.</li> <li>• Powerpoint / outline for the lesson can be found in the appropriate lesson folder in Year 10 English folder on Office 365 (Student Hub).</li> </ul>
<p><b>w/c Monday 10th May</b></p> <p><u>Lesson 13</u> Explore the conventions of writing an article.</p> <p>Students can look at the differences between newspapers, magazine articles and online articles. I can/I will: drive</p>	<p>To understand the difference between a tabloid and broadsheet newspaper.</p> <p>To understand the conventions of a newspaper article.</p>	<ul style="list-style-type: none"> <li>• Find a tabloid and broadsheet newspaper. Create a double-bubble map to identify similarities and differences (Broadsheet and tabloid PowerPoint).</li> <li>• Create a grid with columns for: newspaper articles, magazines and online articles. Write the conventions of each writing style in the grid.</li> <li>• Powerpoint / outline for the lesson can be found in the appropriate lesson folder in Year 10 English folder on Office 365 (Student Hub).</li> </ul>
<p><u>Lesson 14</u></p>	<p>To identify vocabulary</p>	<ul style="list-style-type: none"> <li>• ‘Robots are a threat to humanity’ – create a T diagram to show reasons for and against the statement.</li> <li>• Explore the model responses for Grade 5 and Grade 9.</li> </ul>

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	<p>that is used for effect.</p> <p>To clearly explain views using ambitious vocabulary.</p>	<ul style="list-style-type: none"> <li>• Create a newspaper article in which you argue for or against the statement: 'Robots are a threat to humanity'. Use your planning to inform your work. Remember to use ambitious vocabulary.</li> <li>• Powerpoint / outline for the lesson can be found in the appropriate lesson folder in Year 10 English folder on Office 365 (Student Hub).</li> </ul>
<u>Lesson 15</u>	<p>To vary paragraph lengths for effect.</p>	<ul style="list-style-type: none"> <li>• Refer to 'Paragraphing for Effect' PPT in the 'Week 4' folder.</li> <li>• Create your piece of viewpoint writing in which you use a range of paragraphs, and sentence types for effects. You can choose from a range of topics that interest you, such as social media/ travel /science /technology/music/gender / film/ videogames/ school/ careers/ crime/family/religion/ culture/ social class/ sport.</li> <li>• Label your paragraphs and sentences types, using a purple pen. Challenge yourself by commenting on why you have included them (think about the effects on the reader).</li> <li>• Powerpoint / outline for the lesson can be found in the appropriate lesson folder in Year 10 English folder on Office 365 (Student Hub).</li> </ul>
<u>Lesson 16</u>	<p>To engage the reader through vocabulary and DAFOREST techniques.</p>	<ul style="list-style-type: none"> <li>• Refer to 'Spoken Language Room 101'.</li> <li>• Use the model paragraph on moths in the PPT to revise DAFOREST techniques and vocabulary and as a reminder to show flare in writing.</li> <li>• Powerpoint / outline for the lesson can be found in the appropriate lesson folder in Year 10 English folder on Office 365 (Student Hub).</li> </ul>

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<p><b>w/c Monday 17<sup>th</sup> May</b></p> <p><u>Lessons 17-20</u> Plan and perform spoken language (to be videoed)</p> <p>I can/I will: risk taking</p>	<p>To clearly present a topic.</p> <p>To research the topic effectively.</p>	<ul style="list-style-type: none"> <li>• Choose a topic you have enjoyed writing/researching to present. Decide on the final topic on for your spoken language assessment. Research this and create your final speech. Use the planning documents on the PowerPoint slides 'Selecting a Suitable Topic' to guide you.</li> <li>• Powerpoint / outline for the lesson can be found in the appropriate lesson folder in Year 10 English folder on Office 365 (Student Hub).</li> </ul>
<p><u>Week 6 Lesson 21</u></p> <p>I can/I will: reflectiveness</p>	<p>To understand the conventions of a letter</p> <p>To use understand the effect of pronouns in writing.</p>	<ul style="list-style-type: none"> <li>• Powerpoint / outline for the lesson can be found in the appropriate lesson folder in Year 10 English folder on Office 365 (Student Hub). Refer to the PowerPoint slides: 'Part 1 Letter Writing' PPT to explore the conventions of a letter.</li> <li>• Write a letter to a teacher in school and encourage a trip to take place in that subject. Remember to use the conventions of letter writing.</li> </ul>
<p><u>Lesson 22</u></p>	<p>To punctuate for effect.</p> <p>To explore the conventions</p>	<ul style="list-style-type: none"> <li>• Powerpoint / outline for the lesson can be found in the appropriate lesson folder in Year 10 English folder on Office 365 (Student Hub). Refer to the PowerPoint slides: 'Part 2 Letter Writing' PPT to explore the conventions of a letter.</li> </ul>

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	of letter writing	
<u>Lesson 23</u>	To vary sentences for effect.  To vary sentence openers.	<ul style="list-style-type: none"> <li>• Return to the letter that you wrote last lesson and circle the starting word of each sentence. Review how varied your sentences are using a sentence starter checklist.</li> <li>• Re-learn different sentence types and re-write your letters.</li> <li>• Powerpoint / outline for the lesson can be found in the appropriate lesson folder in Year 10 English folder on Office 365 (Student Hub).</li> </ul>
<u>Lesson 24</u>	To understand anecdotes.	<ul style="list-style-type: none"> <li>• Powerpoint / outline for the lesson can be found in the appropriate lesson folder in Year 10 English folder on Office 365 (Student Hub). (PPT in 'Week 6' folder).</li> </ul>
<b>w/c Monday 24<sup>th</sup> May</b> <u>Lesson 25</u> Explore leaflet writing and the use of sophisticated	To identify and understand the use of modal verbs.  To understand the	<ul style="list-style-type: none"> <li>• Powerpoint / outline for the lesson can be found in the appropriate lesson folder in Year 10 English folder on Office 365 (Student Hub). Resources in 'Week 7' folder for looking at 'gaming' and a leaflet from the NHS advising parents about gaming.</li> <li>• Pick out features of a leaflet and identify language techniques/the use of modal verbs.</li> <li>• After reading the NHS leaflet, produce text for a leaflet from a young person, persuading the benefits of gaming in retaliation to the NHS leaflet.</li> </ul>



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<p>vocabulary choices.</p> <p>I can/I will: drive</p>	<p>conventions of a leaflet.</p>	
<p><u>Lesson 26</u></p>	<p>To understand the differences between four styles of writing.</p>	<ul style="list-style-type: none"> <li>• Produce a leaflet for a topic of your choice, using all of the skills that you have studied this half term.</li> <li>• Create a quiz on the difference between articles, letters, leaflets and speeches.</li> <li>• Powerpoint / outline for the lesson can be found in the appropriate lesson folder in Year 10 English folder on Office 365 (Student Hub).</li> </ul>
<p><u>Lesson 27</u></p>	<p>To understand the conventions of essay writing.</p> <p>To use the PEE structure in writing.</p>	<ul style="list-style-type: none"> <li>• Use the handout on tips for essay writing ('Week 7 folder') and use P.E.E in writing for this topic:</li> <li>• Clip on essay writing (essay example in 'Week 7' folder to annotate): <a href="https://www.youtube.com/watch?v=NOTREyAkAN8">https://www.youtube.com/watch?v=NOTREyAkAN8</a></li> <li>• Powerpoint / outline for the lesson can be found in the appropriate lesson folder in Year 10 English folder on Office 365 (Student Hub).</li> </ul>
<p><u>Lesson 28</u></p>	<p>To plan effectively for question 5.</p>	<ul style="list-style-type: none"> <li>• Powerpoint / outline for the lesson can be found in the appropriate lesson folder in Year 10 English folder on Office 365 (Student Hub). ('Week 7' PPT on planning and introduction writing – topic on parenting).</li> </ul>

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	To be able to write an effective introduction.	
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**Overview of focus per week:**

W/C Monday 19<sup>th</sup> April and Monday 26<sup>th</sup> April: Introduction to a topic, research and introducing persuasive writing.

W/C Monday 3<sup>rd</sup> May: Debating / use notes to produce a speech.

W/C Monday 10<sup>th</sup> May: Produce an article for point of view writing.

W/C Monday 17<sup>th</sup> May: Plan and, when appropriate, perform spoken language.

W/C Monday 24<sup>th</sup> May: Letter writing, leaflet writing and essay writing.