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| **Topic****Communications Faculty- Reading Curriculum Intent - Year 10 Unit: Summer 1**Spoken Language Assessment and Q5 Paper 2  | **Criteria** | **R** | **A** | **G** |
| **Spoken Language Assessment: Delivery of a speech** | Make and maintain eye contact with audience.  |  |  |  |
| Ensure that your speech is clear and coherent. |  |  |  |
| Use Standard English and avoid colloquialisms. |  |  |  |
| Use gesture and intonation. |  |  |  |
| Be persuasive and use persuasive devices. |  |  |  |
| Articulate your points with clarity and expression. |  |  |  |
| Use accurate SPAG. Write in paragraphs which link coherently.  |  |  |  |
| **Language Paper 2****Question 5:****Persuasive Writing** | Use AFOREST devices to create effective persuasive and argumentative texts.  |  |  |  |
| Use different sentence structures to create effects.  |  |  |  |
| Use sophisticated vocabulary and punctuation.  |  |  |  |

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| **Lesson** | **Learning Focus** | **Assessment** | **Image result for htcsKey Words** |
| **1** | What is Q5 paper 2 asking us to do? What is AFOREST? Spot AFOREST in the extract. Use it in your own extract as a response. | Whole class  | GestureIntonationEnunciateClarityAudiblePersuasiveCoherentStandard EnglishColloquialismInformativeArticulateCounter point |
| **2** | Read the persuasive article – what makes it persuasive?  | Self assessment |
| **3** | Plan an article in response to the persuasive article. What AFOREST techniques have you used? Can you improve them? | Self-assessment |
| **4** | Write the response to the persuasive article.  | Extended Writing |
| **5** | What makes a good speech? Watch the famous speeches and make a list of everything that makes them effective? | Self assessment |
| **6** | What is the difference between a speech and an article? How can we write a speech on our own topic? | Self assessment |
| **7** | Watch some more speeches and look at the written version of them. How does the writer use AFOREST techniques to persuade their audience? Think about how you can use similar techniques in your own writing. | Green Pen |
| **8** | Answer the question – how does the writer use language to persuade the reader?  | Extended Writing |
| **9** | What are the six most effective ways of opening a speech? Use one to write the opening to your speech.  | Peer assessment  |
| **10-12** | Plan and write your speech. Make up questions (and answers) for your audience to ask. The speech must be five minutes long. | Peer assessment |
| **13** | Final draft of speech. Put onto cue cards and learn. | Green pen |
| **14&15** | Writing to argue – article. What does an article look like? How do we add weight to our argument? | Peer assessment |
| **16-19** | Spoken language assessments. | Assesment |
| **20** | Feedback on Q5 speech.  | Green Pen |
| **21** | Feedback on lesson 8 (Q3) | Green Pen |
| **22** | Writing to argue. Recap the article looked at in lesson 14-15. Plan your own article.  | Self assessment |
| **23** | Extended writing – writing to argue. | Extended Writing |
| **24** | Self- assess writing to argue. | Peer assessment |
| **24** | Spoken language feedback | Green Pen |