

Stone Hill School
Curriculum Plan 2019/20
Year 11 Spoken Language

Intent:

Gold
Talk with confidence in different contexts e.g., school based only.
Make sustained contributions, developing ideas and feelings e.g., converse on a wider range of subjects, thinking about use of adjectives and questions to maintain interest.
Match language and non-verbal features to purpose and audience e.g., by adjusting tone, pace, volume and intonation.
Listen carefully in different group situations e.g., familiar settings with familiar adults and peers.
Respond to others, developing ideas and making helpful comments and suggestions e.g., make an appropriate comment about what they have heard.
Take on different roles/responsibilities in working with others.
Begin to show an awareness of Standard English e.g. use of pronouns to indicate someone or something that has already been mentioned and conjunctions to link words to the rest of the sentence.

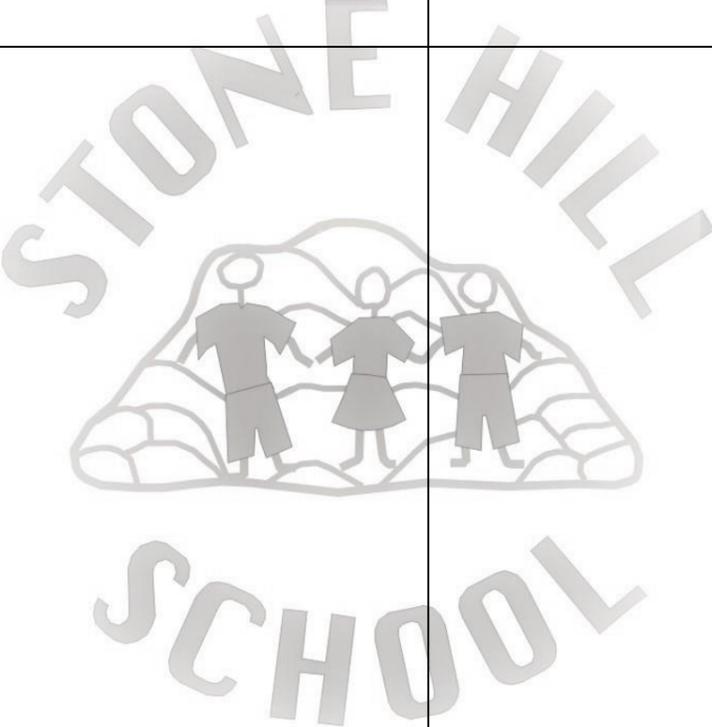
Silver 1
Talk to familiar and sometimes unfamiliar people, especially on topics of personal interest.
Communicate experiences, thoughts and feelings; linking ideas e.g., can communicate outside of their own immediate interests.
Use simple devices such as variations in tone, pace, expression, vocabulary to hold the attention of the listener.
Listen carefully in group settings to familiar and sometimes unfamiliar people, especially on topics of personal interest.
Engage with others, making simple comments and suggestions e.g. agree or disagree with an idea and sometimes suggest an alternative.
Take turns, making helpful, more extended contributions.
Choose appropriate vocabulary including adjectives and adverbs according to audience and purpose e.g. speak to an unfamiliar adult differently than to a friend.

Silver 2
Talk to familiar peers and adults in supported groups or 1:1, especially on matters of personal interest.
Communicate feelings and ideas ' e.g., I feel sad when...because...'
When speaking to familiar peers and adults add some detail to sustain interest.
Listen attentively to familiar peers and adults in supported groups or 1:1, especially on matters of interest.
Engage with others e.g., agree or disagree with a comment or idea.
Take turns.
Use appropriate personal pronouns and begin to use different language to adults and peers.

Term	Week/s	Topic/Theme <i>Steam</i>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Literacy Link Numeracy Link SMSC Link
Autumn/Spring 1		<p>Starter: Body language starter. Explain that body language is important in presenting ideas. In pairs ask students to mime a song title (either their own or one they are given) remembering gesture, eye contact, stance and facial expression.</p> <p>Activity: Students take it in turns to present their mini presentations. The other groups take notes about the genre to build their music genre knowledge. This can be differentiated by giving students a pre-populated sheet where they can circle and tick key genre features, e.g. blues, jazz, pop or reggae.</p>	<p>How to plan effectively.</p> <p>How to communicate ideas effectively.</p> <p>How to respond to others appropriately.</p>	<p>Literacy – AO7, AO8</p> <p>SMSC – participate positively in music</p>

	<p>Starter: Timeline: Put students into groups. Give each student a different music genre (picture and word or just word). Ask students to line up in the correct order according to the time period when the music was most popular. When all groups are in order, reveal the correct timeline. Make it explicit that they have created a timeline. Activity: Tell students that they are going to plan a school or community music radio show. Show a clip about school radio. Using Rainbow Groups ask students to plan a radio show. This could be a hypothetical show, a one-off show or a long or medium-term radio station project. Remind them to think about:</p> <ul style="list-style-type: none"> • target audience • music genres • venue • cost • advertising • roles 		
	<p>Starter: Dominos: Give one group of students a card with half a statement on, e.g. 'I like music because...', 'I listen to music when...', 'I don't like...', 'My favourite music is...', 'I listen to music on...'. Give the other group of students the other half of the statement, e.g. 'it helps me chill out...', 'in the car...', 'dance music...', 'it's too fast...', 'hip hop...', 'it makes me smile...', 'the radio in the car'. Students circulate to find the person who completes their statement. Alternatively, give the students all the statements on their table, where they can work together to make complete statements. Activity: Students should conduct the survey they have written with a specified group in school or the wider community.</p>		



	<p>Starter: Use thought shower to provide ideas for ground rules for a spoken language group such as 'Never laugh at someone else's idea'. Agree the ground rules for the task.</p> <p>Activity: In groups, students evaluate the radio advert plans written in the previous lesson (they can be anonymous and taken from a different group to avoid confrontation or upset). The group choose one to record. Work on the final version. Assign roles and record advert.</p>		
	<p>Starter: Play the 'Yes/No game': In pairs students are given questions that they may be asked about their presentation, including some questions about themselves. They can also improvise questions. Examples can include: 'Do you think students will want to listen to your radio show?' and 'Have you got any brothers or sisters?' Each pair has 90 seconds to try and catch their partner out. Swap roles. Remind students that to keep their audience interested they need to extend their ideas.</p> <p>Activity: Present their business plan for a school or community radio show or station to either their teacher or the class or the year group or the Headteacher or the board of Governors.</p>		
<p>Impact – Pupils will now be ready to develop the following skills further in order to access Functional Skills Level 1 and 2 and GCSE English Language.</p> <p>Talk with confidence in a presentation e.g. in a formal context about personal experiences or a hobby.</p> <p>Adapt talk to purpose: developing ideas thoughtfully, describing events and conveying opinions clearly e.g. adapt complexity of their language depending on who they are speaking to.</p> <p>Use exaggeration, intonation, humour, pace and appropriate body language when presenting.</p> <p>Listen carefully in a range of different contexts e.g. in familiar and unfamiliar settings, in a range of group sizes and to a range of familiar and unfamiliar speakers.</p> <p>Make contributions and ask questions that are responsive to others' views and ideas e.g. ask questions about peoples' views and give reasons for their own viewpoint.</p> <p>Show respect for other peoples' views e.g. by acknowledging that although someone may have a different opinion or idea it is still valid.</p> <p>Use appropriately some of the features of Standard English vocabulary and grammar e.g. passive structures and embedded clauses.</p>			