



Years 3 and 4 Teacher's Book

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NOTICE TO TEACHERS

This Teacher's Book was written to accompany the original publication of *i-learn: speaking and listening* on DVD-ROM. In the Resources listing in the Teaching plans, for 'DVD-ROM' please read 'website.'

The *i-learn: speaking and listening* DVD-ROMs offer additional functionality including an audio record tool and the facility to create, organise and share your own resources. For further information on the *i-learn* range of products, please visit our website: www.cambridge-hitachi.com

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Scope and sequence chart

| Recommended year | Unit title | Unit overview | Links to <i>Primary Framework for literacy planning</i> |
|------------------|-------------------------------|---|---|
| 3 | Reading aloud | To review and practise a variety of strategies for reading aloud effectively, culminating in a reading aloud 'festival' | Year 3 Poetry: Unit 1 Poems to perform Unit 3 Language play Year 3 Narrative: Unit 5 Dialogue and plays Year 4 Poetry: Unit 1 Creating images Unit 2 Exploring form Year 4 Narrative: Unit 5 Plays |
| | Presenting information | To understand the distinguishing features of informative broadcasts and live presentations and to apply them in their own presentations | Year 3 Non-fiction: Unit 1 Reports Unit 3 Information texts Year 4 Non-fiction: Unit 2 Information texts Unit 4 Persuasive texts |
| | Working collaboratively | To learn how to work collaboratively in group discussion, expressing and sharing opinions | Year 3 Narrative: Unit 1 Stories with familiar settings Unit 3 Adventure and mystery |
| | Instructions and explanations | To create sets of oral instructions and oral explanations | Year 3 Non-fiction: Unit 2 Instructions Year 4 Non-fiction: Unit 3 Explanation texts |
| | Audience and purpose | To review and practise how to vary talk according to audience and purpose | Year 4 Non-fiction: Unit 1 Recounts: newspapers and magazines Unit 2 Information texts Unit 3 Explanation texts Unit 4 Persuasive texts Year 3 Non-fiction: Unit 1 Reports Unit 2 Instructions Unit 3 Information texts |
| 4 | Recount | To create formal and informal oral recounts | Year 4 Non-fiction: Unit 1 Recounts: newspapers and magazines |
| | Persuasion | To explore and write radio adverts for different audiences and purposes | Year 4 Non-fiction: Unit 2 Information texts Unit 4 Persuasive texts Year 3 Non-fiction: Unit 3 Information texts |
| | Working in role | To use improvisation techniques to work in role and consider how characters' viewpoints might differ | Year 4 Narrative: Unit 3 Stories from other cultures |

Primary Framework references in **black** relate to the recommended year for the unit; other *Primary Framework* references are in grey.

Introduction

We are all aware of the importance and power of talk, and know that we should be teaching children the skills to harness that power. *i-learn: speaking and listening* has been designed specifically to help achieve that aim. Its explicit purpose is to teach the skills of speaking and listening in a systematic way but, since these skills overlap with those required for reading and writing, improvements in children's ability to listen and express themselves orally will also lead to improvements in their reading, writing and literacy in general.

Children learn through observation and imitation so, if we want them to speak well, it is vital for them to see and hear others doing so. Hence, a key feature of *i-learn: speaking and listening* is visual or audio exemplification in every unit. This models effective speaking, listening or drama, providing a basis for activities, analysis and discussion. In addition, it demonstrates both verbal and non-verbal communication techniques, thereby supporting understanding of communication as a whole.

The activities are fun and lively but also meaningful, seeking to encourage children to 'talk about talk'. They include opportunities for both planned and spontaneous talk, for example in the form of oral presentations and improvised conversations. They also address styles of talk for different audiences and purposes. Thus the materials provide children with valuable opportunities to use talk effectively.

i-learn: speaking and listening fully exploits its ICT medium and uses new and innovative ways of teaching, and engaging with, all aspects of talk. Examples of the ICT opportunities offered by the product include:

- model audio and visual presentations to demonstrate effective speaking and listening techniques;
- evaluation audio and visual presentations, enabling children to observe and assess other children's performances;
- on-screen self- and peer-assessment activities;
- a range of engaging interactive activities to support children's knowledge and understanding.

Links to national guidelines

i-learn: speaking and listening has been created to support the following national guidelines:

- *The National Curriculum: Handbook for primary teachers in England* (DFEE and QCA)
- *Primary Framework for literacy* (DfES)

It also links to:

- *Speaking, Listening, Learning: working with children in Key Stages 1 and 2* (DfES)

i-learn: speaking and listening may also support:

- *English in the National Curriculum in Wales* (The National Assembly for Wales)
- *5–14 Guidelines: English Language* (The Scottish Office Education Department)
- *The Northern Ireland Curriculum: Primary* (CCEA)

Content of *i-learn: speaking and listening*

There are online materials and accompanying Teacher's Books for each of Years 1 and 2, Years 3 and 4, and Years 5 and 6.

Each Teacher's Book offers:

- useful general advice for teaching speaking and listening skills;
- assessment grids;
- full Teaching plans;
- photocopy masters (PCMs).

The online teaching materials include the following sections:

- Units
- Models bank
- Techniques bank.

The Year 1 and 2 materials also include a Speakercise bank.

Units

There are 8 units, each of which is based on a particular text type or technique. Each unit incorporates tasks covering a range of speaking and listening objectives. The units can be used flexibly within lower Key Stage 2, and the **Teaching plans** provide the matching *Primary Framework for literacy* objectives from both Year 3 and Year 4. However, units are organised according to the year group they may be more appropriate for (see the **Scope and sequence chart** following the contents page). See page 6 for ideas about how to incorporate *i-learn: speaking and listening* into your planning.

Each unit is divided into 6 ‘focuses’:

1. **Setting the scene**
2. **Learning from models**
3. **Let’s practise**
4. **Let’s practise some more**
5. **How did they do?**
6. **Over to you!**

Each focus consists of multiple screens that can be navigated from the menu for the focus or via the page tabs. You may choose to use the contents of a focus in a single session or spread them over several sessions.

The focuses can be used in order, or you can pick and choose focuses to suit your needs; for example, you may choose to use the **Learning from models** focus and then go directly to **Over to you!** to fit in with time restrictions and your children’s previous experience of the focus skill.

Each unit includes **Top tips**. These are child-friendly hints about how to carry out a type of speaking, listening or drama as effectively as possible, and are accompanied by memory-jogging icons. The Top tips are often referred to throughout a unit, as children learn how to follow them in carrying out their own tasks.

The Top tips for a unit are available as a Word® document from the *Resources* button on each of its screens. The *Resources* button also contains Word® document versions of poems and texts used in the focus.

The content and purpose of each focus is as follows:

1. **Setting the scene**

This focus introduces the overall theme for the unit through a series of fun activities.

2. **Learning from models**

The primary purpose of this focus is to provide a good model for a speaking, listening, or drama activity, using video, audio or photos.

3. **Let’s practise**

This focus provides opportunities to practise the speaking, listening or drama skill demonstrated in **Learning from models**.

4. **Let’s practise some more**

This focus offers more opportunities for practising the speaking, listening or drama skill within a different context and with emphasis on group discussion and interaction.

5. **How did they do?**

This focus provides the opportunity to assess other children carrying out a speaking, listening or drama technique. By using their learning from the unit so far, children analyse the presentation and suggest improvements.

6. **Over to you!**

This focus provides an engaging ‘end-of-unit’ task with emphasis on audience and purpose.

Models bank

The **Models for learning** focus includes exemplifications of good speaking and listening for children to discuss and analyse. For ease of reference, model audio and visual presentations from this focus are also included in the **Models bank**, accessible in the online navigation once you have chosen a year group.

Techniques bank

Throughout *i-learn speaking and listening* there are opportunities to use established techniques for group discussion and interaction, and drama. These are explained in the **Teaching plans** and are often also demonstrated within the units using videos, photos or animations. For ease of reference, the technique presentations are included in the **Techniques bank**, accessible in the online navigation once you have chosen a year group.

The following techniques are covered in Years 3 and 4. The unit each technique links to is referenced in brackets beneath its title:

Readers’ theatre

(Reading aloud)

This technique supports groups in preparing a performance of a playscript. After reading the playscript together, groups allocate character roles amongst themselves. Each child highlights their own lines on a copy of the playscript and practises reading them individually, focusing on how their character might feel and therefore sound. They then regroup to practise reading their parts in sequence.

Group roles

(Persuasion)

This technique can be used to structure group activities. Each child in a group takes on the tasks associated with one of the following roles:

- scribe: writing down ideas;
- chairperson: making sure discussion progresses smoothly;
- mentor: giving supportive comments;
- contributors: thinking up and sharing ideas;
- reporter: feeding back ideas.

Children carry out their group activity, keeping their roles in mind.

Group hot-seating

(Working in role)

This technique enables children to focus on the lives, opinions and motivations of familiar characters, such as book characters or historical figures. Children work in pairs or small groups. They take turns to act as the interviewer, asking questions for the other children to answer in the role of the chosen characters.

Using *i-learn: speaking and listening*

The *i-learn speaking and listening* units are flexible enough to be used in any of the following ways.

- Use as stand-alone units with their own speaking, listening or drama outcomes.
- Use as booster units to support and reinforce particular skills, or to extend understanding.
- Incorporate elements of units into your existing literacy planning to create a series of fully cohesive and integrated sessions covering all twelve strands of the *Primary Framework for literacy*.
- Use elements of a unit to provide an engaging introduction to literacy work on a particular text type. (Speaking and listening skills will also need to be reinforced and extended within other literacy sessions and/or other curriculum areas.)
- Use elements of a unit to introduce speaking and listening activities in other curriculum areas or topics: for example when children are solving mathematical problems, elements of the **Instructions and explanations** unit could be used to help children to explain their methods and reasoning.

Links to reading and writing

Each unit links seamlessly with reading and writing, both in English and across the curriculum. For example, the **Presenting information** unit includes activities associated with giving a presentation about a town's features and attractions. After teaching the skills of oral informative presentations and supporting children in giving an oral presentation about their local area, children might move on to producing a leaflet or webpage to present information about their local area, or a set of written instructions to get from one location in the local area to another. Children's written instructions could also be read by the rest of the class and used to help draw maps of the local area in Geography.

Thus, although the *i-learn: speaking and listening* units focus on talk for talk's sake, they also lead naturally into talk for writing and provide opportunities for reading.

Embedding speaking and listening across the curriculum

i-learn: speaking and listening has been designed to support the explicit and systematic teaching of speaking and listening skills. However, it is essential that you build into your planning opportunities to develop and rehearse these skills across the whole curriculum.

i-learn: speaking and listening is designed to allow easy integration into all areas of the curriculum. The **Unit introductions** and **Teaching plans** include suggestions for related activities to use in other curriculum areas (see pages 7 and 8). Many of the units also include contexts that relate directly to other curriculum areas, for example: extracting information from an audio presentation about teeth in **Presenting information** links to Science; analysing a role-play interview with Henry VIII in **Working in role** links to History.

Features of Unit introductions

Each set of **Teaching plans** (see page 8) begins with a **Unit introduction**. This is designed to help you to fit the *i-learn: speaking and listening* unit into your medium-term planning.

Unit title
Each unit has a unique title.

Unit overview
A summary of the aim of this unit.

Unit overview
To review and practise a variety of strategies for reading aloud effectively, culminating in a reading aloud 'festival'

Unit introduction

National Curriculum objectives
English key stage 2 En1: 1a, 1b, 1e, 1f, 2d, 2e, 3e, 4a, 4c, 4d, 8a, 8b, 9a, 9b, 9c, 10b, 11a, 11b, 11c

Links to Primary Framework for literacy planning
Year 3 Poetry: Unit 1 Poems to perform and Unit 3 Language play
Year 3 Narrative: Unit 5 Dialogue and plays
Year 4 Poetry: Unit 1 Creating images and Unit 2 Exploring form
Year 4 Narrative: Unit 5 Plays
You may find the content more suitable for Year 3.

Primary Framework objectives

Y3 Speaking

- Choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds (LFM, LP, LPSM, HDTD, OTY)
- Sustain conversation, explain or give reasons for their views or choices (STS, LFM, LP, OTY)

Y3 Listening and responding

- Follow up others' points and show whether they agree or disagree in whole-class discussion (HDTD, OTY)

Y3 Group discussion and interaction

- Use talk to organise roles and action (LP, LPSM, OTY)
- Actively include and respond to all members of the group (LP, LPSM, OTY)

Y3 Drama

- Present events and characters through dialogue to engage the interest of an audience (LP, LPSM)
- Use some drama strategies to explore stories or issues (LPSM)
- Identify and discuss qualities of others' performances, including gesture, action and costume (LFM, LP, LPSM, HDTD, OTY)

Y4 Speaking

- Offer reasons and evidence for their views, considering alternative opinions (LFM, LP)
- Tell stories effectively and convey detailed information coherently for listeners (LPSM, OTY)

Y4 Listening and responding

- Listen to a speaker, make notes on the talk and use notes to develop a role-play (LFM, LPSM, HDTD)

Focus key

| | |
|------|--------------------------|
| STS | Setting the scene |
| LFM | Learning from models |
| LP | Let's practise |
| LPSM | Let's practise some more |
| HDTD | How did they do? |
| OTY | Over to you! |

Cross-curricular ideas

ICT: QCA Scheme of Work, Unit 3A (Combining text and graphics) Create multimedia texts, e.g. poems to read and perform; create whole-class anthologies of texts to read aloud and to support individual reading for pleasure.

Music: QCA Scheme of Work, Unit 10 (Play it again – Exploring rhythmic patterns) Create an extended composition using combinations of reading aloud (chanting/reciting poetry or prose) and the use of instruments; create rhythmic accompaniments to texts.

PE: QCA Scheme of Work, Units 8 and 9 (Dance activities) Interpret texts through dance; create and perform dances based on readings; perform texts with dance accompaniments.

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National Curriculum objectives
The objectives for English that this unit links to.

Primary Framework objectives
The objectives from the 'Speaking', 'Listening and responding', 'Group discussion and interaction' and 'Drama' strands, that this unit links to. Since the unit can be used flexibly within lower Key Stage 2, it includes objectives from both Year 3 and Year 4. The unit focuses the objectives link to are shown as abbreviations in brackets (see **Focus key**).

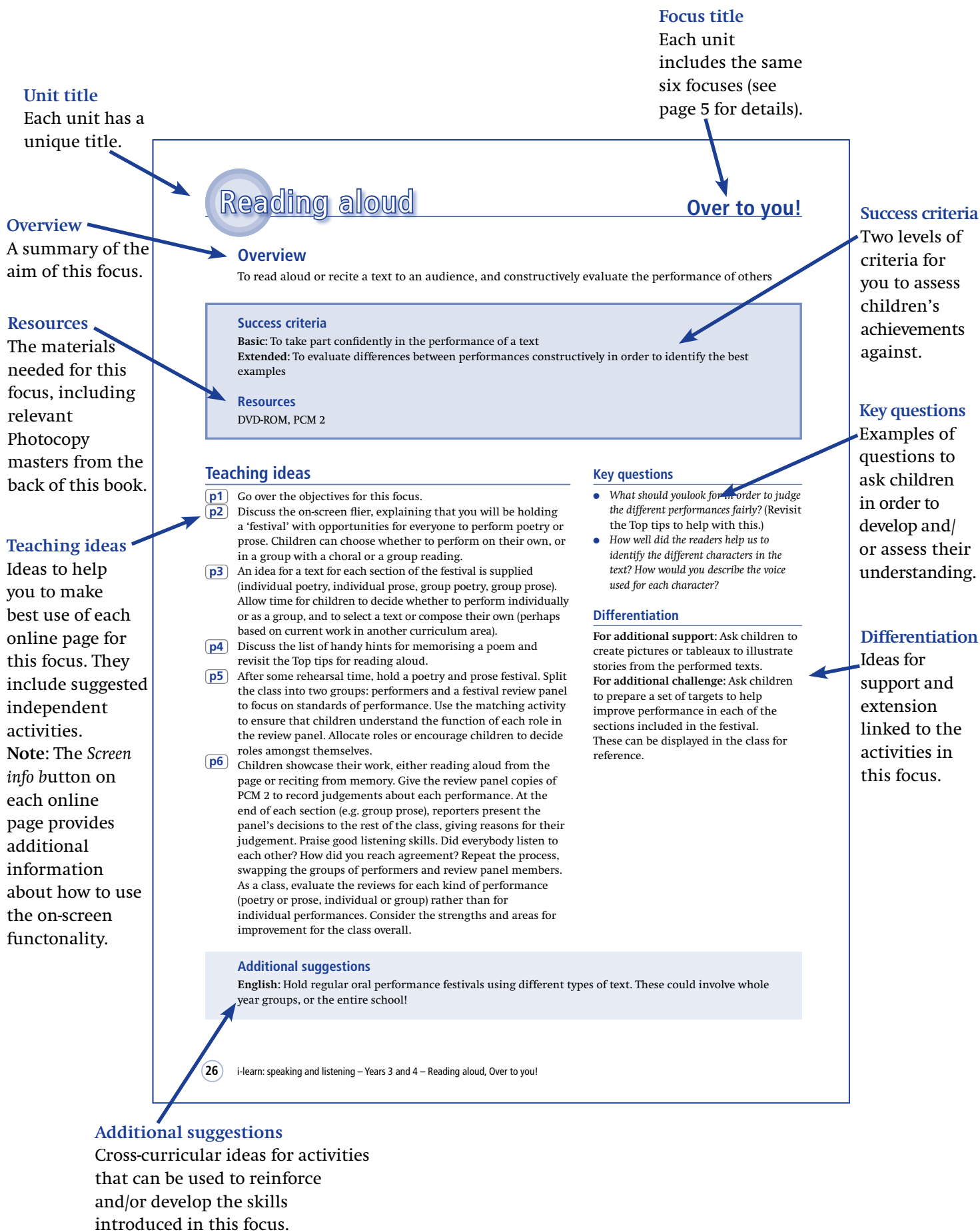
Links to Primary Framework for literacy planning
Where appropriate, this provides links to the *Framework* units for Years 3 and 4. It also includes our recommendation for which year to use this *i-learn: speaking and listening* unit with.

Focus key
This will help you to interpret the focus abbreviations used in the *Primary Framework* objectives section.

Cross-curricular ideas
Ideas about how the skills developed during the unit can be applied in different areas of the curriculum.

Features of Teaching plans


There is a page of **Teaching plans** for each of the six focuses contained in each unit. They are designed to help you to fit the *i-learn: speaking and listening* focuses into your medium-term planning.



Objective matching grids

These grids are designed to help you with your planning by showing how the *i-learn: speaking and listening* focuses match the *Primary Framework for literacy* learning objectives. They list the Year 3 and Year 4 learning objectives for the ‘Speaking’, ‘Listening and responding’, ‘Group discussion and interaction’ and ‘Drama’ strands, and the *i-learn: speaking and listening* focuses that relate to them.

Unit and focus references in **black** relate to the recommended year for the unit; other unit and focus references are in **grey**.

| Objective |  unit and focus |
|---|--|
| 1. Speaking | |
| Year 3 | |
| Choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds | Reading aloud: Learning from models, Let’s practise, Let’s practise some more, How did they do?, Over to you! |
| Explain process or present information, ensuring that items are clearly sequenced, relevant details are included and accounts are ended effectively | Presenting information: Let’s practise, Let’s practise some more, Over to you! Instructions and explanations: Setting the scene, Learning from models, Let’s practise, Let’s practise some more, Over to you! Recount: Learning from models, Let’s practise, Over to you! |
| Sustain conversation, explain or give reasons for their views or choices | Reading aloud: Setting the scene, Learning from models, Let’s practise, Over to you! Presenting information: Learning from models, Let’s practise, Let’s practise some more, How did they do?, Over to you! Working collaboratively: Setting the scene, Learning from models, Let’s practise, Let’s practise some more, How did they do?, Over to you! Instructions and explanations: Setting the scene, Learning from models, Let’s practise, Let’s practise some more Audience and purpose: Setting the scene, Learning from models, Let’s practise, Let’s practise some more Recount: Learning from models, Let’s practise Persuasion: Over to you! Working in role: Setting the scene, Learning from models, Let’s practise, Let’s practise some more, How did they do?, Over to you! |
| Develop and use specific vocabulary in different contexts | Presenting information: Let’s practise, Let’s practise some more, Over to you! Audience and purpose: Learning from models, Let’s practise, Let’s practise some more Persuasion: Learning from models, Let’s practise, Let’s practise some more |

| Year 4 | |
|---|---|
| Offer reasons and evidence for their views, considering alternative opinions | <p>Recount: How did they do?, Over to you!</p> <p>Persuasion: Setting the scene, Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you!</p> <p>Working in role: Setting the scene, Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you!</p> <p>Reading aloud: Learning from models, Let's practise</p> <p>Presenting information: How did they do?</p> <p>Working collaboratively: Setting the scene, Let's practise, Let's practise some more, How did they do?, Over to you!</p> <p>Instructions and explanations: Setting the scene, Learning from models, Let's practise, Let's practise some more</p> |
| Respond appropriately to the contributions of others in the light of differing viewpoints | <p>Working in role: Let's practise, Let's practise some more, Over to you!</p> <p>Working collaboratively: Setting the scene, Learning from models, Let's practise, Let's practise some more, Over to you!</p> |
| Tell stories effectively and convey detailed information coherently for listeners | <p>Audience and purpose: Over to you!</p> <p>Recount: Let's practise, Let's practise some more, Over to you!</p> <p>Working in role: Let's practise, Let's practise some more, Over to you!</p> <p>Reading aloud: Let's practise some more, Over to you!</p> <p>Presenting information: Let's practise, Let's practise some more, Over to you!</p> <p>Instructions and explanations: Setting the scene, Learning from models, Let's practise, Let's practise some more, Over to you!</p> |
| Use and reflect on some ground rules for sustaining talk and interactions | <p>Audience and purpose: Let's practise, Let's practise some more, How did they do?, Over to you!</p> <p>Working in role: Let's practise some more</p> <p>Working collaboratively: Setting the scene, Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you!</p> |
| 2. Listening and responding | |
| Year 3 | |
| Follow up others' points and show whether they agree or disagree in whole-class discussion | <p>Reading aloud: How did they do?, Over to you!</p> <p>Presenting information: How did they do?, Over to you!</p> <p>Working collaboratively: Setting the scene, Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you!</p> <p>Instructions and explanations: Setting the scene, Let's practise, Let's practise some more</p> <p>Recount: How did they do?, Over to you!</p> <p>Persuasion: How did they do?, Over to you!</p> |
| Identify the presentational features used to communicate the main points in a broadcast | <p>Presenting information: Setting the scene, Learning from models, Let's practise, Let's practise some more, Over to you!</p> |
| Identify key sections of an informative broadcast, noting how the language used signals changes or transitions in focus | <p>Presenting information: Setting the scene, Learning from models, Let's practise, Over to you!</p> |

| Year 4 | |
|---|--|
| Listen to a speaker, make notes on the talk and use notes to develop a role-play | <p>Audience and purpose: Learning from models, How did they do?, Over to you!</p> <p>Working in role: Learning from models, How did they do?, Over to you!</p> <p>Reading aloud: Learning from models, Let's practise some more, How did they do?</p> |
| Compare the different contributions of music, words and images in short extracts from TV programmes | <p>Persuasion: Learning from models</p> <p>Presenting information: Setting the scene, Learning from models, Let's practise, Let's practise some more, Over to you!</p> |
| Identify how talk varies with age, familiarity, gender and purpose | <p>Recount: Setting the scene, Learning from models, Let's practise, Let's practise some more, Over to you!</p> <p>Audience and purpose: Setting the scene, Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you!</p> <p>Persuasion: Setting the scene, Learning from models, Let's practise, Let's practise some more</p> <p>Instructions and explanations: Setting the scene, Learning from models, How did they do?</p> |
| 3. Group discussion and interaction | |
| Year 3 | |
| Use talk to organise roles and action | <p>Reading aloud: Let's practise, Let's practise some more, Over to you!</p> <p>Presenting information: Let's practise, Let's practise some more, Over to you!</p> <p>Instructions and explanations: Let's practise, Let's practise some more, Over to you!</p> <p>Audience and purpose: Let's practise some more, Over to you!</p> <p>Recount: Over to you!</p> <p>Working in role: Over to you!</p> |
| Actively include and respond to all members of the group | <p>Reading aloud: Let's practise, Let's practise some more, Over to you!</p> <p>Presenting information: Let's practise, Let's practise some more, Over to you!</p> <p>Working collaboratively: Setting the scene, Let's practise, Let's practise some more, Over to you!</p> <p>Instructions and explanations: Let's practise, Let's practise some more, Over to you!</p> <p>Audience and purpose: Let's practise some more, Over to you!</p> <p>Recount: Over to you!</p> <p>Working in role: Over to you!</p> |
| Use the language of possibility to investigate and reflect on feelings, behaviour or relationships | <p>Working collaboratively: Let's practise some more</p> |

| Year 4 | |
|---|--|
| Take different roles in groups and use the language appropriate to them, including the roles of leader, reporter, scribe and mentor | Persuasion: Over to you! Instructions and explanations: Let's practise, Let's practise some more |
| Use time, resources and group members efficiently by distributing tasks, checking progress and making back-up plans | Persuasion: Over to you! Presenting information: Let's practise some more, Over to you! |
| Identify the main points of each speaker, compare their arguments and how they are presented | Persuasion: Over to you! |
| 4. Drama | |
| Year 3 | |
| Present events and characters through dialogue to engage the interest of an audience | Reading aloud: Let's practise, Let's practise some more Audience and purpose: Learning from models, Let's practise, Let's practise some more, Over to you! Recount: Let's practise Working in role: Learning from models, Let's practise, Let's practise some more, Over to you! |
| Use some drama strategies to explore stories or issues | Reading aloud: Let's practise some more Working in role: Setting the scene, Learning from models, Let's practise, Let's practise some more, Over to you! |
| Identify and discuss qualities of others' performances, including gesture, action and costume | Reading aloud: Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you! Presenting information: Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you! Instructions and explanations: Let's practise some more, How did they do?, Over to you! Audience and purpose: Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you! Recount: How did they do?, Over to you! Working in role: Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you! |
| Year 4 | |
| Create roles showing how behaviour can be interpreted from different viewpoints | Working in role: Learning from models, Let's practise, Let's practise some more, Over to you! |
| Develop scripts based on improvisation | Working in role: Over to you! |
| Comment constructively on plays and performances, discussing effects and how they are achieved | Audience and purpose: Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you! Recount: How did they do?, Over to you! Working in role: Setting the scene, Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you! Presenting information: Setting the scene, Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you! Instructions and explanations: Let's practise, Let's practise some more, How did they do?, Over to you! |

Assessment

Criteria for assessment

When assessing children's achievements in speaking and listening, focus on:

- the effectiveness of their talk, including adaptation to purpose, context and audience;
- their clarity in communicating, including clear sequences of ideas and standard English;
- the effectiveness of their listening, including appropriate responses and evaluation;
- the ability to make positive contributions to group discussion, including building on the suggestions and responses of others;
- the effectiveness of their use of dramatic techniques to create and share ideas.

The *i-learn: speaking and listening* activities provide plentiful opportunities to support your assessment in these areas (see below).

Overall plan for assessment

For effective and consistent assessment of speaking and listening you should agree a whole-school approach, including ways of:

- encouraging self- and peer-assessment;
- systematically collecting evidence, for example in the form of observation sheets, video and audio recordings;
- summarising achievement to inform future planning.

i-learn: speaking and listening provides opportunities and resources to support your overall plan of assessment.

- The **Top tips** for each unit act as instant success criteria for the areas of speaking and listening addressed by the unit. There are regular opportunities for children to evaluate their own performances, and those of their peers, against the Top tips. In particular, the **How did they do?** focus contains specially designed audio and visual materials for evaluation activities.
- Each unit provides stimulating activities that allow children to put their developing speaking and listening skills into action, particularly in the **Let's practise** and **Let's practise some more** focuses. Use these as opportunities to collect evidence of children's progress, through photographs, videos and audio recordings.
- The end-of-unit activity in the **Over to you!** focus can also be used as a planned assessment task, with achievements and observations being recorded on the assessment grids provided on pages 14–18.

Assessment for learning

i-learn: speaking and listening also provides support for assessment for learning and personalised learning.

- The **Teaching plans** provide two levels of success criteria for each focus, for you to assess achievements against (see page 8).
- The related *Primary Framework* objectives in each **Unit introduction** (see page 7) and in the **Objective matching grids** (see pages 9–12) enable you to concentrate on *i-learn: speaking and listening* focuses that concentrate on areas where your children need more practice or experience.
- The **Teaching plans** for each focus include two levels of differentiation to help you to personalise lessons to your children's needs (see page 8).

Assessment grids

The grids on the following five pages provide useful photocopiable resources for recording children's achievements in the end-of-unit activities in the **Over to you!** focus. They include task-related assessment criteria together with space for you to record observations and ideas for next steps.

Assessment grid – Reading aloud

Task: Read or recite a text to an audience

Name: Date:.....

| Success criteria | ✓ | Comments / next steps |
|--|---|-----------------------|
| Looks at audience (intermittently for reading) | | |
| Speaks clearly and audibly | | |
| Uses appropriate pace of delivery | | |
| Uses appropriate expression | | |
| Makes voice sound interesting | | |
| Gives engaging, confident delivery | | |

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Assessment grid – Presenting information

Task: Prepare and present information in the form of a broadcast or a live presentation

Name: Date:.....

| Success criteria | ✓ | Comments / next steps |
|--|---|-----------------------|
| Presents accurate information, suited to its purpose | | |
| Adapts content and style to audience | | |
| Organises information | | |
| Uses different techniques | | |
| Speaks clearly and audibly | | |
| Sounds confident | | |

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Assessment grid – Working collaboratively

Task: Discuss and collaborate on a task

Name: Date:.....

| Success criteria | ✓ | Comments / next steps |
|---|---|-----------------------|
| Takes turns | | |
| Expresses ideas and gives reasons | | |
| Listens to and values others' opinions | | |
| Sees other points of view | | |
| Looks for ways to agree, or agree to disagree | | |
| Works with others to reach a shared goal | | |

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Assessment grid – Instructions and explanations (Part 1: Instructions)

Task: Prepare and present a set of oral instructions

Name: Date:.....

| Success criteria | ✓ | Comments / next steps |
|--------------------------------------|---|-----------------------|
| Introduces instructions | | |
| Uses short, clear sentences | | |
| Uses imperative verbs | | |
| Gives clear, ordered instructions | | |
| Uses gesture and props | | |
| Adapts content and style to audience | | |

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Assessment grid – Instructions and explanations (Part 2: Explanations)

Task: Prepare and present an oral explanation

Name: Date:.....

| Success criteria | ✓ | Comments / next steps |
|--|---|-----------------------|
| Introduces what is going to be explained | | |
| Explains clearly and in a logical order | | |
| Uses time and causal connectives | | |
| Uses gesture and props | | |
| Includes extra interesting information | | |
| Adapts content and style to audience | | |

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Assessment grid – Audience and purpose

Task: Give a talk for different audiences and purposes

Name: Date:.....

| Success criteria | ✓ | Comments / next steps |
|---|---|-----------------------|
| Matches language to audience | | |
| Matches language to purpose | | |
| Matches body language to audience and purpose | | |
| Speaks clearly and audibly | | |

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Assessment grid – Recount

Task: Prepare and present a formal recount in the form of a news report

Name: Date:.....

| Success criteria | ✓ | Comments / next steps |
|---|---|-----------------------|
| Answers the 5Ws | | |
| Uses past tense | | |
| Uses first or third person | | |
| Sets the scene and rounds the recount off | | |
| Orders events | | |
| Speaks clearly and audibly | | |
| Matches language to audience and purpose | | |

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Assessment grid – Persuasion

Task: Work in a group to prepare and present a radio advertisement

Name: Date:.....

| Success criteria | ✓ | Comments / next steps |
|------------------------------------|---|-----------------------|
| Makes purpose clear | | |
| Matches style to audience | | |
| Uses techniques suitable for radio | | |
| Grabs listeners' attention | | |
| Includes reasons or facts | | |
| Speaks clearly and audibly | | |

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Assessment grid – Working in role

Task: Carry out an interview in role

Name: Date:.....

| Success criteria | ✓ | Comments / next steps |
|---|---|-----------------------|
| Uses expression to show feelings | | |
| Uses appropriate gesture | | |
| Matches voice to character | | |
| Matches behaviour to character | | |
| Interacts appropriately with other characters | | |

Planning staff INSET

The best way to introduce a new ICT resource to all staff is to organise a staff INSET meeting to review its purpose and content. This will allow your colleagues to approach the resource with confidence and to make informed decisions about how to incorporate it into their teaching.

When you introduce *i-learn: speaking and listening*, it is important to ensure that all staff are familiar with the first four strands of the *Primary Framework for literacy*. Awareness of the content of *Speaking, Listening, Learning: working with children in Key Stages 1 and 2* may also be useful.

A PowerPoint® presentation showing the key features of *i-learn: speaking and listening* is available from the welcome page of the product. You may wish to use all or part of the presentation for your staff INSET meeting; it is fully editable, so you can also add your own content to maximise its relevance.

The slides that provide an overview of the purpose of *i-learn: speaking and listening* are shown here; the other slides reflect the content of the product.

Rationale of ILSL

- Opportunities to **rehearse and apply skills** in literacy and across the curriculum
- Opportunities to **talk about talk and reflect upon its usage**
- Planned **assessment opportunities**



Main features

- **ILSL makes the best use of ICT:**
 - **Video:** Models for talk, drama strategies and conventions, samples for discussion
 - **Audio:** Stories and poems, samples of talk for analysis
 - **Interactive activities:** Games for whole-class usage



Staff INSET: Objectives

- To introduce *i-learn: speaking and listening* (ILSL)
- To demonstrate how the content can be used to teach speaking and listening skills in an innovative and engaging way
- To prepare for a hands-on practice session



Main features

- **Teacher's Notes provide:**
 - **Introductory materials:** Useful background information on techniques and conventions
 - **Succinct teaching plans:** Flexible materials and ideas for whole-class, group and paired activities
 - **Assessment:** Peer- and self-assessment opportunities, success criteria, assessment charts



Rationale of ILSL

- **Explicit teaching** of the four *Framework* strands of speaking and listening
- **Planned and purposeful** opportunities for talk, structured interaction and drama
- Provision of **good models for talk**, including group discussion and interaction



Structure

- The series has 22 units overall
- Each unit is divided into six focuses
- Speakercise provides stimulating additional activities for Years 1 and 2



Unit overview

To review and practise a variety of strategies for reading aloud effectively, culminating in a reading aloud ‘festival’

National Curriculum objectives

English key stage 2 En1: 1a, 1b, 1e, 1f, 2d, 2e, 3e, 4a, 4c, 4d, 8a, 8b, 9a, 9b, 9c, 10b, 11a, 11b, 11c

Links to *Primary Framework for literacy planning*

Year 3 Poetry: Unit 1 Poems to perform and Unit 3 Language play

Year 3 Narrative: Unit 5 Dialogue and plays

Year 4 Poetry: Unit 1 Creating images and Unit 2 Exploring form

Year 4 Narrative: Unit 5 Plays

You may find the content more suitable for Year 3.

Primary Framework objectives

Y3 Speaking

- Choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds (LFM, LP, LPSM, HDTD, OTY)
- Sustain conversation, explain or give reasons for their views or choices (STS, LFM, LP, OTY)

Y3 Listening and responding

- Follow up others’ points and show whether they agree or disagree in whole-class discussion (HDTD, OTY)

Y3 Group discussion and interaction

- Use talk to organise roles and action (LP, LPSM, OTY)
- Actively include and respond to all members of the group (LP, LPSM, OTY)

Y3 Drama

- Present events and characters through dialogue to engage the interest of an audience (LP, LPSM)
- Use some drama strategies to explore stories or issues (LPSM)
- Identify and discuss qualities of others’ performances, including gesture, action and costume (LFM, LP, LPSM, HDTD, OTY)

Y4 Speaking

- Offer reasons and evidence for their views, considering alternative opinions (LFM, LP)
- Tell stories effectively and convey detailed information coherently for listeners (LPSM, OTY)

Y4 Listening and responding

- Listen to a speaker, make notes on the talk and use notes to develop a role-play (LFM, LPSM, HDTD)

Focus key

| | |
|------|--------------------------|
| STS | Setting the scene |
| LFM | Learning from models |
| LP | Let’s practise |
| LPSM | Let’s practise some more |
| HDTD | How did they do? |
| OTY | Over to you! |

Cross-curricular ideas

ICT: QCA Scheme of Work, Unit 3A (Combining text and graphics) Create multimedia texts, e.g. poems to read and perform; create whole-class anthologies of texts to read aloud and to support individual reading for pleasure.

Music: QCA Scheme of Work, Unit 10 (Play it again – Exploring rhythmic patterns) Create an extended composition using combinations of reading aloud (chanting/reciting poetry or prose) and the use of instruments; create rhythmic accompaniments to texts.

PE: QCA Scheme of Work, Units 8 and 9 (Dance activities) Interpret texts through dance; create and perform dances based on readings; perform texts with dance accompaniments.

Overview

To think about how and why we read aloud, and to understand how reading aloud can be done to best effect

Success criteria

Basic: To begin to identify what makes effective reading aloud

Extended: To be able to read aloud with confidence and expression

Resources

DVD-ROM

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Listen to the audio of a child giving an example of when he read something aloud.
In groups, the children consider the Question 1 questions, taking turns to discuss and share their experiences. Use Question 2 to begin to discuss reasons why people read aloud and the kinds of texts that might be read aloud.
- p3** Use the matching activity to identify some purposes for reading aloud. Discuss the idea of reading aloud for different purposes. When and why might you read aloud to yourself or to others?
- p4** Read and identify the short text extract (the ending of *Jack and the Beanstalk*). Children read the extract to themselves and then aloud to a partner. How can you use expression to portray the events in the extract?
- p5** Children read the rhyme *A Pinch of Salt* to themselves. Discuss the two characters and their conversation.
In pairs, children read the poem aloud in unison. Encourage them to practise each voice. Note the pause in the last line and the emphasis given to the bird's final words.
Discuss the key questions as a class.

Key questions

- *What makes a text particularly good for reading aloud?*
- *How can you make a text interesting and exciting for a listener?*

Differentiation

For additional support: Give children opportunities to record and then listen to their readings of the prose and rhyme texts.

For additional challenge: Ask the children to practise reading aloud the end of other familiar tales, focusing on the way they can portray the climax of the action, then change their voice to read the calmer concluding sentences.

Additional suggestions

English: Promote reading aloud among children and adults through events that involve families and school staff.

Overview

To think in more detail about how to read aloud to best effect, and to practise reading aloud in a group

Success criteria

Basic: To read aloud confidently as part of a group

Extended: To read aloud with appropriate expression, demonstrating understanding of the text

Resources

DVD-ROM

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Listen to the two different readings of an extract from *The Twits* by Roald Dahl. Use the sorting activity to describe the qualities of each reading, and talk about techniques for effective reading aloud. (**Note:** You may wish to explain the meaning of *audibly*.)
- p3** Read the on-screen questions to ensure everyone is focused and ready to listen for the required information, then listen to the good reading again (Reading B). Discuss answers to the listening comprehension questions.
Open the text version of the extract and encourage the children to read it aloud in unison using appropriate expression and different voices. Ask the children to explain whether they found this easy or hard, giving reasons for their views.
- p4** Reveal and discuss the Top tips for reading aloud. Discuss the key questions.
- p5** Open the text version of the *The Twits* extract. Children read it aloud in unison again. Evaluate the children's two readings. Which was better? Make explicit that an understanding of the text helps with reading aloud because it helps you to know, for example, where to pause and where to place emphasis.
- p6** Watch and listen to the two performances of the poem *Here is the Seed* by John Foster. Discuss initial responses and any differences the children identify.
- p7** Discuss the handy hints for performing to an audience, clicking on the arrows to expand on them.
- p8** Watch the good poetry performance again and use the sorting activity to spot the handy hints in action.
- p9** Open the text version of the poem. Children read it in unison, standing up, and using gesture and movement appropriately.

Key questions

- What do you know already about reading a poem aloud?
- What should you do when preparing to read a story or poem aloud?
- When reading aloud, how can you make certain words stand out?
- How does understanding what you are reading aloud help you to read it better?

Differentiation

For additional support: Suggest words for the children to emphasise whilst reading aloud.

For additional challenge: Ask children to find other poems that they think would be good to read aloud.

Additional suggestions

English/ICT: Ask children to select extracts of text (poetry or prose) from their reading books or library books, and to practise reading them aloud using different voices for the characters. Make audio or video recordings and create a bank of different readings that can be used as a stimulus for drama and writing.

Overview

To understand the difference between a choral and group reading, and to take part in readings of both types

Success criteria

Basic: To take part confidently in choral and group readings

Extended: To understand and articulate why group reading might be more appropriate than choral reading for certain poems

Resources

DVD-ROM

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Listen to the two different readings of the poem *The Owl and the Pussycat* by Edward Lear, and spot the key difference between them by matching the labels to the readings: in the choral reading, all the children read in unison; in the group reading, individuals read different parts.
In pairs, children tell each other what they thought about the readings and why.
- p3** Revisit the Top tips for reading aloud. Listen to the group reading of the poem again, and ask the children to indicate when they spot a moment that illustrates a Top tip (e.g. a moment where a performer is using an expressive voice). Pause the recording at this point to review.
Open the text version of the poem. Enjoy reading the poem aloud in unison, referring to the Top tips as required. Try having the class in two groups reading alternate verses.
- p4** Listen to the poem *The Boneyard Rap* by Wes Magee, then talk about the reading as a class using the on-screen questions and key questions as a guide.
Set the class the challenge of performing a group reading of the poem. Listen to the reading again, then open the text version of the poem. Allocate the verses to individuals and pairs. Provide rehearsal time and encourage children to talk about how they will organise themselves to give an effective presentation of their verses. Practise group readings of the poem, referring to the Top tips as required.

Key questions

- What might make a poem better for group reading than for choral reading?
- If a poem has different characters speaking, is it better for choral or group reading?
- How can one person reading a poem with different characters speaking make it sound more like a group reading?

Differentiation

For additional support: Ask children to suggest different 'parts' within a poem, for group reading purposes: words or lines that hang together and could be read by one individual. (In *The Boneyard Rap*, this could be the first two lines in each verse or the key sound/action words in each verse – *click, clap, flip, slap*).

For additional challenge: Ask children to create tableaux to illustrate their reading.

Additional suggestions

History: Children find an account of a key historical event and read it aloud using the Top tips. This could be recorded, using audio or video, and used as a resource for studying the topic.

Overview

To understand how the voice can be used to help listeners understand what is being read or performed

Success criteria

Basic: To be able to identify an individual 'part' within a text

Extended: To be able to perform a 'part' using appropriate expression

Resources

DVD-ROM, coloured pencils

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Explain to children that they are going to practise reading aloud as a group. Watch the video *Readers' theatre* to see a demonstration of the task: groups of children rehearsing and performing a simple play version of *The Boy Who Cried Wolf*, by Julia Donaldson. Use the on-screen questions and key questions as a basis for discussion.
- Revisit the Top tips for reading aloud. Arrange the class into Readers' theatre groups and give each one a printout of the playscript. Watch the video again and ask the children to follow the dialogue on their scripts.
- p3** Children allocate roles amongst themselves and underline their own lines with coloured pencils. They practise reading individual lines aloud, focusing on how the different characters might feel, and therefore sound. Allow plenty of time for each group to practise their oral interpretation of the text. Encourage them to have fun, swapping roles around.
- Each group presents their performance to an audience, for example the class or another group.

Key questions

- Do the children's voices show how the characters feel?
- Can you remember any particular lines that you think were read well (or badly)?

Differentiation

For additional support: Give children a list of feelings to help them identify how a particular character might feel at different points in a text.

For additional challenge: Ask children to perform the text with 'feelings in reverse', by giving each character a voice that is the opposite of what that character might be feeling. What effect does this have on our understanding of the text?

Additional suggestions

English/ICT: Children create radio plays or podcasts, focusing on the appropriate use of voice to bring different characters and texts to life.

Overview

To listen to some people read aloud, identify areas for improvement and offer constructive suggestions

Success criteria

Basic: To identify what is good and not so good about the way someone reads aloud

Extended: To offer clear suggestions to help someone improve their performance of a text

Resources

DVD-ROM, PCM 1

Teaching ideas

- p1** Go over the objective for this focus.
- p2** Children watch the video of a girl performing the poem *Here is the Seed* by John Foster. Using PCM 1, they assess her performance.
- p3** As a class, decide which face symbol to put against each element of the evaluation of the girl's performance, discussing reasons for children's choices. Use the key questions as prompts for discussion.

Key questions

- *Is there only one way to read a poem well?*
- *Is there only one correct speed to read a poem? Do you have to read the whole of a poem at the same speed?*
- *Should you always smile when you are reading a poem aloud?*

Differentiation

For additional support: Ask children to focus on one of the Top tips, and decide whether the reader follows that tip.

For additional challenge: Ask children to come up with a seventh top tip, based on their experiences of reading aloud so far.

Additional suggestions

English/ICT: In groups, children video each other in performances, each of which clearly demonstrates one of the Top tips.

English/Drama: Hold mock auditions where children read aloud parts in competition for roles in a well-known children's play or film.

Overview

To read aloud or recite a text to an audience, and constructively evaluate the performance of others

Success criteria

Basic: To take part confidently in the performance of a text

Extended: To evaluate differences between performances constructively in order to identify the best examples

Resources

DVD-ROM, PCM 2

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Discuss the on-screen flier, explaining that you will be holding a 'festival' with opportunities for everyone to perform poetry or prose. Children can choose whether to perform on their own, or in a group with a choral or a group reading.
- p3** An idea for a text for each section of the festival is supplied (individual poetry, individual prose, group poetry, group prose). Allow time for children to decide whether to perform individually or as a group, and to select a text or compose their own (perhaps based on current work in another curriculum area).
- p4** Discuss the list of handy hints for memorising a poem and revisit the Top tips for reading aloud.
- p5** After some rehearsal time, hold a poetry and prose festival. Split the class into two groups: performers and a festival review panel to focus on standards of performance. Use the matching activity to ensure that children understand the function of each role in the review panel. Allocate roles or encourage children to decide roles amongst themselves.
- p6** Children showcase their work, either reading aloud from the page or reciting from memory. Give the review panel copies of PCM 2 to record judgements about each performance. At the end of each section (e.g. group prose), reporters present the panel's decisions to the rest of the class, giving reasons for their judgement. Praise good listening skills. Did everybody listen to each other? How did you reach agreement? Repeat the process, swapping the groups of performers and review panel members. As a class, evaluate the reviews for each kind of performance (poetry or prose, individual or group) rather than for individual performances. Consider the strengths and areas for improvement for the class overall.

Key questions

- *What should you look for in order to judge the different performances fairly? (Revisit the Top tips to help with this.)*
- *How well did the readers help us to identify the different characters in the text? How would you describe the voice used for each character?*

Differentiation

For additional support: Ask children to create pictures or tableaux to illustrate stories from the performed texts.

For additional challenge: Ask children to prepare a set of targets to help improve performance in each of the sections included in the festival. These can be displayed in the class for reference.

Additional suggestions

English: Hold regular oral performance festivals using different types of text. These could involve whole year groups, or the entire school!

Unit overview

To understand the distinguishing features of informative broadcasts and live presentations and to apply them in their own presentations

National Curriculum objectives

English key stage 2 En1: 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 5, 8a, 8b, 8c, 9a, 9b, 9c, 10a, 10b, 10c, 11c

Links to *Primary Framework for literacy planning*

Year 3 **Non-fiction**: Unit 1 Reports and Unit 3 Information texts

Year 4 **Non-fiction**: Unit 2 Information texts and Unit 4 Persuasive texts

You may find the content more suitable for Year 3.

Primary Framework objectives

Y3 Speaking

- Explain process or present information, ensuring that items are clearly sequenced, relevant details are included and accounts are ended effectively (LP, LPSM, OTY)
- Sustain conversation, explain or give reasons for their views or choices (LFM, LP, LPSM, HDTD, OTY)
- Develop and use specific vocabulary in different contexts (LP, LPSM, OTY)

Y3 Listening and responding

- Follow up others' points and show whether they agree or disagree in whole-class discussion (HDTD, OTY)
- Identify the presentational features used to communicate the main points in a broadcast (STS, LFM, LP, LPSM, OTY)
- Identify key sections of an informative broadcast, noting how the language used signals changes or transitions in focus (STS, LFM, LP, OTY)

Y3 Group discussion and interaction

- Use talk to organise roles and action (LP, LPSM, OTY)
- Actively include and respond to all members of the group (LP, LPSM, OTY)

Y3 Drama

- Identify and discuss qualities of others' performances, including gesture, action and costume (LFM, LP, LPSM, HDTD, OTY)

Y4 Speaking

- Offer reasons and evidence for their views, considering alternative opinions (HDTD)
- Tell stories effectively and convey detailed information coherently for listeners (LP, LPSM, OTY)

Y4 Listening and responding

- Compare the different contributions of music, words and images in short extracts from TV programmes (STS, LFM, LP, LPSM, OTY)

Y4 Group discussion and interaction

- Use time, resources and group members efficiently by distributing tasks, checking progress and making back-up plans (LPSM, OTY)

Y4 Drama

- Comment constructively on plays and performances, discussing effects and how they are achieved (STS, LFM, LP, LPSM, HDTD, OTY)

Focus key

| | |
|------|--------------------------|
| STS | Setting the scene |
| LFM | Learning from models |
| LP | Let's practise |
| LPSM | Let's practise some more |
| HDTD | How did they do? |
| OTY | Over to you! |

Cross-curricular ideas

Art and design: QCA Scheme of Work, Unit 3C (Can we change places?) Explore sculpture in public buildings and spaces and present information about them in the form of an oral commentary.

ICT: QCA Scheme of Work, Unit 3A (Combining text and graphics) Produce multimedia presentations linked to any curriculum area being studied.

Geography: QCA Scheme of Work, Unit 6 (Investigating our local area) Use video (webcasts), audio (podcasts) and multimedia packages to present information about the local area.

English: Present information orally before producing more formal non-chronological reports.

Overview

To begin to understand the distinguishing features of an informative broadcast

Success criteria

Basic: To identify some features of an informative broadcast and extract information from it

Extended: To identify and discuss features of an informative broadcast and extract key pieces of information from it

Resources

DVD-ROM

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Use the matching activity to decide whether each audio clip is fiction or non-fiction. Discuss similarities and differences between the clips. Review how talk varies with audience and purpose.
- p3** Read the on-screen questions, then listen to the audio *A healthy smile!* and discuss answers to the questions. Establish that the purpose of the broadcast is to inform and explain. **Note:** An informative broadcast may take the form of a combination of non-fiction genres.
- p4** Read the on-screen headings. Explain that you will listen again to the audio so children can identify and note down the main pieces of information related to the headings.
Discuss children's suggestions, revealing the on-screen notes and using the pen tool to add any extra information provided by the children. You could open the audio transcript to highlight the main points.
Discuss note-taking style: using bullet points, keeping points brief, and using words and phrases rather than whole sentences.
- p5** Briefly revise the difference between chronological and non-chronological order. Use the matching activity to identify features and purposes of the segmented audio clips. **Note:** Two of the clips include time connectives ('now' and 'finally') which suggest chronological order.
Emphasise the importance and purpose of the opening statement. Then use the on-screen questions to discuss the chronological organisation of some of the information. Establish that chronological order is used because the speaker is giving instructions to help the listener identify their own teeth.
Explain that it is more usual for informative broadcasts to be non-chronological. Discuss how the information provided as instructions could have been presented non-chronologically.

Key questions

- What is the main difference between fiction and non-fiction? What helps us to distinguish fiction from non-fiction?
- What does 'chronological' mean? When and why might information be presented chronologically?

Differentiation

For additional support: Provide a diagram of teeth inside the mouth, and ask children to annotate it to show the different types of teeth.

For additional challenge: Ask children to find out more about what happens when people don't take care of their teeth.

Additional suggestions

Any subject: Children retrieve key information, related to a topic they are learning about, from a wide variety of multimedia sources.

Overview

To compare the organisational and presentational features of an informative broadcast with those of a live presentation of information

Success criteria

Basic: To understand and discuss the content of an informative broadcast

Extended: To understand the difference between an informative broadcast and a live presentation

Resources

DVD-ROM, PCM 3

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Watch the video *Explore Hastings*, which lasts approximately seven minutes, and generate discussion using the on-screen questions as a guide. Establish that the purpose of the broadcast is to inform and persuade. **Note:** An informative broadcast may take the form of a combination of non-fiction genres.
- p3** Use the segmented video matching activity to show how the video content is organised into sections; compare it to a reference book or webpage where content is organised into sections or paragraphs. Reinforce that an informative broadcast is generally, although not always, non-chronological; children consider how the order of the video parts could be changed without the information appearing muddled.
- p4** Introduce the presentation techniques displayed. Watch the video again whilst children note on PCM 3 when and how the techniques are used.
Use the pen tool to record suggestions. Discuss the use of: music (relaxing, generates anticipation and excitement) and why it changes (signals transition between sections); voiceover (introduces key features, has relaxed style); guest speakers (add interest and variety, include local people); text and images (text aids understanding and adds variety; images tempt and persuade).
- p5** Use the matching activity to rate how useful the on-screen features would be if you were presenting the information about Hastings 'live' to an audience of children.
- p6** Watch the video of a child making a presentation about Hastings. Use the on-screen question to compare the organisation and presentation of its information with that of *Explore Hastings*. Note the child's use of visual aids. Use the key questions as prompts for discussion.
- p7** Reveal and discuss the Top tips for presenting information. Remind children of the need for a presentation to be matched to purpose and audience.

Key questions

- How might the girl in the video change her presentation for an audience of younger children?
- What if the presentation was meant for a group of tourists visiting for the weekend?

Differentiation

For additional support: To get a feel for Hastings' coastal location, children find the town on a map, and describe how they could get there from their home.

For additional challenge: Children summarise orally what they know about Hastings, using the information gleaned from the two videos.

Additional suggestions

English: Children make notes on the *Explore Hastings* video, and translate information into a tourist information leaflet.

Overview

To understand more about the organisation of information presentations and to look in detail at opening and closing statements

Success criteria

Basic: To know some features of effective opening and closing statements for an information presentation

Extended: To create effective opening and closing statements for their own information presentation

Resources

DVD-ROM

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Discuss what the children know about gorillas. Create a short list of questions they would like to ask about them.
- p3** Children see if their questions are answered as they watch the gorilla presentation. Use the on-screen questions to discuss the purpose and audience of the presentation, and how it presents its information (e.g. using a voiceover and matching photos).
- p4** Read the on-screen subjects and explain that you want to find the order in which they are covered in the presentation. Listen to the presentation again. Establish which subject is not covered (how long they live), then match the numbers to the subjects to show the order.
Use the on-screen questions to discuss whether the information could have been ordered differently, and how interesting pieces of information can make a presentation more appealing.
- p5** Watch and compare the openings from the gorilla presentation and the *Explore Hastings* video. Discuss the contrasting styles (simple and direct; longer and more flowery). Discuss how the styles suit the purpose and audience (giving factual information in an informal way; trying to persuade potential visitors).
- p6** Discuss the alternative openings to the gorilla presentation; focus on the emotive or thought-provoking effect an opening can produce. Children create and share their own openings.
- p7** Watch and compare the closing statements from the gorilla presentation and the *Explore Hastings* video. Establish that, just like the openings, each suits the purpose and audience. Use the on-screen question to focus on positive language (e.g. 'intelligent gentle giants', 'extraordinary events', 'spectacular climax').
- p8** In pairs, children prepare their own opening and closing statements for a presentation to the class about lions. Share children's suggestions, and then discuss the key questions.

Key questions

- *What features make a good opening statement for an information presentation?*
- *What features make a good closing statement for an information presentation?*

Differentiation

For additional support: Provide some suggested opening and closing statements for the activity on page 8; children discuss them and choose their preferred one.

For additional challenge: Ask children to adapt their opening and closing statements to suit different audiences (e.g. younger children, tourists from another country, animal experts).

Additional suggestions

English/Geography/Science/History: Adapt existing voiceovers for information presentations, for example, making them 'easier' or more engaging.

Overview

To practise techniques for presenting information, considering their effects, and to prepare a live presentation of information

Success criteria

Basic: To be able to explain the impact and effect of some presentation techniques

Extended: To create a presentation that matches techniques to purposes

Resources

DVD-ROM, PCMs 4 and 5

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Use the random generator to provide subjects for an information presentation. Discuss which of the on-screen techniques might be useful for presenting each subject. Encourage children to think of examples to support their choices (e.g. using space-inspired music to introduce a presentation about the first moon landing might add a sense of anticipation).
- p3** Explain that, in groups, children will prepare a presentation of information about an animal, suitable for a live presentation to their age group. They can choose one of the animals displayed or another of their choice. Their information should include each of the on-screen subjects.
Allow time for children to research their animal using appropriate resources and to decide how to organise their information. Remind children of the importance of effective opening and closing statements.
- p4** Match the techniques to the subjects to stimulate ideas about how children could present some of their information. Groups use PCM 4 to plan how they will use the techniques in their presentation.
Revisit the Top tips for presenting information. Then give children time to prepare and practise their presentations, providing access to images and music as necessary.
- p5** Each group discusses and evaluates their own presentation, using PCM 5.
Share thoughts as a class positioning the arrow on each on-screen scale to represent their achievements. Use the key questions to consolidate learning.

Key questions

- *What techniques can you use in a live presentation?*
- *What techniques would be difficult or impossible to use in a live presentation?*
- *What effect can music have in an information presentation?*
- *How can visual aids be useful in an information presentation?*

Differentiation

For additional support: Provide children with a selection of resources with which to plan their presentation (e.g. images to choose from).

For additional challenge: Challenge children to give their presentation a heavily persuasive purpose.

Additional suggestions

Any subject: Adapt existing information broadcasts to live presentations.

Overview

To watch and evaluate children presenting information

Success criteria

Basic: To be able to identify successful and unsuccessful features of an information presentation

Extended: To be able to evaluate an information presentation constructively

Resources

DVD-ROM, PCM 5

Teaching ideas

- p1** Go over the objective for this focus.
- p2** Explain that you are going to watch a live presentation, and assess how well the information is organised and presented. Hand out PCM 5 and explain, and carry out, the three elements of the activity: children watch the video, do the evaluation on the PCM, then compare responses with a partner.
- p3** As a class, decide where to place the arrow on each scale, discussing reasons for children's choices. Use the key questions as prompts for discussion.

Key questions

- *What did the children do particularly well in their presentation?*
- *Were the opening and closing statements effective?*
- *What did the children not do so well? What suggestions would you give to help them to improve?*

Differentiation

For additional support: Show children one aspect of the video that was not successful and ask them to describe what they would do instead.

For additional challenge: Ask children to make improvements to the presentation and record their own version.

Additional suggestions

Art and design/History: Children create presentations of the work of different artists or biographical presentations about historic figures.

Overview

To prepare and present information in the form of a broadcast or live presentation

Success criteria

Basic: To plan and deliver a presentation

Extended: To plan and deliver a presentation using effective organisation of information and appropriate choice of presentation techniques

Resources

DVD-ROM, PCM 3 (or PCM 4 for live presentations)

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Watch the video presentation about Lancaster. Discuss the on-screen questions, highlighting the organisation of the information and the presentation techniques used.
- p3** Explain that the children will work in groups to plan and film their own presentations about their local area. (If more appropriate, you could make this a presentation about your school, with footage taken in and around the school premises. If filming equipment is not available, focus instead on live presentation techniques.)
Revisit the Top tips for presenting information. Use the pen tool to remind children how they can use a spidergram like the one on the screen to plan the content of their presentation. Give children time to plan their content and how they will organise it.
- p4** Remind children of the techniques they could use to present their information. They then use PCM 3 (or PCM 4 for live presentations) to plan how they will use the techniques in their own presentations.
Give groups plenty of time to organise their ideas and video their presentations. Share the presentations with the class, or a wider audience.
- p5** As a class, evaluate each presentation, deciding where to place the arrow on each scale, discussing reasons for children's choices. Focus on any key messages for the class as a whole, such as areas of success and weakness. Use the key questions to revise aspects of the unit.

Key questions

- *What do you need to think about when planning an information presentation?*
- *How should you organise your information?*
- *What can you do to make sure your presentation is interesting?*

Differentiation

For additional support: Provide a question sheet about Lancaster so children can practise listening out for key pieces of information.

For additional challenge: Ask children to devise alternative subjects for their presentations.

Additional suggestions

English/Geography/ICT: Children design a webpage to present information about the local area.

Unit overview

To learn how to work collaboratively in group discussion, expressing and sharing opinions

National Curriculum objectives

English key stage 2 En1: 1a, 1c, 1e, 1f, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3f, 5, 8c, 9b, 9c, 10a, 10b, 10c

Links to *Primary Framework for literacy planning*

Group discussion and collaboration can be used in all Year 3 and Year 4 units; there are particular links with:

Year 3 Narrative, plays and scripts: Unit 1 Stories with familiar settings and Unit 3: Adventure and mystery.

So, you may find the content more suitable for Year 3.

Primary Framework objectives

Y3 Speaking

- Sustain conversation, explain or give reasons for their views or choices (STS, LFM, LP, LPSM, HDTD, OTY)

Y3 Listening and responding

- Follow up others' points and show whether they agree or disagree in whole-class discussion (STS, LFM, LP, LPSM, HDTD, OTY)

Y3 Group discussion and interaction

- Actively include and respond to all members of the group (STS, LP, LPSM, OTY)
- Use the language of possibility to investigate and reflect on feelings, behaviour or relationships (LPSM)

Y4 Speaking

- Offer reasons and evidence for their views, considering alternative opinions (STS, LP, LPSM, HDTD, OTY)
- Respond appropriately to the contributions of others in the light of differing viewpoints (STS, LFM, LP, LPSM, OTY)
- Use and reflect on some ground rules for sustaining talk and interactions (STS, LFM, LP, LPSM, HDTD, OTY)

Focus key

| | |
|------|--------------------------|
| STS | Setting the scene |
| LFM | Learning from models |
| LP | Let's practise |
| LPSM | Let's practise some more |
| HDTD | How did they do? |
| OTY | Over to you! |

Cross-curricular ideas

Discussion and collaboration skills can be applied in all curriculum areas. Examples include: investigation in **Mathematics** and **Science**; evaluation of sources and evidence in **History**; collection and interpretation of data in **Geography**; development and construction of objects in **Design and Technology**.

Overview

To begin to think about ways of sharing opinions and using discussion to reach a goal

Success criteria

Basic: To express and give reasons for opinions

Extended: To know the difference between fact and opinion, and why it is important to be able to share opinions

Resources

DVD-ROM

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** In pairs, children discuss opinions relating to places they know (e.g. towns or buildings, or places such as a local park, zoo or theme park). Encourage them to use the on-screen sentences. Use the on-screen question to stimulate discussion about differences of opinion and how children dealt with them.
- p3** Introduce the idea that it can be helpful to acknowledge what a person has said before offering a different opinion, for example you could begin with 'Do you? I think ...' or 'Yes, I like them sometimes. I also like ...'. Listen to the audios and discuss ways of acknowledging the opinion and sharing a different opinion for each situation. You could write a list of some useful phrases for doing this.
- p4** Discuss children's ideas about what 'fact' and 'opinion' mean. Establish that: facts might sometimes contain errors, but generally give reliable information; opinions are someone's views and we might disagree! Use the *Fact or opinion?* multiple choice activity to identify facts and opinions. Ask children to provide a fact and an opinion for a particular topic. Explain that discussion often focuses on opinion.
- p5** Read the text together. In groups, children discuss what they think happened next. How easy did children find it to agree?
- p6** Use the on-screen skills statements to help children to reflect on how well they worked together. Were they all able to express their ideas? What might they do differently next time? As a class, decide how to rank each skill, discussing reasons for choices. What happens when we don't work well together? Discuss the key questions and begin to conclude what makes a successful discussion.

Key questions

- *What is the difference between a fact and an opinion?*
- *Why is it important to be able to disagree with others?*
- *In what ways can group discussion be helpful?*

Differentiation

For additional support: Provide children with a set of prompts to help them express opinions and disagreement, such as 'I think', 'My view is', 'I don't agree'.

For additional challenge: Ask children to create a short scenario with an unresolved ending about a different animal character, for others to discuss and try to agree what happened next.

Additional suggestions

Science/Geography/History: Children could create *Fact or opinion?* multiple choice activities, drawing on a recent class topic, for others to complete.

Overview

To explore how opinions and ideas are shared in group tasks, and how group discussion can be used to collaborate on a task

Success criteria

Basic: To be able to express an opinion as part of a group task

Extended: To be able to express opinions and disagreement as part of a group task

Resources

DVD-ROM

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Watch the video of children discussing a group task, and generate discussion using the on-screen questions as a guide. You could record children's observations about how the group worked together, and refer back to them when exploring the features listed on the next page.
- p3** Use the matching activity to focus on what made the discussion in the video effective. Highlight that while the children took turns to speak, this does not mean that they went round the group, making comments in strict order. The discussion was polite, but focused on addressing the task.
- p4** Explain that you will watch a continuation of the previous video. Ask the children how they think the group will reach a joint decision. Watch the continuation of the video, then generate discussion using the on-screen questions.
- p5** Use the matching activity to focus on the features in the continuation of the video that made the group collaboration successful.
- p6** Reveal and discuss the Top tips for working collaboratively. Focus on what it means to 'agree to disagree', and why this can be very important when trying to reach a group decision.
- p7** Use the segmented video matching activity to reinforce how the Top tips for working collaboratively are put into practice. Discuss the key questions.

Key questions

- *Why is it important that all group members get a chance to express their opinions?*
- *Why might it be helpful to try to see someone else's point of view?*
- *How can a group find a way to agree on something when some people have different views?*

Differentiation

For additional support: Children watch the video discussion a second time and note down what the children did well.

For additional challenge: In groups, children watch the video a second time, with each group member focusing on one child, noting their role and contribution to the task. They could then pool their notes and discuss the balance of roles.

Additional suggestions

History: Think about figures from history who disagreed with each other. How did they see things differently? Do you think they respected each other's views? Why, or why not? What were the consequences?

English: Children watch video footage from television discussion programmes and discuss the way people agree or disagree, and make contributions.

Overview

To use group discussion to investigate and reflect on other points of view; to use appropriate ways of expressing disagreement

Success criteria

Basic: To be able to agree and disagree with others effectively

Extended: To use different ways of expressing agreement and disagreement in discussion

Resources

DVD-ROM

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Watch the video of the animation *Free Spirit*. In pairs, children discuss personal responses to the story, explaining their views. Extend the discussion using the on-screen questions.
- p3** Consider the level of formality of the on-screen phrases, and remind children about matching speech to audience and purpose.
Children think of unusual topics and use them to try out different ways of expressing opinions and giving reasons (an on-screen example is available).
- p4** Revisit the Top tips for working collaboratively.
In groups, children share their views about the woman in *Free Spirit*. Encourage them to try appropriate phrases of their own, as well as ones you have discussed. Focus children on the broader issues of animal welfare and pet ownership raised in *Free Spirit*.
- p5** Watch the video again and discuss the on-screen questions.
- p6** Use the sorting activity to discuss the differing views of the characters in the video.
- p7** In pairs, children exchange opinions about keeping animals in zoos. You could model one exchange, using the on-screen phrases, to help stimulate ideas. Invite observations on how the discussion went, and discuss the key questions.
- p8** Listen to each audio in turn, each time discussing whether the speaker is polite and whether they keep the conversation going. Highlight how disagreement can be expressed to acknowledge others' views and keep dialogue going.
- p9** In groups, children discuss the opinions in the speech bubbles. Encourage use of the language displayed. Remind children to bring everyone into the discussion and to value what is said.

Key questions

- How well did you express your opinions and listen to others' opinions?
- What phrases did you use to disagree with others' opinions politely?
- Why is it important to disagree politely?

Differentiation

For additional support: Provide a synopsis of the *Free Spirit* story, explaining some of the less obvious events.

For additional challenge: Children create an additional character to introduce into the *Free Spirit* story. How does your character's point of view differ from that of the existing characters?

Additional suggestions

English/Drama: Turn *Free Spirit* into a written story, extending the storyline. Write a mini-play of *Free Spirit* with added dialogue.

Overview

To practise using group discussion and collaboration to accomplish a task

Success criteria

Basic: To suggest ideas and contribute to decision-making in a group task

Extended: To be aware of different ways of reaching agreement in a group task

Resources

DVD-ROM, PCM 6

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Read through the on-screen examples of language for suggesting ideas, and encourage children to think of additional phrases. Emphasise the importance of this 'language of possibility' for collaborative tasks where ideas and solutions need to be shared. Children work in pairs to suggest solutions to each of the problems on the 'pet problem page'.
- p3** Discuss how 'pooling' ideas can help you to find a solution to a problem. Use the sorting activity to discuss which of the pieces of language shown would be useful when pooling ideas. Ask children to explain why the other phrases might not be helpful to group discussion. Mention, too, that if you do not have strong feelings about something, or are uncertain, it is a good idea to say 'I don't know' or 'I'm not sure'.
- p4** Introduce the 'mystery' and tell children that they will need to collaborate in groups to interpret clues using the language you have been discussing. Put children into groups of five and give each group member a different clue from PCM 6, making sure children do not show anyone their clue until discussion time begins. Groups discuss the clues one by one. Share groups' conclusions about where the diamonds are hidden. (The clues describe a cinema, but children may come up with an alternative plausible answer.)
- p5** Ask groups to rate their performance against the Top tips for working collaboratively, and share this with the class using the on-screen evaluation scales. Use the key questions to consolidate understanding.

Key questions

- *Why is it important to be able to use 'the language of possibility' in discussion?*
- *How can you make sure everyone is involved and given a chance to contribute in a group task?*
- *How did your group make their final decision?*

Differentiation

For additional support: Provide printouts or lists of some of the ways of suggesting ideas and showing disagreement they have practised during the unit so far.

For additional challenge: Ask children to complete the 'mystery' activity within a time limit.

Additional suggestions

English/Art and design/ICT: Devise sets of clues to go with a story – these could be visual clues hidden in a picture or webpage, objects or written clues. Set others the task of solving the mystery through group discussion.

Overview

To watch children complete a group task and suggest ways in which they could improve their discussion and collaboration

Success criteria

Basic: To identify some strengths and weaknesses of a group discussion

Extended: To identify possible improvements to a group's discussion and collaboration skills

Resources

DVD-ROM, PCM 7

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Watch the video of children completing a group task to identify the person who robbed a bank. Discuss the on-screen questions.
- p3** On PCM 7, children carry out an evaluation of the children in the video. They compare responses with a partner.
As a class, decide where to position the arrow on each scale.
Encourage children to give reasons for their judgements, using the different ways of expressing opinions, disagreeing with others and reaching agreement that they have encountered. Use the key questions as prompts for discussion.

Key questions

- *Which clues did the children in the video focus on? Which clues did they give less attention to?*
- *What's your opinion about who committed the crime, based on all the clues? (The robber could be a fisherman, but other answers may be valid.)*

Differentiation

For additional support: Provide a list of weak points to look out for when watching the video.

For additional challenge: Ask children to act out an alternative version of the discussion, incorporating improvements.

Additional suggestions

Science/History: Organise group tasks about a current topic, in which children each have a different piece of information and need to answer a question or work out an order of priority.

Overview

To work together to discuss and complete a collaborative task

Success criteria

Basic: To play an active part in group discussion and decision-making

Extended: To enable effective group discussion and collaboration by ensuring all are involved in the process

Resources

DVD-ROM, PCMs 7 and 8

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Read the 'mystery story' extract. Tell children they will be working as a group of detectives called the Mystery-busters to interpret clues that should lead them to a thief who does a particular kind of job. Revisit the Top tips for working collaboratively. Emphasise the importance of sharing ideas and giving time and opportunities for all to contribute. Put children into groups of five and give each group member a different clue from PCM 8, making sure children do not show anyone their clue until discussion time begins. When all groups have decided who committed the crime, move to the next page which gives them an additional clue. (The clues are intended to indicate that a fossil hunter/rock collector is the thief, but children may be able to justify other suggestions.)
- p3** Read the additional clue (it is intended to suggest a museum) and give groups time to reconsider their decision. Discuss children's ideas about 'whodunnit', making sure they give reasons for their conclusions.
- p4** On PCM 7, children carry out an evaluation of how their group undertook the task. Then share conclusions and complete the on-screen evaluation deciding where to position the arrow on each scale to represent the achievements of the whole class. Identify aspects of group work that most children think are challenging, using the key questions to extend discussion.

Key questions

- *What does an effective group discussion sound like? What does it look like?*
- *How will all group members feel at the end of a successful group task?*
- *Which aspects of group work are the most tricky? What could we do to improve our group work?*

Differentiation

For additional support: Give children lists of professions to help them to deduce who committed the crime.

For additional challenges: Ask children to agree a rating for each clue, to see which gave them the most and least crucial information.

Additional suggestions

English/Drama: Dramatise the mystery story and the process of finding the criminal.

English/ICT: Create multimedia stories featuring the Mystery-busters, incorporating sound effects, music and video of the children in role.

Unit overview

To create sets of oral instructions and oral explanations

National Curriculum objectives

English key stage 2 En1: 1a, 1b, 1c, 1d, 1e, 1f, 2b, 2d, 3a, 3b, 3c, 3d, 3e, 3f, 4a, 4d, 5, 6a, 8c, 9a, 9b, 9c, 10c, 11c

Links to *Primary Framework for literacy planning*

Year 3 Non-fiction: Unit 2 Instructions

Year 4 Non-fiction: Unit 3 Explanation texts

Progression papers: Instructional texts and Explanatory texts

You may find the content more suitable for Year 3.

Primary Framework objectives

Y3 Speaking

- Explain process or present information, ensuring that items are clearly sequenced, relevant details are included and accounts are ended effectively (STS, LFM, LP, LPSM, OTY)
- Sustain conversation, explain or give reasons for their views or choices (STS, LFM, LP, LPSM)

Y3 Listening and responding

- Follow up others' points and show whether they agree or disagree in whole-class discussion (STS, LP, LPSM)

Y3 Group discussion and interaction

- Use talk to organise roles and action (LP, LPSM, OTY)
- Actively include and respond to all members of the group (LP, LPSM, OTY)

Y3 Drama

- Identify and discuss qualities of others' performances, including gesture, action and costume (LPSM, HDTD, OTY)

Y4 Speaking

- Offer reasons and evidence for their views, considering alternative opinions (STS, LFM, LP, LPSM)
- Tell stories effectively and convey detailed information coherently for listeners (STS, LFM, LP, LPSM, OTY)

Y4 Listening and responding

- Identify how talk varies with age, familiarity, gender and purpose (STS, LFM, HDTD)

Y4 Group discussion and interaction

- Take different roles in groups and use the language appropriate to them, including the roles of leader, reporter, scribe and mentor (LP, LPSM)

Y4 Drama

- Comment constructively on plays and performances, discussing effects and how they are achieved (LP, LPSM, HDTD, OTY)

Focus key

| | |
|------|--------------------------|
| STS | Setting the scene |
| LFM | Learning from models |
| LP | Let's practise |
| LPSM | Let's practise some more |
| HDTD | How did they do? |
| OTY | Over to you! |

Cross-curricular ideas

PE: QCA Scheme of Work, any unit (Instructions/Explanations) Create instructions and/or an explanation to accompany any gymnastics sequence, dance or game.

History: QCA Scheme of Work, any unit (Explanations) Explore and explain why people did things, why events happened and what happened as a result; conduct a study investigating how the locality was affected by a significant national or local event.

D&T: QCA Scheme of Work, any unit (Instructions) Plan what they have to do, suggesting a sequence of actions; (Instructions/Explanations) create instructions and/or an explanation to accompany any design and make assignment.

Overview

To compare and contrast different types of presentations, and to begin to evaluate what makes effective oral instructions and oral explanations

Success criteria

Basic: To identify the differences between a set of oral instructions and an oral explanation

Extended: To begin to identify elements which make an set of oral instructions or oral explanation effective

Resources

DVD-ROM

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Listen to the audio clips. Decide on the purpose of each clip, matching labels to them (Clip A is an explanation, Clip B gives instructions). Begin to discuss similarities and differences between the clips, using the on-screen question to stimulate discussion about the intended audiences. Discuss the features of instructions and explanations, using the key questions as a guide.
- p3** Use the sorting activity to focus on differences between the instruction and explanation audio clips.
- p4** Spin the wheel. In pairs or groups, children generate quick-fire instructions for the task. Make it clear that for unrealistic tasks the instructions can be silly!
- p5** Watch the video and generate discussion using the on-screen questions as a guide. Make explicit the importance of non-verbal communication. Begin to summarise what makes a successful set of oral instructions. If you wish, give children the opportunity to try out the instructions themselves!
- p6** Spin the wheel. In pairs or groups, children generate a quick-fire explanation to match the question.
- p7** Listen to the explanation and generate discussion using the on-screen questions as a guide. Discuss why the explanation was difficult to understand.
- p8** Watch the video and generate discussion using the on-screen questions as a guide. Discuss why the explanation was much easier to understand. Make explicit the importance of non-verbal communication. Begin to summarise what makes a successful oral explanation.

Key questions

- *What are the differences between a set of instructions and an explanation?*
- *Why might someone need to give instructions or an explanation?*
- *How can people make their instructions or explanations easier to understand?*

Differentiation

For additional support: Give children a sheet of things to think about when listening to the audio explanation, for example: Do you know what a racket is? Where is the net?

For additional challenge: Ask children to create a diagram to illustrate the tennis explanation.

Additional suggestions

English: Identify a character in a text you are reading who has to follow a procedure (e.g. a horse rider, a pilot). Children create a set of instructions for the character.

Overview

To analyse a set of oral instructions and an oral explanation, and to learn what makes oral instructions and explanations successful

Success criteria

Basic: To watch, listen to and comment on contrasting texts, and to link oral features to purpose

Extended: To demonstrate an understanding of what makes successful oral instructions and oral explanations by talking about the key features; to be able to vary one's own talk according to purpose

Resources

DVD-ROM

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Watch the video *How to drive a car* and identify its purpose (it gives instructions). Use the on-screen questions to generate discussion about the video and to encourage children to practise giving the instructions using verbal and non-verbal communication.
- p3** Watch the video *When you break your arm* and identify its purpose (it is an explanation). Use the on-screen questions to generate discussion about the video and to encourage children to practise giving the explanation using verbal and non-verbal communication.
- p4** Use the sorting activity to compare and contrast the features of the two videos. Focus on the different purposes of the videos, but also highlight the similarities (e.g. both are organised chronologically). Begin to discuss the key features of both instructions and explanations using the key questions and encouraging the use of evidence from the videos.
- p5** Use the *How to drive a car* segmented video matching activity to draw out the key features of oral instructions.
- p6** Reveal and discuss the Top tips for oral instructions, asking children to explain why each one is important.
- p7** Use the *When you break your arm* segmented video matching activity to draw out the key features of oral explanations.
- p8** Reveal and discuss the Top tips for oral explanations, asking children to explain why each one is important.

Key questions

- *Why does it help to start by telling the audience what you are going to explain, or what the instructions are about?*
- *How can gestures help in an explanation?*
- *When giving instructions, should you aim for long sentences or short ones? Why?*
- *What would happen if you did not give instructions in the right order?*

Differentiation

For additional support: Generate or provide lists of time and causal connectives for children to refer to during the segmented video matching activities.

For additional challenge: Ask children to substitute alternative effective connectives in one of the presentations.

Additional suggestions

English: Children compare and contrast examples of instructions and explanations, including visual and on-screen texts. They practise giving and following directions.

All subjects: Children create audio guides for processes followed in, for example, PE or ICT. They orally summarise processes carried out in the classroom, or processes displayed in flow charts or cyclical diagrams.

Overview

To work in groups to create a set of oral instructions

Success criteria

Basic: To contribute to a set of oral instructions

Extended: To evaluate the effectiveness of a set of oral instructions, citing evidence and examples

Resources

DVD-ROM, PCMs 9, 10 and 11

(per penguin) thin paper about 20 cm × 20 cm, white on one side and black on the other; two stick-on eyes
(per windmill) thin paper 20 cm × 20 cm; paper fastener; cardboard tube; scissors; glue or sticky tape; paints or pencils to decorate (optional)

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Put children into groups of five or six, designating each group as 'A' or 'B'. Give a copy of PCM 9 or 10 to groups 'A' and 'B' respectively, then click on the on-screen cards to show what children will focus on (a paper penguin or windmill). Explain that children will work together to order their pictures and try to make the penguin/windmill. If appropriate, use pages 3 and 4 to support groups in their ordering task.
- p3** You can use the storyboard activity with groups or the whole class to support the ordering of the steps from PCM 9 for making a penguin. **Note:** A document showing the correct order of the images and matching instruction text is available.
- p4** Use the activity in the same way as page 3 for making a windmill.
- p5** Revisit the Top tips for oral instructions. Explain that groups will now create a set of oral instructions to instruct another group to make the penguin/windmill. Make explicit the need for non-verbal communication for showing folds etc. Do the matching activity to ensure children understand the function of each role. Allocate roles as appropriate or encourage groups to decide amongst themselves.
- p6** Once instructions have been rehearsed, pair up groups (an A with a B). Reporters give their group's instructions; observers evaluate the talk using PCM 11. Encourage other group members to comment constructively. Use the observers' group evaluations to evaluate the performance of the class as a whole, deciding which face symbol to put against each statement. Consider strengths and areas for improvement. Reinforce children's understanding of features of oral instructions using the key questions.

Key questions

- *What is it important to include in a set of instructions?*
- *In what order should the instructions be arranged?*

Differentiation

For additional support: Give additional clues for ordering the pictures.

For additional challenge: Muddle up two sets of instructions for children to separate and order.

Additional suggestions

D&T: Children create a set of oral instructions to accompany a current assignment.

Science: Children create a set of oral instructions to accompany an investigation.

Let's practise some more Instructions and explanations

Overview

To work in groups to prepare and present an oral explanation

Success criteria

Basic: To understand the use of flow charts as a visual aid to support an oral explanation

Extended: To understand the effective use of non-verbal communication to support an oral explanation

Resources

DVD-ROM, PCMs 12, 13, 14, 15, 16, scissors and glue

Teaching ideas

p1 Go over the objectives for this focus.

p2 Children explain what happens when a child gets ready for school or when a baby gradually learns how to walk. They should use this as a way of rehearsing the use of time and causal connectives, trying to incorporate appropriately as many of those shown on the screen as possible. Discuss the on-screen question.

p3 Children practise using connectives by explaining how the homework machine works.

p4 Put children into groups of five or six, designating each group as 'A' or 'B'. Give a copy of PCMs 12 and 13, or 14 and 15, to groups 'A' and 'B' respectively, then click on the on-screen cards so each group can see what process they will be explaining (making chocolate or cheese). Explain that children will work together to order their pictures on their flow chart, add notes and create an oral explanation of the process. They will then present their explanation to one of the other groups.

Revisit the Top tips for oral explanations. Encourage children to take up the roles of chairperson, scribe, reporter, observer and contributor amongst themselves, or allocate roles. Allow plenty of preparation time for each group to practise their oral explanation. Make explicit the need for non-verbal communication, i.e. gesturing and pointing to the pictures.

p5 You can use the drag and drop activity with groups or the whole class to support the ordering of pictures on the flow chart to show how chocolate is made.

p6 Use the activity in the same way as page 5 for how cheese is made.

p7 Reporters give their group's explanation; observers evaluate the talk using PCM 16. Encourage other group members to comment constructively.

Use the observers' group evaluations to evaluate the performance of the class as a whole, deciding which face symbol to put against each statement. Consider strengths and areas for improvement. Reflect on the non-verbal elements of children's explanations using the key questions.

Key questions

- How can a flow chart help when you are thinking about how to explain something?
- How can you improve an explanation that you're giving without saying anything?
- How can you use your hands to help explain something?

Differentiation

For additional support: Provide examples of non-verbal communication in action (e.g. gestures, facial expressions) through pictures or drama.

For additional challenge: Ask children to explain something using gestures alone, as they would when playing charades or using mime.

Additional suggestions

English/ICT: Establish a class TV channel: 'How to ...'; use ICT to perform live and recorded explanations of processes or how things work.

Overview

To listen to a set of oral instructions and an oral explanation, and think about ways in which both texts could be improved

Success criteria

Basic: To identify strengths and weaknesses in a set of oral instructions and an oral explanation

Extended: To identify possible improvements to each oral text

Resources

DVD-ROM, PCMs 11 and 16

Teaching ideas

- p1** Go over the objective for this focus.
- p2** Children watch each video in turn, identifying whether it shows instructions (how to make a smoothie) or an explanation (what seeds need to grow well). Use the on-screen question to introduce the task of using PCMs 11 and 16, respectively, to evaluate the presentations.
- p3** As a class, decide which face symbol to put against each statement for the instruction video, discussing reasons for children's choices. Encourage the children to give specific examples from the video and write them in using the pen tool. Use the key questions as prompts for discussion.
- p4** Use the activity in the same way as page 3 for the explanation video.

Key questions

- *What does the child do well? What do they not do so well?*
- *How could they improve what they are not doing so well?*

Differentiation

For additional support: Provide a list of strong and weak points to look out for in each video.

For additional challenge: Ask children to provide a set of instructions to accompany the video explanation, and an explanation to accompany the video instructions.

Additional suggestions

English: Children adapt the video instructions and explanation, changing the audience and/or purpose.

History/Geography/Science: Children use PCMs 11 or 16 to evaluate instructions or explanations that take place in the context of other curriculum areas.

Overview

To develop a fictional set of oral instructions and an oral explanation

Success criteria

Basic: To create a set of instructions for using a futuristic mode of eco-friendly transport

Extended: To present an explanation of how a futuristic mode of eco-friendly transport works

Resources

DVD-ROM

Teaching ideas

- p1** Go over the objective for this focus.
- p2** Discuss the 'poster' for the *Eco-expo challenge*, focusing on children's ideas of how to meet the brief of designing a mode of eco-friendly transport for the future. In groups, children develop their ideas through discussion. Remind them of the two purposes – to create audio instructions and present an explanation of the invention. Discuss the key questions.
- p3** Use this screen to support planning and to give children the opportunity to revisit the Top tips for oral instructions and explanations. Reinforce that children will also need to generate visual aids, such as models or diagrams, to support their oral presentations.
- p4** Discuss the handy hints for presenting to an audience. Children then work in groups to create a set of oral instructions to go with their vehicle, and prepare a presentation for the judging panel that includes an oral explanation of how their vehicle works. If possible, record the children's presentations using audio or video so they can review and enjoy them.
- p5** As a class, discuss and evaluate the groups' instructions, deciding which face symbol to put against each statement. Use the pen tool to add examples.
- p6** Use the activity in the same way as page 5 for the groups' explanation presentations.

Key questions

- *Why might you need a set of instructions for a newly invented vehicle?*
- *What sorts of things will the vehicle need to be able to do?*
- *What will you need to include in your instructions?*
- *What are the most important things to include in your explanation of how the vehicle works?*

Differentiation

For additional support: Provide the children with concepts and terminology to support their ideas for eco-friendly futuristic travel.

For additional challenge: Ask the children to prepare versions of their oral presentations for a younger audience.

Additional suggestions

English / all subjects: Children generate sets of mixed-up flow charts and storyboards of important processes in different areas of the curriculum; develop these as a bank of activities to help support other (perhaps younger) children when they study that topic. Children can then work with peers or younger pupils to help them verbalise the process concerned.

Unit overview

To review and practise how to vary talk according to audience and purpose

National Curriculum objectives

English key stage 2 En1: 1b, 1c, 1e, 1f, 2a, 2c, 2d, 2e, 3a, 3e, 4a, 4d, 5, 6a, 8b, 8c, 9a, 9b, 9c, 10b, 10c, 11a, 11c

Links to *Primary Framework for literacy planning*

Year 3 Non-fiction: Unit 1 Reports, Unit 2 Instructions and Unit 3 Information texts

Year 4 Non-fiction: Unit 1 Recounts: newspapers and magazines, Unit 2 Information texts,

Unit 3 Explanation texts and Unit 4 Persuasive texts

You may find the content more suitable for Year 4.

Primary Framework objectives

Y3 Speaking

- Sustain conversation, explain or give reasons for their views or choices (STS, LFM, LP, LPSM)
- Develop and use specific vocabulary in different contexts (LFM, LP, LPSM)

Y3 Group discussion and interaction

- Use talk to organise roles and action (LPSM, OTY)
- Actively include and respond to all members of the group (LPSM, OTY)

Y3 Drama

- Present events and characters through dialogue to engage the interest of an audience (LFM, LP, LPSM, OTY)
- Identify and discuss qualities of others' performances, including gesture, action and costume (LFM, LP, LPSM, HDTD, OTY)

Y4 Speaking

- Tell stories effectively and convey detailed information coherently for listeners (OTY)
- Use and reflect on some ground rules for sustaining talk and interactions (LP, LPSM, HDTD, OTY)

Y4 Listening and responding

- Listen to a speaker, make notes on the talk and use notes to develop a role-play (LFM, HDTD, OTY)
- Identify how talk varies with age, familiarity, gender and purpose (STS, LFM, LP, LPSM, HDTD, OTY)

Y4 Drama

- Comment constructively on plays and performances, discussing effects and how they are achieved (LFM, LP, LPSM, HDTD, OTY)

Focus key

| | |
|------|--------------------------|
| STS | Setting the scene |
| LFM | Learning from models |
| LP | Let's practise |
| LPSM | Let's practise some more |
| HDTD | How did they do? |
| OTY | Over to you! |

Cross-curricular ideas

ICT: QCA Scheme of Work, Unit 4A (Writing for different audiences) Link to writing narrative and non-narrative texts in English; use a context from any relevant curriculum area to match work to an audience.

MFL: QCA Scheme of Work, French, German or Spanish, Unit 8 (Pocket money) Discuss conventions of politeness in different languages, and use of appropriate vocabulary in formal and informal contexts; use language appropriate to a task.

Citizenship: QCA Scheme of Work, Unit 1 (Taking part – developing skills of communication and participation), Years 3 and 4 (Developing our communication skills 1 and 2) Show awareness of different aspects of communication; speak clearly, taking the needs of their listeners into account; increase awareness of verbal and non-verbal communication.

Overview

To review different contexts for communication, and begin to understand how talk varies

Success criteria

Basic: To understand that people talk in different ways, depending on who they are talking to and why

Extended: To be able to identify who someone is talking to, and why, from the way they are talking

Resources

DVD-ROM

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Discuss situations in which children might talk to each type of person shown.
Use the on-screen question to stimulate discussion about the range of audiences children have for their talk.
- p3** Use the matching activity to discuss children's familiarity with each type of person shown. Use the on-screen questions to interpret the results and to start to think about how talk changes according to our familiarity with the person we are talking to.
- p4** Use the sorting activity to put people into age-group categories. Use the on-screen questions to interpret the results and explore the ways in which children might speak to people in each age group. How might they speak to a much older or younger child?
- p5** Use the random generator to generate pictures of different people. Children improvise an apology for each one. Generate discussion about how we change the way we speak according to our audience, their age and their familiarity.
- p6** Check children understand all the purposes for talk shown. Use the random generator to generate different situations. Discuss which of the purposes for talk would be appropriate for each one.
- p7** Listen to the audio of a conversation in a music shop. In pairs, children discuss and note down their ideas about the context and participants.
- p8** Read the questions before listening again to the audio of a conversation in a music shop. Discuss the question/answers and reinforce that talk varies with the age and familiarity of the audience and the purpose. Open the transcript of the conversation to look at relevant language features.
- p9** Reveal and discuss the things you need to think about when talking to someone. Discuss the key questions.

Key questions

- *Why is it important to adapt the way you talk to who you are talking to?*
- *In what ways can you adapt the way you talk?*
- *What could be the result of talking to someone in an inappropriate way?*

Differentiation

For additional support: Demonstrate some exaggerated examples of different tones of voice and uses of language, for example baby talk, extremely formal language ('my lords, ladies and gentlemen ...').

For additional challenge: Set a task to relay the information from the audio using non-verbal communication.

Additional suggestions

English/ICT: Children go around the school, recording examples of different styles of talk (with permission from those talking), and create an 'audio-log' of the school.

Science: Using the school library and/or the Internet, children research different modes of communication used by animals.

Overview

To learn how to vary talk according to the age and familiarity of the audience

Success criteria

Basic: To be able to identify how talk varies according to the age and familiarity of the audience

Extended: To be able to talk in ways appropriate to the age and familiarity of the audience

Resources

DVD-ROM

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Listen to the audio clips. Spot the differences to discuss how language varies with the age and familiarity of the audience.
- p3** Listen to audio clip A again and use the matching activity to discuss the language features of informal talk. Open the transcript of the audio to look at the features. Share examples of slang or colloquialisms, and talk about where, when and why these forms of language might be used and should not be used.
- p4** Use the activity in the same way as page 3 for audio clip B. Reinforce children's understanding of what 'formal' implies and how it affects speech.
- p5** Reveal the labels to remind children about the audience and context of the audio clips. Children improvise similar scenarios talking about what they usually do in a wet lunch break.
- p6** Read the questions before listening to each audio: a parent talking to a young child; the child's parents talking to one another. Discuss answers to the questions. Remind children that talk varies with the age of the audience. In pairs, children discuss differences between the two audios. Open the transcripts of the conversations to highlight differences.
- p7** Use the matching activity to draw out key language features of the first audio. The transcript is available for reference.
- p8** Use the matching activity in the same way as page 7 for the second audio. Use the on-screen questions to introduce activities to improvise conversations about a planned day out at the zoo: as a parent to a young child; between two adults who know each other well; between two children of their own age.
- p9** Reveal and discuss the Top tips for audience and purpose to summarise. Use the key questions as an additional form of review.

Key questions

- *What are the main differences between how you would talk to a familiar and an unfamiliar audience?*
- *In what situations might you use familiar language?*
- *In what situations would it not be appropriate to use familiar language?*
- *What can help us to identify familiar language?*
- *What differences are there between familiar and unfamiliar language in other languages? (e.g. tu/vous in French, du/Sie in German)*

Differentiation

For additional support: Using a list of different audiences, debate whether it would be appropriate to use familiar or unfamiliar language for each (e.g. friends, family, the Queen, pop stars, the headteacher).

For additional challenge: Give children a sentence in 'familiar' language, and ask them to adapt it for an 'unfamiliar' audience (or vice versa).

Additional suggestions

History/Science: Children choose some well-known characters (e.g. historical figures or scientists) and role-play different scenarios using appropriate tone and register.

English/ICT: Link this unit to any narrative or non-narrative work and create oral versions of stories and non-fiction texts for different audiences and purposes. Use audio or video recording to create a catalogue of 'talk files', to which others can refer.

Overview

To learn how to vary talk according to context and purpose

Success criteria

Basic: To be able to identify how talk varies according to context and purpose

Extended: To be able to talk in ways appropriate to context and purpose

Resources

DVD-ROM

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Use the random generator to generate some situations where talk takes place. For each one, children decide whether to describe it as 'formal' or 'informal' (this may be debatable). Talk about the idea of formal and informal language, and how its use often depends on the place and the context.
- p3** Use the random generator to generate some informal phrases. For each one, children suggest a formal alternative. Notice that some words may remain unchanged.
- p4** Repeat the activity from page 3, with children suggesting informal alternatives to formal phrases. Discuss the key questions.
- p5** Use the audio to illustrate that the content of language varies with context and purpose. Focus on: technical language (e.g. circuit, bulb); relatively formal language (not slang); the language of suggestion/hypothesis (e.g. We could ..., Why don't we ...?). If you wish, open the audio transcript and discuss it.
- p6** Use this audio to reinforce that the content of language varies with context and purpose. Focus on inappropriate language content. If you wish, open the audio transcript and discuss it.
- p7** Use the multiple choice activity to reinforce understanding of how the content of talk varies with context. After the activity, ask: What changes in language did you notice in the different situations? Invite children to create their own multiple choice examples.
- p8** In groups, play *Spin a scenario*. Spin the wheel. Children improvise a conversation, matching the content and formality of the language to the situation and purpose. Revisit the Top tips for audience and purpose as necessary.

Key questions

- What words would you use to describe formal language?
- In what kinds of situations would you use formal language?
- What words would you use to describe informal language?
- In what kinds of situations would you use informal language?
- Why is it inappropriate to use informal language in a formal situation? What would the person or people you were talking to think if you did?

Differentiation

For additional support: Create cards showing different words and phrases, and ask children to classify them as 'formal' or 'informal'.

For additional challenge: Ask children to adapt their 'familiar' conversations for an 'unfamiliar' audience (or vice versa).

Additional suggestions

MFL: Children improvise conversations in other languages for different purposes.

English: Have fun improvising scenarios in which audience and purpose are mismatched.

Science/History/Geography: Children improvise conversations relating to specific topics (e.g. role-play a formal interview with an expert on minibeasts).

Overview

To practise adapting talk for different audiences and purposes, including paying attention to non-verbal communication

Success criteria

Basic: To be able to recognise whether talk is appropriate to audience, purpose and place

Extended: To be able to talk in ways appropriate to audience, purpose and place

Resources

DVD-ROM

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Revisit the Top tips for audience and purpose. Watch the video and discuss how well the speaker follows the Top tips. Use the video to generate discussion about audience and purpose. Identify what the speaker does that is inappropriate. Focus particularly on the speaker's formal appearance, and the use of the pointer, discussing why these are more appropriate for a formal adult audience. Discuss how the speaker's clothes and body language could be better adapted to a very young audience (e.g. casual clothes, kneeling or sitting at the children's level, holding things out for them to see). If you wish, open the video transcript to highlight and discuss relevant parts. Children improvise an improved version of the presentation.
- p3** Watch the second video and identify what the speaker does well. Generate discussion using the on-screen questions. If you wish, open the video transcript to highlight and discuss relevant parts. Discuss the key questions.
- p4** Reveal a combination of place, audience and purpose by clicking on any of the question marks. In groups of two or three, children improvise a conversation for that scenario, using language fit for audience and purpose, and appropriate body language. Repeat with different scenarios.

Key questions

- *In what types of situations is formal language more appropriate than informal language?*
- *Imagine you were talking to someone who folded their arms and looked the other way. What would this suggest about their view of what you are saying?*
- *Imagine you were talking to someone who leaned towards you and looked you in the eye. What would this suggest about their view of what you are saying?*

Differentiation

For additional support: For the task on page 4, provide children with some appropriate phrases to include in their conversation.

For additional challenge: Ask the children to demonstrate subtle and nuanced examples of body language (e.g. someone who is jealous of the person they are listening to, or someone who is trying too hard to please as they make a presentation).

Additional suggestions

English/Drama: Practise speaking for different audiences and purposes. Children create comic scenarios in which audience and purpose are mismatched.

Overview

To watch a conversation on video, and think about ways in which it could be improved

Success criteria

Basic: To identify the strengths and weaknesses of a conversation

Extended: To identify possible improvements in a conversation

Resources

DVD-ROM, PCM 17

Teaching ideas

- p1** Go over the objective for this focus.
- p2** Watch the video of a conversation between a child and a headteacher. Discuss what the speakers do well and not so well. Open the transcript of the conversation to highlight language features.
- p3** On PCM 17, children carry out an evaluation of the performance of each speaker in the video, and then compare responses with a partner. As a class, decide which face symbols to put in the table, discussing reasons for children's choices. Use the pen tool to write notes in the 'How you know' row. Use the key questions as prompts for discussion.

Key questions

- *In the video, what are the speakers doing well? What are they not doing so well?*
- *How could they improve on what they are not doing so well?*

Differentiation

For additional support: Provide a checklist of strong and weak points to look out for in the video conversation.

For additional challenge: Ask the children to re-enact the video conversation.

Additional suggestions

Drama: Children re-enact the video conversation, changing the audience and/or purpose.

History/Geography/Science: Children evaluate conversations that take place in the context of other curriculum areas.

Overview

To put into practice learning about adaptation of talk according to audience and purpose

Success criteria

Basic: To adapt talk appropriately according to audience and purpose

Extended: To provide constructive feedback to peers about their talk

Resources

DVD-ROM, PCM 18

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Click on two cards to reveal a role and a purpose. Use the next screen to reveal a place and an audience. Explain that children will need to use the chosen role, purpose, place and audience to create a 'talk'.
Revisit the Top tips for audience and purpose before providing planning and rehearsal time for the children to prepare their 'talks'.
Children present their 'talks' in small groups.
- p3** Children plan to present their 'talk' to a different audience – the rest of the class. Remind them that they will need to think about ways in which they will need to adapt their talk.
- p4** As a class, complete the on-screen peer-assessment chart, deciding which face symbols to put in the table, and using the pen tool to make notes in the 'How you know' row. Alternatively, children carry out the same assessment on PCM 18 (where there is space to assess two talks). Review the unit using the key questions.

Key questions

- *How might you adjust the way you talk, according to the chosen role (according to who you are pretending to be)?*
- *How might you adjust the way you talk, according to the chosen purpose (according to why you are talking)?*
- *How might you adjust the way you talk, according to the chosen audience (according to who you are talking to)?*

Differentiation

For additional support: Give reminders of things to be thinking about in the context of each option chosen (e.g. ways of varying talk according to whether the audience is familiar or unfamiliar).

For additional challenge: Ask the children to expand the banks of possible roles, purposes, places and audiences.

Additional suggestions

History/Geography/Science: Apply this activity to conversations which take place in the context of other curriculum areas.

Unit overview

To create formal and informal oral recounts

National Curriculum objectives

English key stage 2 En1: 1a, 1b, 1c, 1d, 1e, 1f, 2a, 2b, 2c, 2d, 4a, 4d, 5, 6a, 6c, 8a, 8c, 9a, 9b, 9c, 10b, 10c, 11c

Links to *Primary Framework for literacy planning*

Year 4 Non-fiction: Unit 1 Recounts: newspapers and magazines

You may find the content more suitable for Year 4.

Primary Framework objectives

Y3 Speaking

- Explain process or present information, ensuring that items are clearly sequenced, relevant details are included and accounts are ended effectively (LFM, LP, OTY)
- Sustain conversation, explain or give reasons for their views or choices (LFM, LP)

Y3 Listening and responding

- Follow up others' points and show whether they agree or disagree in whole-class discussion (HDTD, OTY)

Y3 Group discussion and interaction

- Use talk to organise roles and action (OTY)
- Actively include and respond to all members of the group (OTY)

Y3 Drama

- Present events and characters through dialogue to engage the interest of an audience (LP)
- Identify and discuss qualities of others' performances, including gesture, action and costume (HDTD, OTY)

Y4 Speaking

- Offer reasons and evidence for their views, considering alternative opinions (HDTD, OTY)
- Tell stories effectively and convey detailed information coherently for listeners (LP, LPSM, OTY)

Y4 Listening and responding

- Identify how talk varies with age, familiarity, gender and purpose (STS, LFM, LP, LPSM, OTY)

Y4 Drama

- Comment constructively on plays and performances, discussing effects and how they are achieved (HDTD, OTY)

Focus key

| | |
|------|--------------------------|
| STS | Setting the scene |
| LFM | Learning from models |
| LP | Let's practise |
| LPSM | Let's practise some more |
| HDTD | How did they do? |
| OTY | Over to you! |

Cross-curricular ideas

Geography: QCA Scheme of Work, Unit 16 (What's in the news?) Write a recount based on a field trip; produce a news report that demonstrates awareness of changes in a locality; write a news report based on interpretation of secondary sources and geographical ideas; show how different people in the community may respond to a change, by producing a news bulletin.

History: QCA Scheme of Work, any unit Recall, select and organise historical information.

Citizenship: QCA Scheme of Work, Unit 11 (In the media – what's in the news?) Discuss issues of personal and topical interest; explore how the media presents information; compare news sources, looking at how different sources of news select their information to suit their target audience.

Overview

To explore different forms and purposes for recounts, and to focus on some of the features of oral recounts

Success criteria

Basic: To be able to distinguish a recount from other kinds of texts

Extended: To know some features of oral recounts

Resources

DVD-ROM

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Use the jack-in-the-box to provide a topic for children to talk to each other about in pairs. Encourage clear speaking and attentive listening. Use audio or video to record at least some of their talk.
Explain that children have been 'recounting' their experiences.
- p3** In pairs, then as a class, discuss which of the on-screen features were present in the children's recounts from the previous activity. Listen to some of your recorded examples so children can comment on what they have heard.
- p4** Use the matching activity to discuss whether the given examples involve recount. Emphasise that many of the examples can involve a combination of different talk, for example, persuading someone to enter a competition might include a recount of a previous competition that they entered successfully.
- p5** Discuss the features of the on-screen examples: use of present and future tenses, but not the past tense; description, instruction and exclamation; a mixture of formal and informal speech. In pairs, then as a class, discuss how you can change each of the on-screen examples into a recount.
Discuss the key questions and consider how recounts are important in a personal context (e.g. for sharing experiences, problems) and in a public context (e.g. for news, historical information).

Key questions

- *How can you recognise a recount?*
- *How might recounts be helpful to us?*
- *What examples of written recounts can you think of?*

Differentiation

For additional support: Provide children with brief examples of recounts, giving them further practice in recognising the features of a recount.
For additional challenge: Challenge children to use a recount within another kind of oral exchange.

Additional suggestions

English: Children collect and/or record examples of oral recounts from around the school or from home (e.g. from assemblies, speakers visiting classrooms, or radio or television programmes).

Overview

To explore contrasting oral recounts, noting key language features, and to relate recounts to audience and purpose

Success criteria

Basic: To identify features of contrasting oral recounts

Extended: To demonstrate an understanding of what makes a successful oral recount, by talking about the key features

Resources

DVD-ROM

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Watch the video of a child recounting an experience. Use the on-screen questions to generate discussion. Explain the term ‘anecdote’, and make it clear that they are all used to telling anecdotes (and have done so in the *Setting the scene* focus). Discuss how a familiar audience will influence the content and style of talk.
- p3** Use the sorting activity to discuss the key features of an informal oral recount like the video anecdote on page 2. Talk about how the informality of language and tone relates to the audience and purpose.
- p4** Give children ‘thinking time’ to decide on a suitable event to recount based on one of the on-screen categories. Point out that an effective anecdote has a clear introduction and ending. Children present their recount to a small group.
- p5** Listen to the audio of a radio news report. In pairs, children recount the main events. Use the on-screen questions to generate discussion about the features of the report.
- p6** Reveal and discuss the ‘5Ws’ for recounts. Discuss the ‘W’ questions with relation to the news report audio. Also discuss any additional features that children noticed, for example the predominant use of past tense, but inclusion of present and future tenses in the opening and closing sections.
- p7** Use the sorting activity to discuss the key features of a formal oral recount, referring back to features of both recounts used in this focus. Relate the formality of the news report to its audience and purpose.
- p8** Reveal and discuss the Top tips for oral recounts, and discuss the key questions.

Key questions

- *What are the 5Ws? How are they important to someone giving a recount?*
- *What are the main differences between a formal and an informal recount?*
- *To what kinds of audience might you give an informal recount?*
- *To what kinds of audience might you give a formal recount?*

Differentiation

For additional support: Provide children with a printout of the 5Ws screen to refer to and annotate; give them a list of the features of formal and informal language.

For additional challenge: Ask children to convert the formal news report into an informal recount, spoken by one of the local people near the beach.

Additional suggestions

English/ICT: Create your own ‘Diary room’, swapping the focus for talk on a weekly basis. Record reports about school events and upload them onto the school website, as a regular news service.

Overview

To learn about the features of oral history, to learn the skills of interviewing and being interviewed, and to practise giving an informal recount

Success criteria

Basic: To be able to answer questions clearly in an informal recount setting, and to know some features of oral history

Extended: To use some interviewing skills to give a clear recount of personal experience, and to identify features of oral history

Resources

DVD-ROM

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Watch the video and use the on-screen questions to prompt discussion. Briefly explain the historical context (experience of living in London as a child during the Second World War). Encourage children to think about the purpose and audience of oral history. Why are purpose and audience important?
- p3** Use the multiple choice activity to review the features of an oral history, noting that it is unscripted, relatively informal, and intended to capture experience, opinion and factual information.
- p4** Watch the video again, focusing on how the interviewee gives information, offers more than the question actually asked for, and gives both facts and personal experience.
- p5** In pairs or small groups, children write a list of five things they think an interviewee should remember to communicate effectively in an interview. Reveal the handy hints for interviewees and compare them with children's lists.
- p6** Watch the video of the same interview, shot from the perspective of the interviewer. Notice the supplementary requests, and use of supportive comments and noises to encourage the interviewee.
- p7** Use this activity in the same way as page 5 to discuss what good interviewers do.
- p8** In pairs, children choose one of the on-screen topics and prepare to interview each other. You could record children's interviews using audio or video, then play them back and discuss in groups or as a class.
Ask the children to reflect on the activity and their experience in each role, using the key questions to support discussion.

Key questions

- *What do you need to do in order to be a good interviewee?*
- *What do you need to do in order to be a good interviewer?*
- *How can you tell if someone is listening to you, just by looking at them?*

Differentiation

For additional support: Provide example questions for children to ask in the role of interviewer.

For additional challenge: Ask children to present a third-person recount based on their partner's experience.

Additional suggestions

English/Drama: Children role-play an interview involving characters in a story currently or recently covered by the class.

History/Drama: Children role-play an interview involving historical figures familiar to them.

Overview

To learn more about features of formal recounts and to practise skills for formal news reports

Success criteria

Basic: To be able to identify features of a formal oral recount in the form of a news report

Extended: To be able to identify and use features of a formal oral news report

Resources

DVD-ROM

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Listen to the audio and use the on-screen questions to generate discussion. Focus on the more formal nature of this recount and its planned or scripted qualities. Relate this to its purpose of informing.
- p3** Use the sorting activity to discuss whether the features relate more to formal or informal recounts. Emphasise that whilst some texts have a combination of 'formal' and 'informal' features, there is usually more of one type than the other – which indicates the degree of formality.
- p4** Listen to the audio recount and discuss the on-screen questions. Point out that this example is a news report rather than a match commentary, and that, although sports reporting is often quite lively, it still has a formal purpose.
- p5** Children complete the cloze activity based on a transcript of the news report audio.
Use the on-screen questions to generate discussion about the features of the recount (e.g. time connectives, use of the past tense, chronological order, 'opening' section) and the '5Ws'. Establish that 'where' and 'when' are not covered. Use the second screen to reveal a place and a time.
- p6** In pairs, children choose one or more of the sentences to change into a brief news report for radio or television. Use this activity to reinforce children's learning about formal recounts. Use the key questions for discussion to support this activity.

Key questions

- *What features make an oral recount more formal?*
- *What examples of formal oral recounts can you think of?*
- *Why isn't it appropriate to use informal language in a formal situation? What would the person or people you were talking to think of you if you did this?*

Differentiation

For additional support: Provide the children with written formal recounts; they annotate them to reinforce the key features.

For additional challenge: Give the children opportunities to change the level of formality for each of the recounts in the focus.

Additional suggestions

History: Generate a list of historical events for which a formal or informal recount could be produced. Children list the characters who could be delivering those recounts.

Overview

To watch a formal recount, and think about ways in which it could be improved

Success criteria

Basic: To identify strengths and weaknesses of a formal recount

Extended: To identify possible improvements to a formal recount

Resources

DVD-ROM, PCM 19

Teaching ideas

- p1** Go over the objective for this focus.
- p2** Explain that you are going to watch a video recount, and identify what the children in the video do well. Hand out PCM 19 and carry out the three elements of the activity: children watch the video, do the evaluation on the PCM, then compare responses with a partner.
Discuss the on-screen questions.
- p3** As a class, discuss the performance of the children in the video. Decide which face symbols to put in the table, discussing reasons for children's choices. Use the pen tool to add evidence. Use the key questions as prompts for discussion.

Key questions

- *How clearly do the children in the video speak?*
- *How could they improve what they did not do so well?*

Differentiation

For additional support: Provide a list of strong and weak points to listen out for in the recount.

For additional challenge: Ask the children to give the report from the video using the first person.

Additional suggestions

Drama: Children give the recount from the video again, but change the audience and/or purpose.

History/Geography/Science: Children use PCM 19 to evaluate recounts that take place in the context of other curriculum areas.

Overview

To use a video and an audio as the basis for a recount, in the form of a formal news report

Success criteria

Basic: To plan the key elements in a formal oral recount

Extended: To adapt different sources to produce a formal oral recount

Resources

DVD-ROM, PCM 19

Teaching ideas

- p1** Go over the objective for this focus.
- p2** Watch the short film *The Lighthouse* and generate discussion using the on-screen questions as a guide. Give the children opportunities to respond to the style and humour of the film.
- p3** Listen to the audio recount, told from the lighthouse keeper's perspective. Use the on-screen question to prompt discussion about its features, reminding children of what they know about recounts.
If you wish, open the transcript of the audio to look at the language features of the recount.
- p4** Revisit the Top tips for oral recounts. Give the children time to work in pairs to plan and write a script for a news report of the events in *The Lighthouse*. They should focus on the need to inform viewers about the events, and to convert the first-person perspective (as given by Winston) to a third-person perspective.
- p5** Children use PCM 19 to carry out evaluations of other pairs' news reports.
Collect class feedback on performances and complete the on-screen peer assessment chart. Decide which face symbols to put in the table, discussing reasons for children's choices. Use the pen tool to add evidence.
Use the key questions to review the process of turning a recount into a news report.

Key questions

- *What changes are needed to turn a film recount into a news report?*
- *What changes might be needed to turn your report into a newspaper report?*

Differentiation

For additional support: Provide the children with key phrases or information to include in their news script.

For additional challenge: Children incorporate an interview with the lighthouse keeper in their news report.

Additional suggestions

History/Science: Children prepare a radio/TV news report of a scientific discovery or a historical event, relevant to recent work.

Unit overview

To explore and write radio adverts for different audiences and purposes

National Curriculum objectives

English key stage 2 En1: 1a, 1b, 1c, 1d, 1e, 1f, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3e, 4d, 6a, 8a, 8b, 8c, 9a, 9b, 9c, 10b, 10c, 11c

Links to *Primary Framework for literacy planning*

Year 3 Non-fiction: Unit 3 Information texts

Year 4 Non-fiction: Unit 2 Information texts and Unit 4 Persuasive texts

You may find the content more suitable for Year 4.

Primary Framework objectives

Y3 Speaking

- Sustain conversation, explain or give reasons for their views or choices (OTY)
- Develop and use specific vocabulary in different contexts (LFM, LP, LPSM)

Y3 Listening and responding

- Follow up others' points and show whether they agree or disagree in whole-class discussion (HDTD, OTY)

Y4 Speaking

- Offer reasons and evidence for their views, considering alternative opinions (STS, LFM, LP, LPSM, HDTD, OTY)

Y4 Listening and responding

- Compare the different contributions of music, words and images in short extracts from TV programmes (LFM)
- Identify how talk varies with age, familiarity, gender and purpose (STS, LFM, LP, LPSM)

Y4 Group discussion and interaction

- Take different roles in groups and use the language appropriate to them, including the roles of leader, reporter, scribe and mentor (OTY)
- Use time, resources and group members efficiently by distributing tasks, checking progress and making back-up plans (OTY)
- Identify the main points of each speaker, compare their arguments and how they are presented (OTY)

Focus key

| | |
|------|--------------------------|
| STS | Setting the scene |
| LFM | Learning from models |
| LP | Let's practise |
| LPSM | Let's practise some more |
| HDTD | How did they do? |
| OTY | Over to you! |

Cross-curricular ideas

ICT: QCA Scheme of Work, Unit 3B (Manipulating sound) Explore music and sound effects; compose, collect and communicate musical ideas in radio adverts and jingles.

Music: QCA Scheme of Work, Unit 13 (Painting with sound – exploring sound colours) Create and use sounds expressively in radio adverts and jingles.

Citizenship: QCA Scheme of Work, Unit 11 (In the media – what's the news?) Discuss the role of the media and/or the impact, appeal and honesty of the advertising industry.

Overview

To think about different purposes and audiences for persuasion

Success criteria

Basic: To identify some persuasive purposes

Extended: To explain some ways in which the persuasive purpose affects what is said and how it is said

Resources

DVD-ROM

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** In pairs, children role-play each of the on-screen persuasion situations. They take turns to act in the persuading role. Use the matching activity to generate discussion about the persuasion techniques children used. Highlight the differences between persuading a single person and persuading a group (e.g. the need to get attention), and between persuading familiar and unfamiliar audiences.
- p3** Use the matching activity to reinforce the idea of different purposes for persuasion. Then use the on-screen question to generate discussion about the techniques used to persuade: questions, rhyme, instructions and imperatives, humour.
- p4** Children carry out role-plays to persuade each other to buy each on-screen object. Move to the next screen and repeat the activity for each situation. Discuss children's methods of persuasion, and draw out any differences between persuasion for selling products or services, and persuasion for changing attitude and behaviour.
- p5** Reinforce children's understanding of purposes for persuasion by discussing and revealing the purposes of the three on-screen advertising texts. Identify the similarities and differences in the purposes.
Discuss the key questions, encouraging debate about the potential dangers of advertising.

Key questions

- *What different forms can persuasive texts take? Where might you come across them?*
- *In what ways do you think advertising can be helpful? In what ways might it be harmful?*

Differentiation

For additional support: Provide prompts or 'selling points' for each product on page 4.

For additional challenge: Ask children to sit back-to-back as they persuade each other. What impact does this have on their approach and on the effectiveness of their persuasion?

Additional suggestions

English: Children collect and categorise persuasive texts found in school (e.g. school prospectus; club or activity notices; posters encouraging healthy eating, exercise or recycling).

Overview

To identify the language techniques used to persuade and to grab attention

Success criteria

Basic: To identify techniques for persuading and grabbing attention

Extended: To understand how those techniques persuade and grab attention

Resources

DVD-ROM

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** By listening to each audio in turn and using the matching activity, discuss language techniques used to persuade in advertisements. Establish that some of the advert audios feature more than one technique, e.g. 'Are smelly trainers getting up your nose?' is an example of a question and wordplay. Use the on-screen question to stimulate discussion about other advertising techniques.
- p3** Read *Advert 1* and use the on-screen questions to guide discussion. Click on the smaller text to enlarge it.
- p4** Use the matching activity to identify language techniques used in *Advert 1*. Discuss what features would persuade a reader to take notice.
- p5** Explore and discuss the examples of sound and vision techniques used to persuade. Ask children to think of further examples.
- p6** Listen to *Advert 2*. Use the on-screen questions for discussion. Ensure children offer reasons for their views. Listen again, identifying the language and sound techniques used, in particular: rhyme (e.g. brush in a rush); repetition (Brisk); jingle (Brisk fluoride toothpaste); music to create a mood. Open the transcript of *Advert 2*. In pairs, children try reading it aloud using different tones of voice. Compare a 'flat' reading to an 'expressive' reading. Remind children that radio relies on words and sounds, so use of voice is crucial.
- p7** Watch *Advert 3* and use the on-screen questions to guide discussion. Watch again and ask children to identify the techniques used. Discuss the use of mismatch – sound and image, and funny image. Use the key questions to compare and contrast the three adverts in terms of purpose, audience and technique. Encourage children to support opinions using evidence, thinking about text, sound and moving image.
- p8** Reveal and discuss the Top tips for persuasion. Make sure children understand what is meant by 'media'.

Key questions

- Which of the three adverts was most successful? Why?
- What are the advantages and disadvantages of print, radio and television as ways of advertising?

Differentiation

For additional support: Give children a list of techniques to look out for in *Advert 2* and *Advert 3*.

For additional challenge: Invite children to improvise their own version of a radio commercial.

Additional suggestions

English: Children create a print-based media campaign for Brisk toothpaste or another product.

D&T: Children develop packaging for Brisk toothpaste.

Overview

To use persuasive language, including idioms and adjectives, to advertise an attraction

Success criteria

Basic: To be able to identify idiomatic phrases and appealing adjectives

Extended: To be able to use idiomatic phrases and appealing adjectives in the context of an advert

Resources

DVD-ROM

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Introduce the idea of an 'idiom'. Identify and reveal the meanings of the on-screen idioms.
- p3** Use the matching activity to reinforce the concept of idioms by discussing the meanings of the on-screen examples. Discuss how idiomatic phrases can be confusing for someone unfamiliar with the language. Children could suggest what kind of adverts the on-screen idioms might be used in.
- p4** Use the animation to introduce some appealing adjectives. Then ask children to suggest other examples.
- p5** Children practise using appealing adjectives as they persuade a partner to visit one of the attractions shown. Explore how different kinds of appeals can be made to match different tastes and target audiences.
- p6** Listen to the radio advert for Llandelan Castle. Discuss how it tries to persuade you that the castle is a great place to visit. Open the on-screen question. Listen again, asking children to note down idioms and appealing adjectives used.
Discuss the key questions, explaining that advertisers frequently use idioms and figurative language (i.e. language that is not 'literal') to help grab the audience's attention.
- p7** Use the matching activity to discuss how each clip from the Llandelan Castle radio advert satisfies the Top tips for audience and purpose. Reinforce how radio adverts can establish their audience and purpose, and communicate key information.
- p8** Revisit the Top tips for persuasion. In pairs, children work on a radio advert persuading families to visit the attraction displayed. Encourage them to use idiomatic phrases, appealing adjectives, and the other techniques they have been looking at. Children share their adverts. Record them using audio or video.

Key questions

- *How can you identify an idiom?*
- *What makes idioms useful as part of persuasive language?*
- *What makes an appealing adjective?*
- *What makes appealing adjectives useful as part of persuasive language?*

Differentiation

For additional support: Provide a checklist of appealing adjectives for children to spot in the Llandelan Castle advert or use in their own advert.

For additional challenge: Ask children to describe what would be happening if idiomatic phrases became literal, e.g. 'raining cats and dogs'.

Additional suggestions

ICT/Literacy: Children create their own visual idioms.

Drama: Children enact different idioms or appealing adjectives for others to identify.

Overview

To investigate how emotive language is used to raise public awareness in radio adverts and to create their own

Success criteria

Basic: To identify the use of emotive language in adverts

Extended: To make effective use of emotive language in a persuasive context

Resources

DVD-ROM

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Explain that adverts frequently use emotive language – words and phrases that produce feelings. Use the sorting activity to discuss examples. Generate further words for the emotions shown.
- p3** Listen to the radio advert *Brave Little Girl* and use the on-screen questions to guide discussion. Focus on the sound used and how it appeals to our emotions. Explain that radio adverts frequently use emotive sounds. Listen again, asking children to note down any emotive language they notice.
- p4** Use the annotating activity to explore features of the transcript of *Brave Little Girl*. Experiment with the effect of reading the script in a more 'upbeat' way.
- p5** Discuss the handy hints for creating a good radio advert, highlighting that some hints apply to other forms of advertising too.
- p6** Discuss why someone might want to adopt an animal like Barney. In pairs, children use emotive language to persuade each other to adopt Barney. Provide opportunities to share and record attempts using audio or video.
Create a bank of emotive words and phrases.
- p7** Use the matching activity and key questions to explore the power of sound in a radio advert. Notice how music and sound effects can completely change the meaning of something.

Key questions

- *Why do we associate different music and sounds with different emotions?*
- *Why do some words appeal to our emotions more than others?*
- *What emotive language might you use in an advert about fire prevention? ... environmental issues?*

Differentiation

For additional support: Use a prompt sheet of emotions to help children express how the *Brave Little Girl* advert makes them feel.

For additional challenge: Ask children to generate a list of 'don'ts' for radio adverts.

Additional suggestions

ICT/Literacy: Children create 'emoticons' using smiley faces (or similar).

All subjects: Set up a class or school radio station and tie in 'programmes' with work across the curriculum. Children can prepare and present adverts, talk shows, dramas etc.

Overview

To listen to a radio advert and identify ways in which it could be improved

Success criteria

Basic: To identify the strengths and weaknesses of a radio advert

Extended: To identify possible improvements to a radio advert

Resources

DVD-ROM, PCM 20

Teaching ideas

p1 Go over the objective for this focus.

p2 Explain that you are going to listen to a radio advert written and presented by a group of children, and identify what they do well and not so well. Hand out PCM 20. Children listen to the audio *Radio 5-a-day*, carry out their evaluation on the PCM, then compare responses with a partner. Listen to the advert again and discuss the techniques the children used.

p3 As a class, assess the performance of the children in the radio advert. Decide which face symbols to put in the table, discussing reasons for children's choices. Use the pen tool to add evidence. Use the key questions as prompts for discussion.

Key questions

- *What was good about the advert? Which part did you find most persuasive?*
- *What was not so good about the advert? Which part did you find least persuasive?*
- *What changes would make the advert more effective? What do we mean by 'effective'?*

Differentiation

For additional support: Provide a sheet of strong and weak points to listen out for in the advert.

For additional challenge: Ask children to re-create the advert, incorporating improvements.

Additional suggestions

Art and design: Children create a poster to encourage children to eat more fruit and vegetables.

English/Science/ICT: Children create a video to encourage children to eat more fruit and vegetables.

Overview

To create a radio advert to raise awareness about an issue

Success criteria

Basic: To create a radio advert using some of the techniques learned in previous parts of the unit, e.g. emotive language

Extended: To create an effective radio advert incorporating all relevant techniques covered in the unit

Resources

DVD-ROM, PCM 20

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Introduce the challenge of making a radio advert to raise public awareness about a subject. Discuss the on-screen subjects to generate ideas for children's adverts. Also discuss possible audiences and how they might affect the techniques chosen. Revisit the Top tips for persuasion.
- p3** Watch the video *Group roles* to see a demonstration of the technique. Use the on-screen questions to stimulate discussion. Focus particularly on the different roles played by the children.
- p4** Complete the matching activity to ensure children understand the function of each role. Divide the class into groups, and allocate roles or encourage groups to decide amongst themselves.
- p5** Allow plenty of preparation time for groups to practise their radio adverts. Children could create accompanying jingles and sound effects! Use the on-screen timer to help children to ensure that their adverts satisfy the 30-second time restriction. Give out copies of PCM 20. As each group presents their advert to the class, other groups carry out evaluations of the advert.
- p6** Identify the main features of each performance, and share and compare opinions about the performances. Complete an overall evaluation of the class's efforts, deciding which face symbols to put in the table and using the pen tool to add evidence. Use the key questions as prompts for discussion.

Key questions

- *How could we improve our adverts?*
- *How could you change your advert into a print or television advert?*

Differentiation

For additional support: Provide suggestions for statistics, facts or other additional information to be included in children's adverts.

For additional challenge: Ask children to extend the list of possible subjects for the advert.

Additional suggestions

English/ICT: Children create a promotional video/audio for your school, to go on the school website.

Unit overview

To use improvisation techniques to work in role and consider how characters' viewpoints might differ

National Curriculum objectives

English key stage 2 En1: 1e, 1f, 2b, 2c, 2d, 2e, 4a, 4b, 4c, 4d, 8b, 9a, 9b, 9c, 11a, 11b, 11c

Links to *Primary Framework for literacy planning*

Working in role techniques can be applied to any Year 3 and Year 4 unit; there are particular links with:

Year 4 Narrative: Unit 3 Stories from other cultures

So, you may find the content more suitable for Year 4.

Primary Framework objectives

Y3 Speaking

- Sustain conversation, explain or give reasons for their views or choices (STS, LFM, LP, LPSM, HDTD, OTY)

Y3 Group discussion and interaction

- Use talk to organise roles and action (OTY)
- Actively include and respond to all members of the group (OTY)

Y3 Drama

- Present events and characters through dialogue to engage the interest of an audience (LFM, LP, LPSM, OTY)
- Use some drama strategies to explore stories or issues (STS, LFM, LP, LPSM, OTY)
- Identify and discuss qualities of others' performances, including gesture, action and costume (LFM, LP, LPSM, HDTD, OTY)

Y4 Speaking

- Offer reasons and evidence for their views, considering alternative opinions (STS, LFM, LP, LPSM, HDTD, OTY)
- Respond appropriately to the contributions of others in the light of differing viewpoints (LP, LPSM, OTY)
- Tell stories effectively and convey detailed information coherently for listeners (LP, LPSM, OTY)
- Use and reflect on some ground rules for sustaining talk and interactions (LPSM)

Y4 Listening and responding

- Listen to a speaker, make notes on the talk and use notes to develop a role-play (LFM, HDTD, OTY)

Y4 Drama

- Create roles showing how behaviour can be interpreted from different viewpoints (LFM, LP, LPSM, OTY)
- Develop scripts based on improvisation (OTY)
- Comment constructively on plays and performances, discussing effects and how they are achieved (STS, LFM, LP, LPSM, HDTD, OTY)

Focus key

| | |
|------|--------------------------|
| STS | Setting the scene |
| LFM | Learning from models |
| LP | Let's practise |
| LPSM | Let's practise some more |
| HDTD | How did they do? |
| OTY | Over to you! |

Cross-curricular ideas

RE/History/Citizenship: QCA Schemes of Work, any unit Use drama to explore stories/issues/scenarios, e.g. historical events and religious tales.

ICT: QCA Scheme of Work, Unit 3D (Exploring simulations) and Unit 4B (Developing images using repeating patterns) Use audio-visual evidence collected during drama sessions and create hyperlinked, multimedia stories or presentations that allow the user to make choices and explore consequences.

Overview

To use and evaluate mime for improvised storytelling

Success criteria

Basic: To understand how to use mime to tell a story

Extended: To give constructive criticism on how others use mime

Resources

DVD-ROM, paper and pencils

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Listen to the instructions for the game 'Consequences'. Play the example to reinforce the instructions. Children play the game in groups of four so each child ends up with their own strange character.
Ask children to imagine being their character. How would they speak and behave? Ask them to introduce themselves to the rest of the group. They could also improvise conversations between characters.
- p3** Introduce the term 'persona'. Watch the first video of a nervous persona, and generate discussion using the on-screen questions as a guide. Repeat for the second and third videos (showing an annoyed persona and a clown-like persona), highlighting the similar situation and the effect each persona has on the actions. Highlight that mime is a type of non-verbal communication that relies on gestures and facial expressions.
- p4** Using the random generator to provide ideas, children perform actions in the style of a persona. Discuss how they can depict the characteristics through facial expressions and gestures. Children could work in pairs, with one covering their eyes so they don't see the action and persona generated. They can then guess what action and persona their partner is performing.
- p5** Discuss the handy hints for mime and the on-screen questions.
- p6** Children practise miming the on-screen story, sharing their mime with the class or a partner.
In pairs, children then prepare their own mime story. Focus on applying the handy hints for mime and using them to evaluate the effectiveness of performances. Begin to talk about what makes successful working in role.

Key questions

- *What should you do to perform a good mime?*
- *What should you not do whilst performing a mime?*
- *What kinds of situation or story might not be suitable for mime? What makes a mime work well?*

Differentiation

For additional support: As children work on bringing their 'Consequences' character to life, supply examples of how characters might speak or behave.

For additional challenge: Ask children to mime the story in role as a particular type of character and/or to continue the story in mime or in writing.

Additional suggestions

English/History: Children research the history of mime and the work of traditional and modern mime artists (e.g. Charlie Chaplin and Marcel Marceau); they consider why mime has become a less popular skill in some countries. Children adopt the role of a famous person, book character or celebrity, and improvise conversation in a variety of situations.

Overview

To learn the basics of working in role

Success criteria

Basic: To observe how to work in role

Extended: To begin to give constructive criticism on how others work in role

Resources

DVD-ROM

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Explain that *The Carpet of Dreams* is a story from Afghanistan. Gather children's ideas about what the story title and the image suggests. What kinds of roles would they expect to find in this story? Listen to the reading of *The Carpet of Dreams*, which lasts approximately 10 minutes.
- p3** Point out where Afghanistan is in relation to the UK on the world map. Ask children to point to where they think Afghanistan is on the map of central Asia before revealing the location.
- p4** Discuss initial responses to *The Carpet of Dreams*. How would you describe the character of Arif? ... Arif's father? Encourage children to use evidence from the story to support their views. Use the on-screen questions to discuss the different characters, their behaviours and motives. The audio and text versions of the story are available, if required.
- p5** Watch the video showing actors in the role of Arif and his father being interviewed. Discuss initial responses to the actors' performances, encouraging children to offer reasons for their views. Watch the video again, this time asking children to note down what was effective about how the role of Arif was played. Use the on-screen questions to guide discussion.
- p6** Reveal and discuss the Top tips for working in role, drawing on the key questions in discussion.
- p7** Use the segmented video matching activity to consolidate the Top tips for working in role.
- p8** Watch the video of Arif and his father being interviewed, which this time focuses on the interviewer. Share ideas about what the interviewer does well.
- p9** Discuss the handy hints for interviewing. If you wish, go back and watch the video on page 8 again, inviting children to pause it each time they spot one of the hints in action.

Key questions

- What do we need to think about when taking on the role of a character?
- How can we use our faces and bodies to help us take on the role of a character?

Differentiation

For additional support: Give children a bank of words they could use in describing characters in *The Carpet of Dreams*, e.g. lazy, idle, daydreamer, fortunate.

For additional challenge: Ask children to improvise a new scene in *The Carpet of Dreams*.

Additional suggestions

English/History/ICT: Children create video or audio logs in role as different characters from history or fiction.

Overview

To interpret a character's behaviour from alternative viewpoints and improvise roles

Success criteria

Basic: To describe and role-play characters based on their behaviour in a story

Extended: To consider how a character's behaviour might be interpreted from different viewpoints

Resources

DVD-ROM

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** If required, play the audio of *The Carpet of Dreams* again or refer to the text version of the story. In pairs, children make notes about what they know about the four main characters in the story. They could use spidergrams to record their ideas.
- p3** Read the comment displayed and discuss children's ideas about which character from *The Carpet of Dreams* might have said it. Repeat for the comments on the other four screens. Remind children that Arif's father changes his views during the course of the story.
Give children opportunities to read the views in role.
- p4** Discuss the descriptions of Arif and use the sorting activity to evaluate their accuracy. Focus on how Arif may be seen in different ways, by different characters, at different points in the story.
- p5** Organise the children into groups of three, named A, B or C. Click on the on-screen cards to find out which characters each group should role-play. Children decide who will role-play each character on their card and who will be the interviewer. They improvise an interview to practise working in role and considering characters' different perspectives. Children may find it useful to look back at the notes they made for page 2. Open the text version of the Top tips for working in role so children can use them to reflect on their interviews.

Key questions

- *What is your view of the character of Arif? How do you think the views of Arif's mother might differ?*
- *Why might it be helpful to think about different views of a character?*

Differentiation

For additional support: Provide reminders of the plot of *The Carpet of Dreams*.

For additional challenge: Ask children to improvise an interview with Arif, focusing on what might have happened if Arif had remained in Herat and been forced to become a carpet weaver.

Additional suggestions

English/Geography: Children find out more about the places mentioned in the story, and give an oral report of findings to the class.

Overview

To practise working in role through Group hot-seating

Success criteria

Basic: To answer some questions appropriately in role

Extended: To take part in Group hot-seating, asking questions and giving responses appropriately in role

Resources

DVD-ROM

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Piece together the basic plot of the story of Aladdin by asking children to contribute what they can remember about the story.
- p3** Explain the mixture of elements in the story – the setting is China, but many of the names are of Persian/Middle Eastern origin. (The original story is told in the medieval Persian epic, *One Thousand and One Nights*.)
Point out where China is in relation to the UK on the world map. Then ask children to point to where they think China is on the map of central Asia before revealing the location.
- p4** Explain that you want children to make notes about the main characters whilst listening to the story of Aladdin. Listen to the story, which lasts approximately 15 minutes. A text version of the story is available, if required.
Children compare notes in pairs or groups. Discuss the different characters, their behaviours and motives.
- p5** Order key events from the story in the flowchart. In pairs or groups, children re-tell the story, focusing on the key points from the storyboard.
- p6** Explain that they will use Group hot-seating to practise working in role as different characters from the story. Watch the video of children using the technique and discuss the on-screen questions.
- p7** Use the on-screen text to discuss what makes a good question, focusing on how questions help us to gain information and insight. Watch the video again, pausing it to highlight 'good' question features.
- p8** In groups of four, children allocate roles from one of the on-screen sets (A or B). Allow preparation time for formulating questions, then have fun using Group hot-seating to practise working in role. Compare interpretations from different groups. Talk about how a character's behaviour can be interpreted from different viewpoints.

Key questions

- *How do you think you should speak and behave in role as Aladdin?*
- *How do you think you should speak and behave in role as the Genie of the Lamp?*
- *Which hot-seated character in the video do you think answered the questions best? Why?*

Differentiation

For additional support: To support preparation for hot-seating, provide children with some of the questions used in the hot-seating video.

For additional challenge: Ask children to improvise a scene where the Genie of the Lamp comes to the school; they hot-seat him, asking what he thinks of school.

Additional suggestions

English/History: Use hot-seating to explore other key story characters or historical figures.

Overview

To identify strengths and weaknesses in an example of working in role, and suggest improvements

Success criteria

Basic: To identify weaknesses in performances in role

Extended: To suggest improvements to performances in role

Resources

DVD-ROM, PCM 21

Teaching ideas

- p1** Go over the objective for this focus.
- p2** Explain that you are going to watch a video of children working in role, and identify what they do well and not so well. Hand out PCM 21, and explain and carry out the three elements of the activity: watching the video, doing the evaluation on the PCM, then comparing responses with a partner. After watching the video *Interviewing Henry VIII*, discuss the on-screen questions. If necessary, summarise any background information that children may need about the historical context and the interviewee.
- p3** As a class, decide which face symbols to put in the table, discussing reasons for children's choices. Use the pen tool to add evidence. Use the key questions as prompts for discussion.

Key questions

- *In the video, what do the speakers do well? What don't they do so well?*
- *How could they improve their performance?*
- *Why might working in role be useful for understanding events and people in history?*

Differentiation

For additional support: Provide children with a list of strong and weak points to look out for in the video.
For additional challenge: Ask the children to re-enact the video interview with their own improvements.

Additional suggestions

Any subject: Use PCM 21 to evaluate working in role in the context of other curriculum areas.

Overview

To use improvisation to work in role

Success criteria

Basic: To improvise a conversation in character

Extended: To constructively evaluate how others work in role

Resources

DVD-ROM

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** In groups of three or four, children choose a story involving three or four main characters. This could be either the on-screen story (*Little Red Riding Hood*), another story (e.g. a recent class novel) or a set of historical events they know well (e.g. sequence of events involving Henry VIII, Winston Churchill or Boudicca). In their groups, children decide who will play each of the main characters. Children then circulate, introducing themselves in role to characters from other groups and improvising short conversations. Prompt children to think about who they know well, and who they should avoid!
- p3** Revisit the Top tips for working in role. Explain that children will now carry out an interview in role. Children maintain their current roles and pair up with a character from another group. They prepare questions for one another and practise an interview. How will the questions they ask be influenced by their character? Use the key questions to support children's planning.
- p4** Children perform their interviews for the class. Review performances deciding which face symbols to put in the table and using the pen tool to add evidence.

Key questions

- *What makes a good question? What should we think about when deciding what questions to ask someone?*
- *What makes a role convincing? What can weaken a performance in role?*

Differentiation

For additional support: Give the children some question starters to help them plan their interviews.

For additional challenge: Ask the children to create new stories based on their improvisations.

Additional suggestions

English: Children create scripts based on their interviews. (There is an example of a playscript in *Reading aloud, Let's practise some more: The Boy Who Cried Wolf* by Julia Donaldson.)

Name Date

How well did she perform?

Draw faces to show how well you think the girl did.



| Didn't rush | Spoke clearly | Spoke audibly | Used expression | Made her voice sound interesting | Enjoyed herself |
|-------------|---------------|---------------|-----------------|----------------------------------|-----------------|
| | | | | | |

Name Date

How did we perform?





Draw faces to show how well you think each performance went.



| Kind of reading: group/individual | | | | | | |
|--|--------------------|----------------------|----------------------|------------------------|---|---------------------------|
| Kind of text: poetry/prose | | | | | | |
| Performers' names | Didn't rush | Spoke clearly | Spoke audibly | Used expression | Made their voice sound interesting | Enjoyed themselves |
| | | | | | | |
| | | | | | | |
| | | | | | | |





Name Date

Presenting information in a broadcast

| | |
|---|--|
| <p>Music</p>  | <p>Voiceover</p>  |
| <p>Guest speaker(s)</p>  | <p>Text and images</p>  |

Name Date

Presenting information live!

| | |
|--|---|
| <p>Music</p>  | <p>Voices</p>  |
| <p>Visual aids</p>  | <p>Anything else?</p>  |

Name..... Date.....

How well was the information presented?

Draw arrows  to show how well you think the presentation went.

Used accurate information that suited the purpose

| | | | | | | | | | | |
|-------|---|---|---|---|---|---|---|---|---|----|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| <hr/> | | | | | | | | | | |

Matched audience's age and knowledge

| | | | | | | | | | | |
|-------|---|---|---|---|---|---|---|---|---|----|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| <hr/> | | | | | | | | | | |

Organised what they wanted to say

| | | | | | | | | | | |
|-------|---|---|---|---|---|---|---|---|---|----|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| <hr/> | | | | | | | | | | |

Used different techniques

| | | | | | | | | | | |
|-------|---|---|---|---|---|---|---|---|---|----|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| <hr/> | | | | | | | | | | |

Spoke clearly and audibly

| | | | | | | | | | | |
|-------|---|---|---|---|---|---|---|---|---|----|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| <hr/> | | | | | | | | | | |

Sounded confident

| | | | | | | | | | | |
|-------|---|---|---|---|---|---|---|---|---|----|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| <hr/> | | | | | | | | | | |

Where are the diamonds? – clues

| | | | | |
|--|-----------------------------|----------------------------|---------------------|---------------------------------------|
| 1 It's a big room with lots of people in. | 2 You can eat there. | 3 You pay to go in. | 4 It's dark. | 5 Everyone faces the same way. |
| 1 It's a big room with lots of people in. | 2 You can eat there. | 3 You pay to go in. | 4 It's dark. | 5 Everyone faces the same way. |
| 1 It's a big room with lots of people in. | 2 You can eat there. | 3 You pay to go in. | 4 It's dark. | 5 Everyone faces the same way. |



Name..... Date.....

How well did the discussion go?

Draw arrows  to show how well you think the discussion went.

Used accurate information that suited the purpose

| | | | | | | | | | | |
|-------|---|---|---|---|---|---|---|---|---|----|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| <hr/> | | | | | | | | | | |

Matched audience's age and knowledge

| | | | | | | | | | | |
|-------|---|---|---|---|---|---|---|---|---|----|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| <hr/> | | | | | | | | | | |

Organised what they wanted to say

| | | | | | | | | | | |
|-------|---|---|---|---|---|---|---|---|---|----|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| <hr/> | | | | | | | | | | |

Used different techniques

| | | | | | | | | | | |
|-------|---|---|---|---|---|---|---|---|---|----|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| <hr/> | | | | | | | | | | |

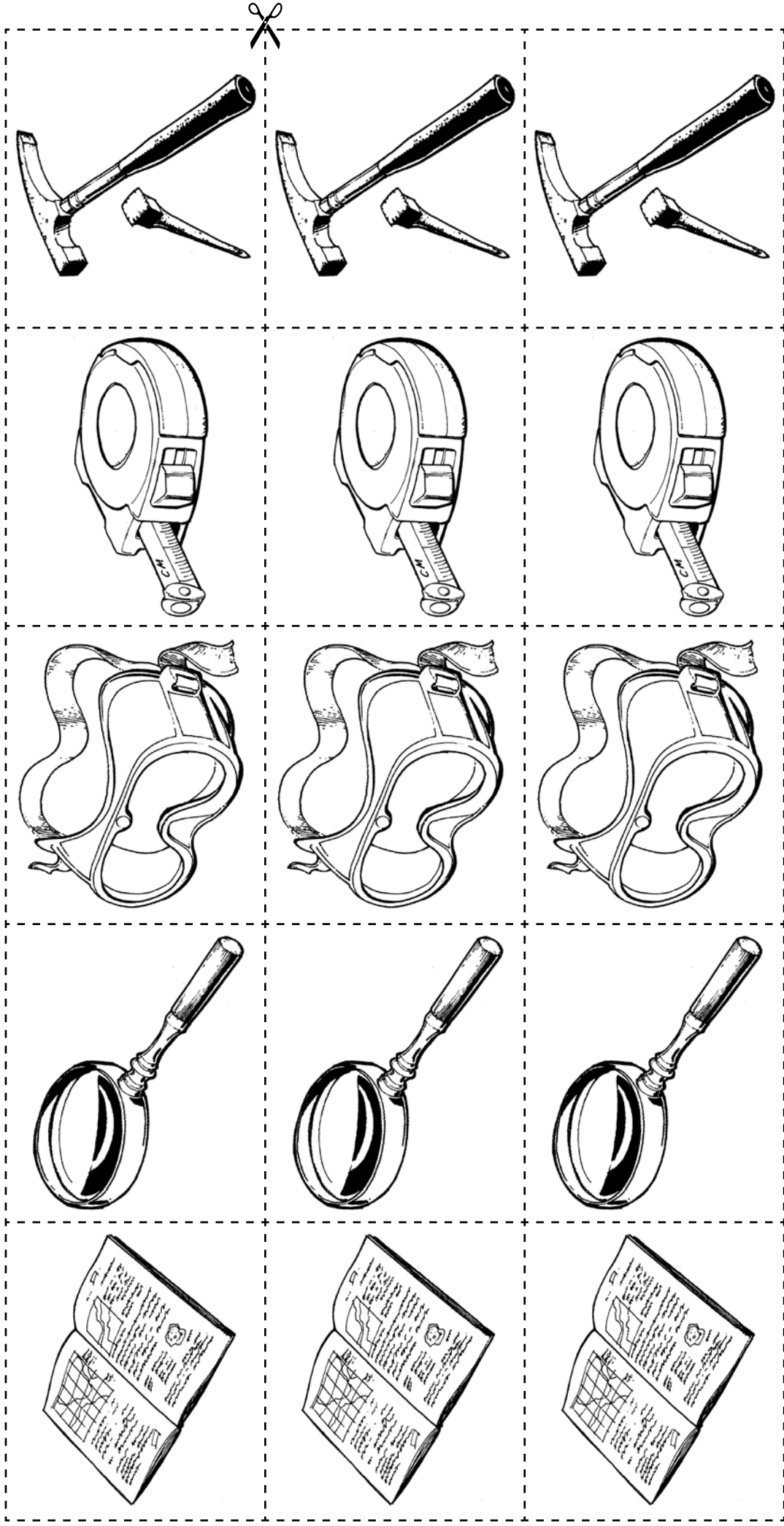
Spoke clearly and audibly

| | | | | | | | | | | |
|-------|---|---|---|---|---|---|---|---|---|----|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| <hr/> | | | | | | | | | | |

Sounded confident

| | | | | | | | | | | |
|-------|---|---|---|---|---|---|---|---|---|----|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| <hr/> | | | | | | | | | | |

Mystery-busters – clues

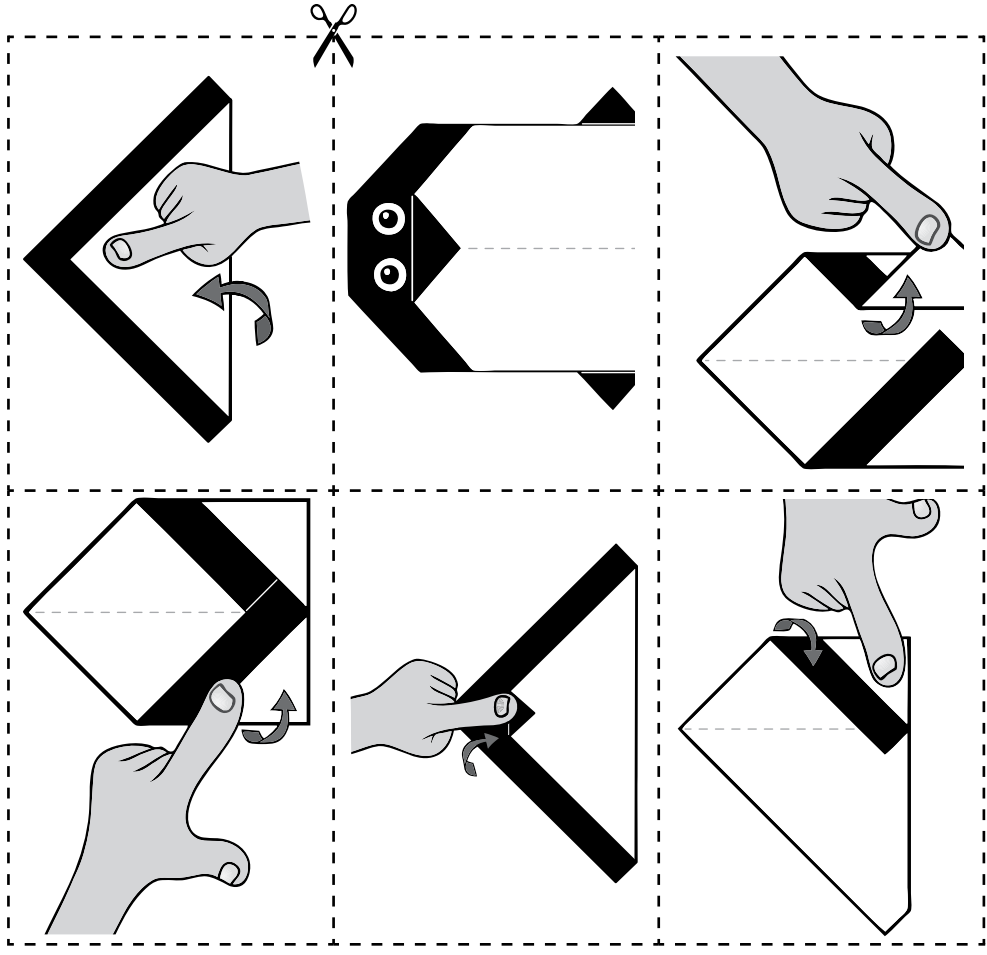


Name Date

How to make a penguin

Cut out the pictures and order them on the storyboard.
Use the storyboard to plan your oral instructions.

| | |
|---|---|
| 1 | 2 |
| 3 | 4 |
| 5 | 6 |

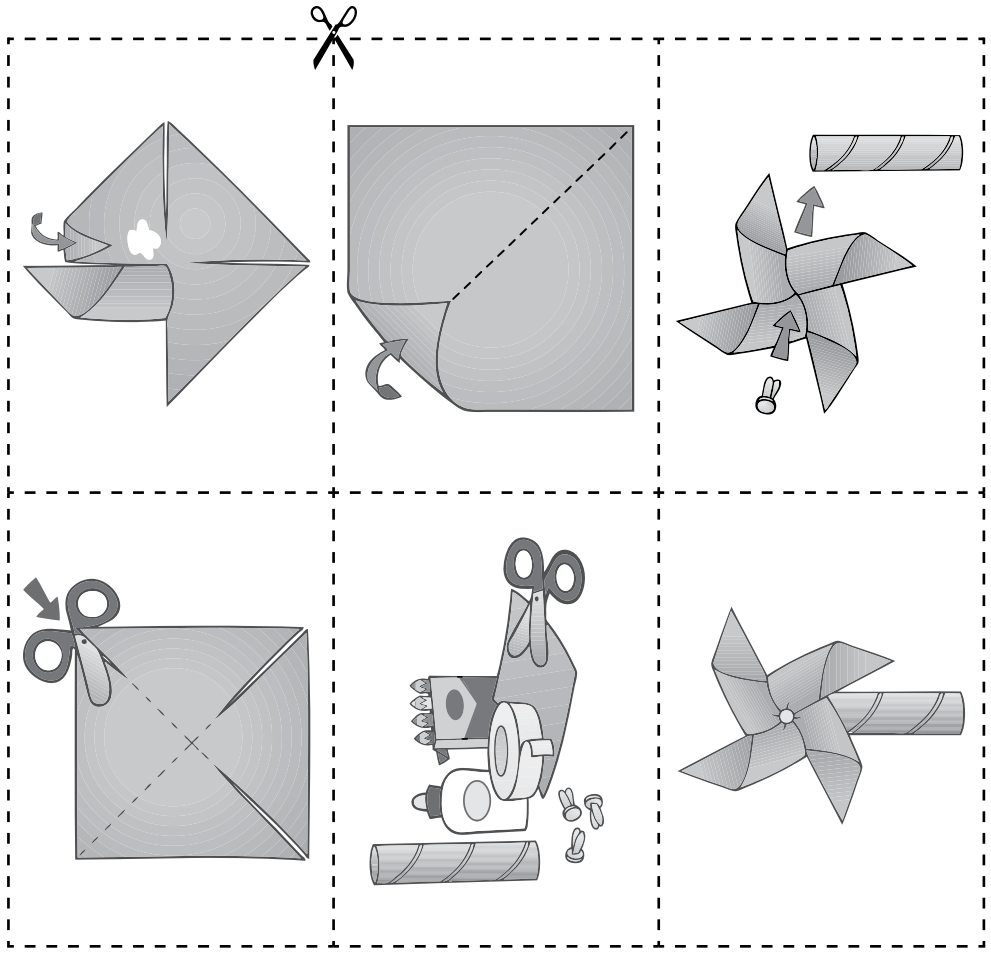


Name Date

How to make a windmill

Cut out the pictures and order them on the storyboard.
Use the storyboard to plan your oral instructions.

| | |
|---|---|
| 1 | 2 |
| 3 | 4 |
| 5 | 6 |



Name Date

How good were the instructions?

Draw faces to show how well you think the presentation went.



Then write in evidence and examples of what you noticed.

| | Said what the instructions were about | Said what was needed | Used short, clear sentences | Used imperative verbs | Gave the instructions one by one, in the right order | Used gesture |
|------------------------------|--|-----------------------------|------------------------------------|------------------------------|---|---------------------|
| Presentation | | | | | | |
| Evidence and examples | | | | | | |

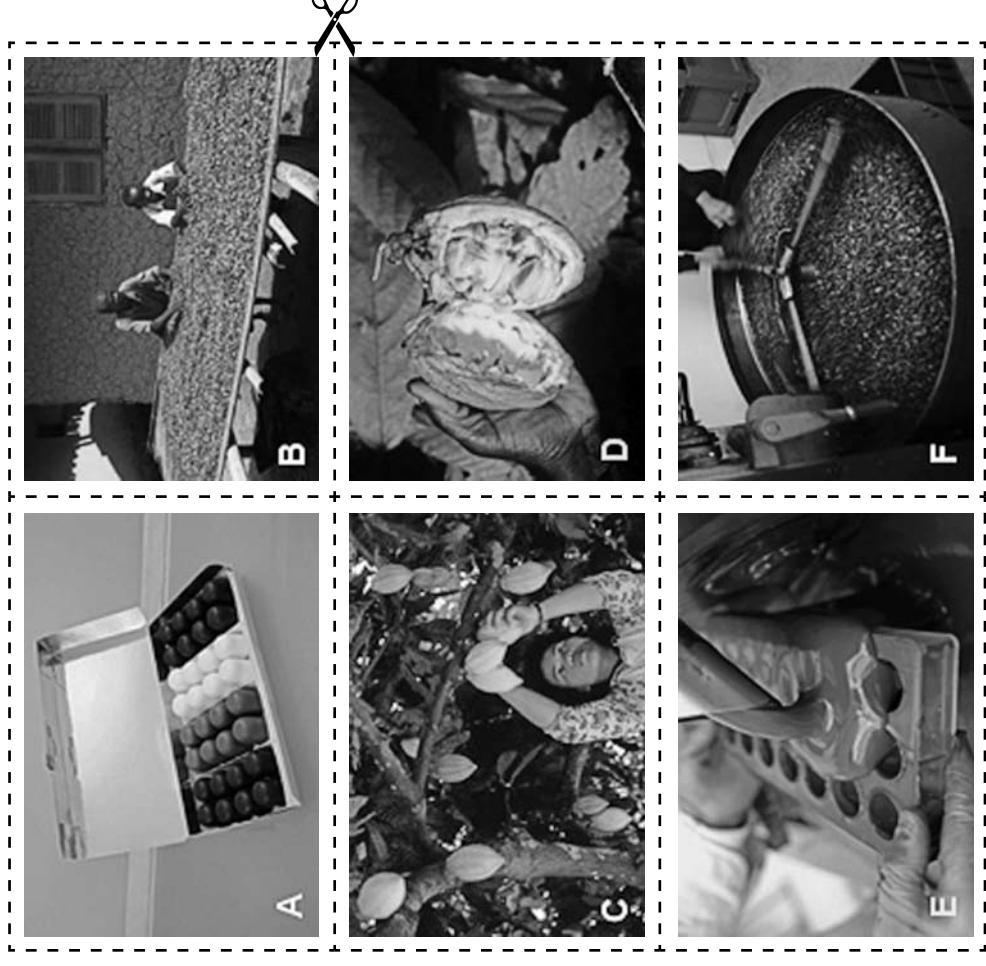
Name Date

How chocolate is made, part 1

Cut out the photographs and order them on the flow chart on PCM 13.

Making chocolate

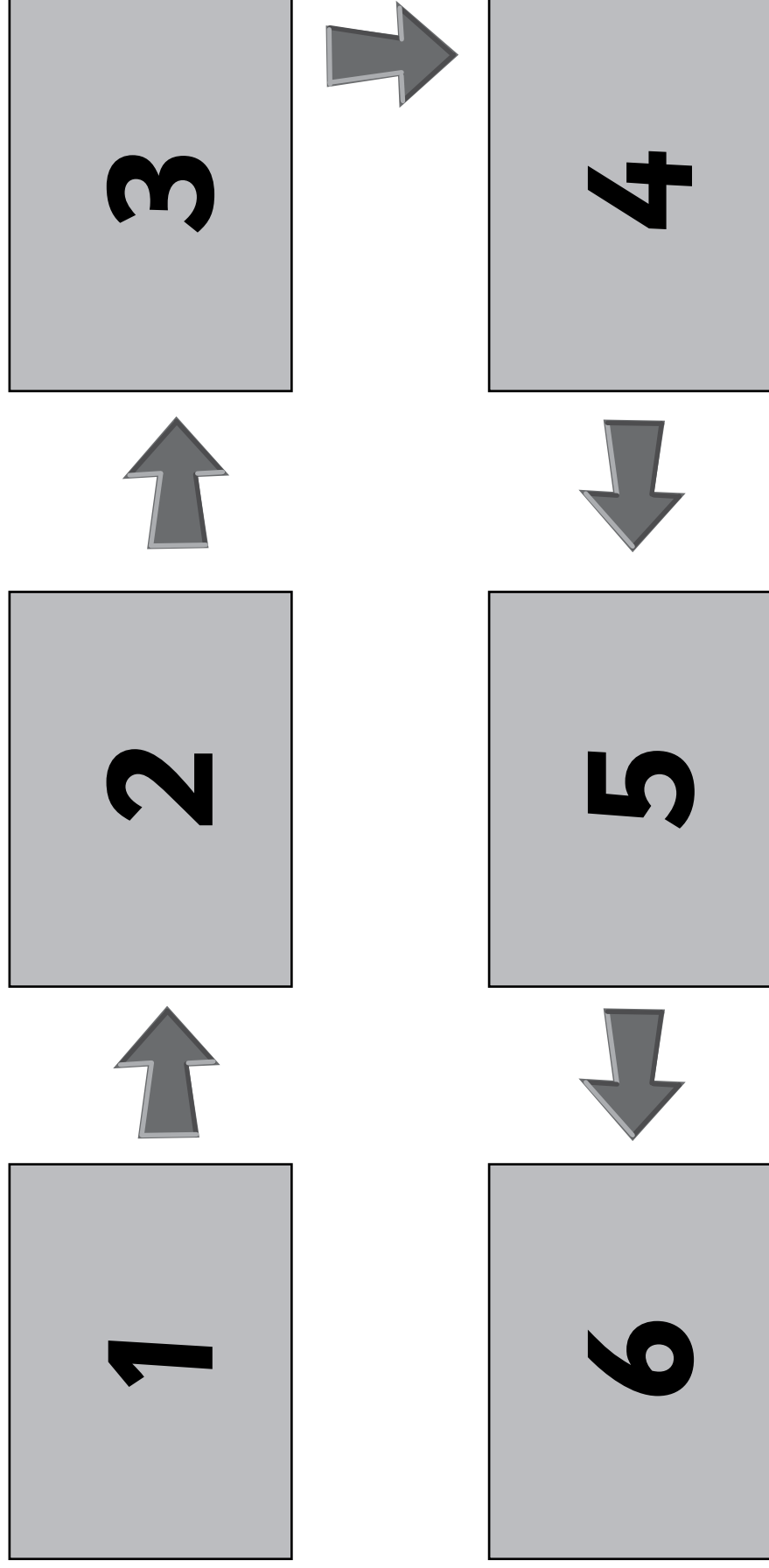
- cocoa beans are harvested
- beans are separated from pods
- beans are dried in the sun or in a factory
- beans are roasted and then ground up
- ground beans are mixed with milk and sugar, melted and poured into moulds
- chocolates are packed into boxes



Name Date

How chocolate is made, part 2

Order the photographs from PCM 12 on the flow chart.
Add notes to help you to plan your oral explanation.



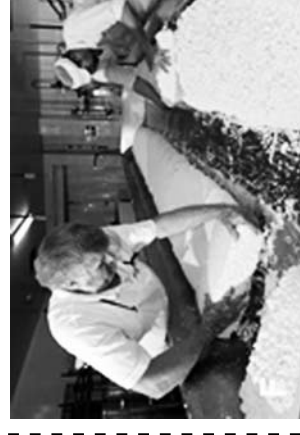
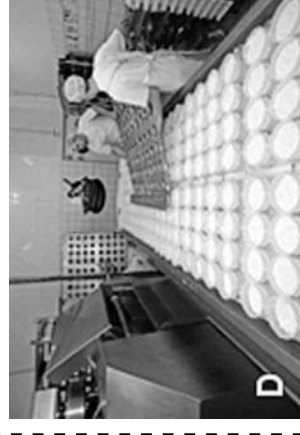
Name Date

How cheese is made, part 1

Cut out the photographs and order them on the flow chart on PCM 15.

Making cheese

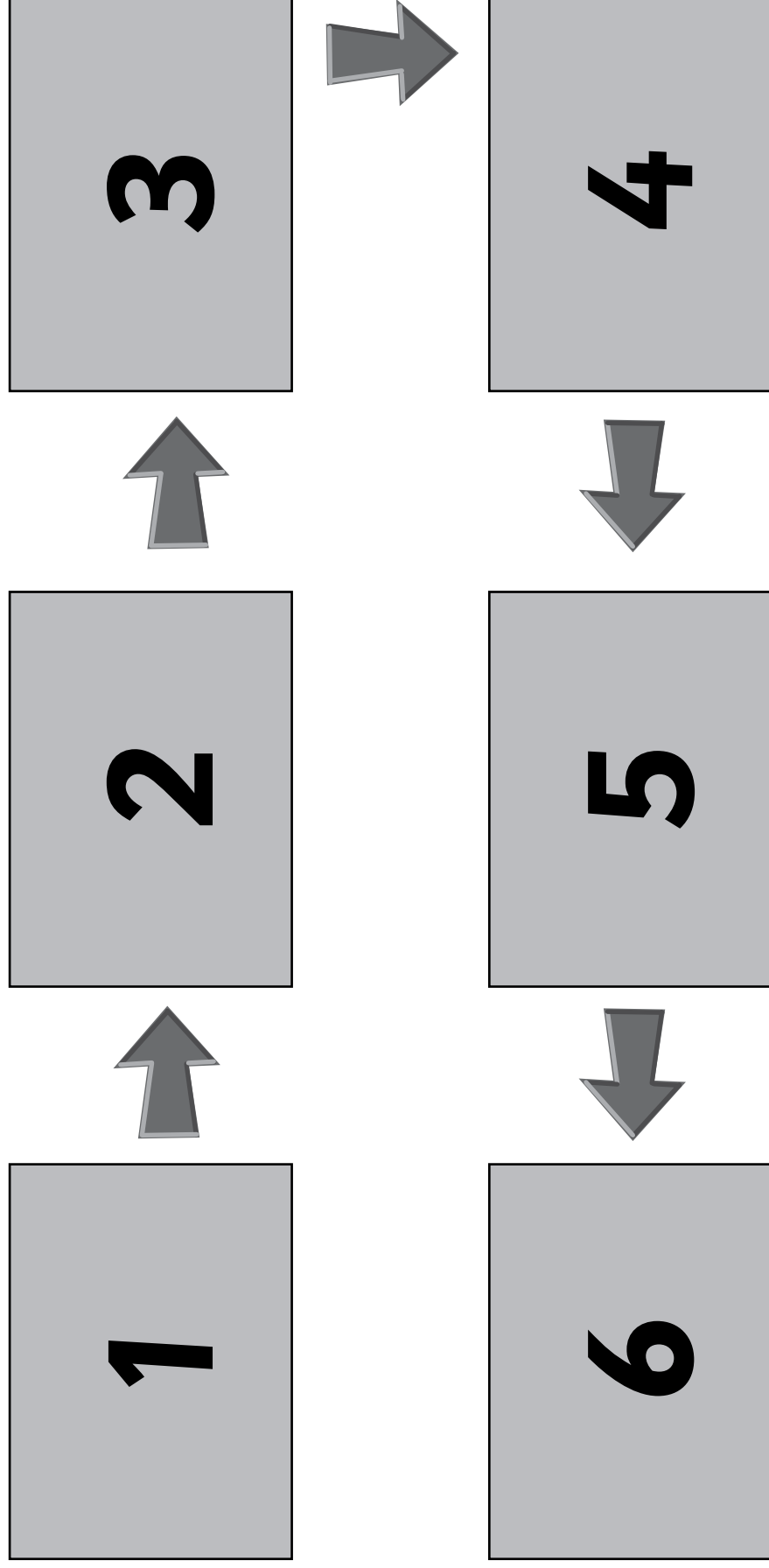
- milk comes from cows
- rennet is added to make it solidify
- curds (solid) are separated from whey (liquid); salt is added
- curds are put into moulds
- cheeses are stored to let them mature
- cheeses are cut up and packed for the shops



Name Date

How cheese is made, part 2

Order the photographs from PCM 14 on the flow chart.
Add notes to help you to plan your oral explanation.



Name Date

How good was the explanation?

Draw faces to show how well you think the presentation went.



Then write in evidence and examples of what you noticed.

| | Started by saying what would be explained | Explained things clearly and in order | Used time and causal connectives | Looked at the audience | Pointed to what was being explained | Added extra, interesting information |
|-----------------------|---|---------------------------------------|----------------------------------|------------------------|-------------------------------------|--------------------------------------|
| Presentation | | | | | | |
| Evidence and examples | | | | | | |

Name Date

How good were the headteacher and Craig as speakers?

Watch the video, then draw faces to show how well you think each speaker did.



Then write in evidence and examples of what you noticed.

| | They matched their language to the audience | They matched their language to the purpose | They matched their body language to the audience and the purpose |
|--------------|---|--|--|
| Headteacher | | | |
| Craig | | | |
| How you know | | | |

Name Date

How good were we as speakers?

Draw faces to show how well you think each speaker did.



Then write in evidence and examples of what you noticed.

| | They matched their language to the audience | They matched their language to the purpose | They matched their body language to the audience and the purpose |
|--------------|---|--|--|
| Talk 1 | | | |
| Talk 2 | | | |
| How you know | | | |

Name Date

How good was the recount?

Draw faces to show how well you think the performance went.



Then write in evidence and examples of what you noticed.

| | Included (5Ws): Who, What, Why, When, Where | Used past tense | Used first person (I, we) or third person (he, she, they) | Set the scene and rounded it off | Described events in chronological order | Included interesting detail and/or objects |
|--------------------------|--|--------------------|---|--|--|---|
| Performance | | | | | | |
| Evidence and examples | | | | | | |

Name Date

How good was the radio advert?

Draw faces to show how well you think the radio advert went.



Then write in evidence and examples of what you noticed.

| | Made purpose clear | Adapted talk to audience | Matched approach to media | Grabbed listeners' attention | Included statistics and/or facts |
|-----------------------|--------------------|--------------------------|---------------------------|------------------------------|----------------------------------|
| Performance | | | | | |
| Evidence and examples | | | | | |

Name Date

How well did they work in role?

Draw faces to show how well you think the role-play went.



Then write in evidence and examples of what you noticed.

| | Became the character | Used facial expression | Used gesture | Matched voice to the character | Matched behaviour to the character | Interacted with other characters |
|-----------------------|----------------------|------------------------|--------------|--------------------------------|------------------------------------|----------------------------------|
| Performance | | | | | | |
| Evidence and examples | | | | | | |