



Years 5 and 6 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>
5	Telling traditional tales	To understand features of traditional tales and how to give an effective retelling	Year 5 Narrative: Unit 2 Traditional stories, fables, myths, legends Year 5 Additional text-based unit: <i>The Highwayman</i>
	Scripted broadcast	To recognise and understand the purpose and features of broadcasts, evaluate existing material and perform original scripted material	Year 5 Narrative: Unit 6 Dramatic conventions Year 5 Non-fiction: Unit 3 Persuasive writing Transition unit: Persuasion Year 6 Revision: Unit 1 Reading and writing narrative (and plays)
	Persuasive argument	To identify and analyse the features of persuasive argument and to use them in creating effective persuasive speeches	Year 5 Non-fiction: Unit 3 Persuasive writing Transition unit: Persuasion Year 6 Non-fiction: Unit 3 Argument
6	Language variation	To identify and analyse ways in which spoken language varies according to audience, purpose and context, exploring differences between standard and non-standard English	Year 6 Non-fiction: Unit 4 Formal/impersonal writing
	Debate and discussion	To explore different ways of debating and discussing, including dialogic talk and formal structured debates	Year 5 Non-fiction: Unit 3 Persuasive writing Year 6 Non-fiction: Unit 3 Argument
	Multimodal presentation	To explore the features of multimodal presentations, and to plan, present and evaluate a multimodal guide	Year 6 Non-fiction: Unit 4 Formal/impersonal writing

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.

We all know that 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 video and 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 Speaker's Bank.

Units

There are 6 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 upper Key Stage 2, and the **Teaching plans** provide the matching *Primary Framework for literacy* objectives from both Year 5 and Year 6. 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 **Learning from models** 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 the *i-learn speaking and listening* units 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 also included in the **Techniques bank**, accessible in the online navigation once you have chosen a year group.

The following techniques are covered in Years 5 and 6. The unit each technique links to is referenced in brackets beneath its title:

Conscience alley

(Telling traditional tales)

This technique is used to explore dilemmas faced by characters at particular points in a narrative. Children form two facing rows, leaving an ‘alley’ between the rows down which a child can walk. This child is playing the character, with the two rows representing two sides of the character’s conscience. As the child walks down the alley, children in one row give arguments in favour of a course of action, with the other row giving arguments against. The ‘character’ may then say what they have decided and explain why.

Cumulative recital

(Telling traditional tales)

This technique can be used to bring additional life and excitement to a recital, whilst providing a means of practising elements of story telling, such as eye contact with the audience and variation in pace and tone of voice. Starting with one speaker, others join in progressively until the whole group of five to six children are speaking in unison. All will need to take care to enunciate clearly.

Think-pair-share

(Language variation)

This technique can be used to generate class discussion, and the sharing of opinions and ideas. Children are given an issue to think about, individually at first and then as a paired discussion. This can be left to progress for as long as appropriate. Subsequently, each pair shares their thoughts and ideas, either with the neighbouring pair or with the whole class, and further discussion can be encouraged.

Dialogic talk

(Debate and discussion)

This is a technique for generating discussion, in particular for large groups, seeking to avoid concerns about answers being ‘right’ or ‘wrong’, and encouraging healthy discussion with a focus on the issue at hand. The key to dialogic talk is to allow it to be *guided* by the class teacher, but *driven* by the children. So, whilst the teacher may initiate the discussion with a particular idea in mind, the children take the discussion forward, building on the ideas that are expressed to form a detailed line of argument.

Courtroom debate

(Debate and discussion)

This technique can be used to generate discussion around a chosen topic, within a relatively formal structure. Courtroom roles are allocated, such as *judge*, *defendant*, *witness* and *jury*. The discussion then progresses within this role-play scenario, culminating in a vote or ‘verdict’, which will be expressive of a group point of view.

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 if children are learning about coastal management in Geography, elements of the **Debate and discussion** unit could be used to allow children to discuss the pros and cons of a hypothetical coastal development.

Links to reading and writing

Each unit links seamlessly with reading and writing, both in English and across the curriculum. For example, in the **Scripted broadcast** unit, children look at written scripts for radio or television broadcasts, learning about the relationship between the script and the oral delivery, and then drafting and marking up their own versions ready for spoken presentation. In the **Multimodal presentation** unit, children explore presentations which are a combination of spoken and written text, assessing the appropriate use of each, before working on their own versions which they will share with the rest of the class.

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: discussing child labour in **Debate and discussion** links to Citizenship; planning and producing a multimedia guide in **Multimodal presentation** links to ICT.

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.

Telling traditional tales

Unit introduction

Unit overview
A summary of the aim of this unit.

Unit overview
To understand features of traditional tales and how to give an effective retelling

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

Links to Primary Framework for literacy planning
Year 5 Narrative: Unit 2 Traditional stories, fables, myths, legends
Year 5 Additional text-based units: *The Highwayman*

Primary Framework objectives

Y5 Speaking

- Tell a story using notes designed to cue techniques, such as repetition, recap and humour (LFM, LP, LPSM, OTY)

Y5 Group discussion and interaction

- Understand the process of decision making (LPSM)

Y5 Drama

- Reflect on how working in role helps to explore complex issues (LPSM)
- Perform a scripted scene making use of dramatic conventions (LPSM)

Y6 Speaking

- Use a range of oral techniques to present persuasive arguments and engaging narratives (STS, LFM, LP, LPSM, OTY)

Y6 Listening and responding

- Analyse and evaluate how speakers present points effectively through use of language and gesture (STS, LFM, LP, LPSM, HDTD, OTY)

Y6 Group discussion and interaction

- Understand and use a variety of ways to criticise constructively and respond to criticism (HDTD, OTY)

Y6 Drama

- Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires (LPSM)
- Consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension (LPSM)

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

History: QCA Scheme of Work, any unit. Perform ballads or tell tales about historical figures and events; work in role and create eyewitness 'tall tales' of adventures/journeys.

Art and design: QCA Scheme of Work, Unit 6B (What a performance) Design and make a piece of headwear for a character in a tale; retell the tale in role.

ICT: QCA Scheme of Work, Unit 6D (Using the internet to search large databases and to interpret information) Children research traditional tales from around the world, make notes and create their own version of a tale to present to an audience.

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Links to Primary Framework for literacy planning
Where appropriate, this provides links to the *Framework* units for Years 5 and 6. 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.

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 upper Key Stage 2, it includes objectives from both Year 5 and Year 6. The unit focuses the objectives link to are shown as abbreviations in brackets (see **Focus key**).

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.

Unit title
Each unit has a unique title.

Overview
A summary of the aim of this focus.

Resources
The materials needed for this focus, including relevant Photocopy masters from the back of this book.

Teaching ideas
Ideas to help you to make best use of each online page for this focus. They include suggested independent activities.
Note: The *Screen info* button on each online page provides additional information about how to use the on-screen functionality.

Additional suggestions
Cross-curricular ideas for activities that can be used to reinforce and/or develop the skills introduced in this focus.

Focus title
Each unit includes the same six focuses (see page 7 for details).

Success criteria
Two levels of criteria for you to assess children's achievements against.

Key questions
Examples of questions to ask children in order to develop and/or assess their understanding.

Differentiation
Ideas for support and extension linked to the activities in this focus.

Teaching plan content:

Telling traditional tales

Overview
To retell a well-known traditional tale using a variety of techniques to engage the audience

Success criteria
Basic: To prepare and present a retelling of a well-known traditional tale
Extended: To present it effectively, using techniques learned from previous focuses

Resources
DVD-ROM

Teaching ideas

p1 Go over the objectives for this focus.

p2 Watch the video of the story teller presenting the legend of Gelert the Hound. Discuss what is effective about this storytelling, and in particular the ways in which location, setting and atmosphere are evoked through the use of audio and visual effects.

p3 Use the map of the United Kingdom to show the location of four well-known traditional tales, highlighting that each is associated with a specific place or landmark. Arrange children in pairs or small groups to choose and prepare one of the four tales. Listen to the audios to remind children of the tales already heard and introduce the two new ones. Share ideas about how each one might be presented in an effective retelling. You may wish to provide printouts of the audio transcripts for the new stories (available from the resources button).

p4 Emphasise the sense of place in each tale by using the appropriate photo as a backdrop for the children's retelling. Listen to and discuss the audio effects and encourage children to suggest others (these can be generated using their voices or simple percussion instruments and recorded, using the audio record tool, for use as part of their retellings). Provide ample planning and rehearsal time. Remind children that they should improvise, rather than trying to learn their tale word for word. They may find it helpful to prepare simple cue cards. Provide a printout of the Top tips to help children prepare their tale. Finally, children present their retellings to the class.

p5 Collect feedback and complete the on-screen peer-assessment chart using the arrows and scales. Reflect on the activity using the key questions.

Key questions

- Which was your favourite tale from the United Kingdom? Why?
- Which aspect of your retelling did you find the easiest? Why?
- Which aspect of your retelling did you find the most challenging? Why?

Differentiation

For additional support: Provide children with a skeleton of events in their chosen tale to build their retelling around.

For additional challenge: Children adapt their retelling for a much younger audience. Alternatively, children could choose and research other traditional tales to use, particularly any based in your school's locality.


Additional suggestions
English/Drama/ICT: Record the children presenting their tales; experiment with alternative backdrops and sound effects. Create a digital library of traditional tales.

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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 5 and Year 6 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 5	
Tell a story using notes designed to cue techniques, such as repetition, recap and humour	Telling traditional tales: Learning from models, Let’s practise, Let’s practise some more, Over to you!
Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language	Presenting an argument: Let’s practise, Let’s practise some more, Over to you! Debate and discussion: Setting the scene, Learning from models, Let’s practise, Let’s practise some more, Over to you!
Use and explore different question types and different ways words are used, including in formal and informal contexts	Presenting an argument: Let’s practise, Let’s practise some more, Over to you! Language and variation: Learning from models, Let’s practise, Over to you!
Year 6	
Use a range of oral techniques to present persuasive arguments and engaging narratives	Debate and discussion: Let’s practise, Let’s practise some more, Over to you! Multimodal presentation: Setting the scene, Let’s practise some more, Over to you! Telling traditional tales: Setting the scene, Learning from models, Let’s practise, Let’s practise some more, Over to you! Scripted broadcast: Setting the scene, Let’s practise, Over to you! Presenting an argument: Let’s practise, Let’s practise some more, Over to you!
Participate in whole-class debate using the conventions and language of debate, including standard English	Debate and discussion: Learning from models, Let’s practise, Let’s practise some more, Over to you!
Use the techniques of dialogic talk to explore ideas, topics and issues	Debate and discussion: Learning from models

2. Listening and responding

Year 5

Identify different question types and evaluate their impact on the audience

Presenting an argument: Setting the scene, Learning from models, Let's practise, Let's practise some more, Over to you!

Debate and discussion: Let's practise

Identify some aspects of talk that vary between formal and informal occasions

Scripted broadcast: Setting the scene, Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you!

Presenting an argument: Setting the scene, Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you!

Language variation: Setting the scene, Learning from models, Let's practise some more, How did they do?, Over to you!

Debate and discussion: Let's practise, Let's practise some more, How did they do?, Over to you!

Multimodal presentation: Setting the scene, Learning from models, How did they do?

Analyse the use of persuasive language

Presenting an argument: Setting the scene, Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you!

Debate and discussion: Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you!

Multimodal presentation: Setting the scene, Over to you!

Year 6

<p>Make notes when listening for a sustained period and discuss how note-taking varies depending on context and purpose</p>	<p>Multimodal presentation: Learning from models, Let's practise some more Scripted broadcast: Learning from models, Let's practise some more</p>
<p>Analyse and evaluate how speakers present points effectively through use of language and gesture</p>	<p>Debate and discussion: Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you! Multimodal presentation: Learning from models, Let's practise some more, How did they do?, Over to you! Telling traditional tales: Setting the scene, Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you! Scripted broadcast: Setting the scene, Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you! Presenting an argument: Setting the scene, Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you!</p>
<p>Listen for language variation in formal and informal contexts</p>	<p>Language variation: Setting the scene, Learning from models, Let's practise, How did they do?, Over to you! Debate and discussion: Setting the scene, Let's practise, Let's practise some more, How did they do? Multimodal presentation: Setting the scene, Learning from models, How did they do?, Over to you! Scripted broadcast: Setting the scene, Learning from models, Let's practise, Let's practise some more Presenting an argument: Setting the scene, Learning from models, Let's practise some more, How did they do?, Over to you!</p>
<p>Identify the ways spoken language varies according to differences in the context and purpose of its use</p>	<p>Language variation: Setting the scene, Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you! Debate and discussion: Let's practise, Let's practise some more, How did they do? Multimodal presentation: Setting the scene, Learning from models, Let's practise some more, How did they do?, Over to you! Scripted broadcast: Setting the scene, Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you! Presenting an argument: Setting the scene, Learning from models, Let's practise, Let's practise some more, How did they do?</p>

3. Group discussion and interaction

Year 5

Plan and manage a group task over time using different levels of planning	Scripted broadcast: Over to you! Multimodal presentation: Over to you!
Understand different ways to take the lead and support others in groups	Scripted broadcast: Over to you! Multimodal presentation: Over to you!
Understand the process of decision making	Traditional tales: Let's practise some more Multimodal presentation: Over to you!

Year 6

Consider examples of conflict and resolution, exploring the language used	Debate and discussion: Setting the scene, Learning from models, How did they do?, Over to you!
Understand and use a variety of ways to criticise constructively and respond to criticism	Language variation: How did they do?, Over to you! Debate and discussion: How did they do?, Over to you! Multimodal presentation: Let's practise, How did they do?, Over to you! Telling traditional tales: How did they do?, Over to you! Scripted broadcast: How did they do?, Over to you! Presenting an argument: How did they do?, Over to you!

4. Drama

Year 5

Reflect on how working in role helps to explore complex issues	Telling traditional tales: Let's practise some more
Perform a scripted scene making use of dramatic conventions	Telling traditional tales: Let's practise some more Scripted broadcast: Let's practise, Let's practise some more, Over to you!
Use and recognise the impact of theatrical effects in drama	Scripted broadcast: Let's practise, Let's practise some more, Over to you!

Year 6

Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires	Telling traditional tales: Let's practise some more
Consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension	Telling traditional tales: Let's practise some more Scripted broadcast: Let's practise
Devise a performance considering how to adapt the performance for a specific audience	Scripted broadcast: 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 14–16.

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 on each **Unit introduction** page (see page 7) and in the **Objective matching grids** (see pages 9–12) enable you to target *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 three 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 – Telling traditional tales

Task: Retell a well-known legend

Name: Date:.....

Success criteria	✓	Comments / next steps
Involves audience and makes eye contact		
Varies pace, pitch and volume of voice		
Uses some direct speech		
Pauses for dramatic effect		
Uses dramatic language, music or sound effects		
Uses facial expression and gesture		

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i-learn: speaking and listening – Years 5 and 6



Assessment grid – Scripted broadcast

Task: Research, plan, write and deliver a scripted broadcast

Name: Date:.....

Success criteria	✓	Comments / next steps
Matches content to purpose and audience		
Makes it clear and informative		
Captures and holds audience's attention		
Ensures good entertainment value		
Uses different presentation techniques		
Uses voice and body language		

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Assessment grid – Persuasive argument

Task: Plan and present a persuasive argument

Name: Date:.....

Success criteria	✓	Comments / next steps
Uses facts and/or evidence		
Uses language to engage audience		
Appeals directly to audience		
Uses eye contact and gesture		
Uses tone of voice		
Enthusiastic and passionate		

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Assessment grid – Language variation

Task: Use role-play to vary what you say according to audience, purpose and context

Name: Date:.....

Success criteria	✓	Comments / next steps
Matches language to audience		
Matches language to purpose		
Matches language to context		
Matches body language to audience and purpose		
Use appropriate level of formality		

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Assessment grid – Debate and discussion

Task: Take part in a formal debate as part of a group

Name: Date:.....

Success criteria	✓	Comments / next steps
Enthusiastic and passionate		
Develops argument logically		
Anticipates possible objections		
Eye contact and gesture		
Listens and responds to others' points		
Supports points with examples and facts		
Uses rhetorical techniques		

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Assessment grid – Multimodal presentation

Task: Plan and present a multimodal guide

Name: Date:.....

Success criteria	✓	Comments / next steps
Matches language to purpose		
Matches language to audience		
Integrates words, images, video, sound		
Makes it interactive		
Easy to navigate and find information		
Attractive – varied layout		

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i-learn: speaking and listening – Years 5 and 6

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 understand features of traditional tales and how to give an effective retelling

National Curriculum objectives

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

Links to *Primary Framework for literacy planning*

Year 5 Narrative: Unit 2 Traditional stories, fables, myths, legends

Year 5 Additional text-based units: *The Highwayman*

Primary Framework objectives

Y5 Speaking

- Tell a story using notes designed to cue techniques, such as repetition, recap and humour (LFM, LP, LPSM, OTY)

Y5 Group discussion and interaction

- Understand the process of decision making (LPSM)

Y5 Drama

- Reflect on how working in role helps to explore complex issues (LPSM)
- Perform a scripted scene making use of dramatic conventions (LPSM)

Y6 Speaking

- Use a range of oral techniques to present persuasive arguments and engaging narratives (STS, LFM, LP, LPSM, OTY)

Y6 Listening and responding

- Analyse and evaluate how speakers present points effectively through use of language and gesture (STS, LFM, LP, LPSM, HDTD, OTY)

Y6 Group discussion and interaction

- Understand and use a variety of ways to criticise constructively and respond to criticism (HDTD, OTY)

Y6 Drama

- Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires (LPSM)
- Consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension (LPSM)

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

History: QCA Scheme of Work, any unit. Perform ballads or tell tales about historical figures and events; work in role and create eyewitness 'tall tales' of adventures/journeys.

Art and design: QCA Scheme of Work, Unit 6B (What a performance) Design and make a piece of headwear for a character in a tale; retell the tale in role.

ICT: QCA Scheme of Work, Unit 6D (Using the internet to search large databases and to interpret information) Children research traditional tales from around the world, make notes and create their own version of a tale to present to an audience.

Overview

To explore different types of traditional tales and have a go at telling a 'tall tale'

Success criteria

Basic: To be aware that there are different kinds of traditional tales

Extended: To understand the key features of different kinds of traditional tales

Resources

DVD-ROM

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** In pairs, children discuss which of the stories they are familiar with, telling their partner what they are about. Use the on-screen question to encourage children to use their prior knowledge to suggest some different kinds of traditional tales.
- p3** Listen to each audio clip and identify the matching kind of traditional tale. Begin to talk about the key features of each kind of tale. Mention that a traditional tale is a story that is passed down orally through the centuries and so might exist in a number of different versions.
- p4** Use the sorting activity to generate discussion about some of the differences between fables and fairy tales. Discuss the features, referring to tales the children are familiar with and highlighting that these types of tales share some common features.
- p5** Repeat the previous activity for myths and legends.
- p6** Listen to the audio of the 'tall tale' of Paul Bunyan. The tall tale (which also contains many elements of legend) is a type of traditional tale that is common in American folklore. Tall tales are also told in many other cultures and contain exaggerations about characters and events. Generate discussion using the on-screen questions as a guide. Ask children to retell the story in pairs.
- p7** In pairs, children have a go at creating a tall tale in response to one of the questions. Have a tall tale contest and vote for the most convincing tale! Use the key question to revisit what the children have learned about traditional tales.

Key questions

- *What are the differences between a fairy tale, a myth, a fable and a legend?*

Differentiation

For additional support: Provide examples of myths, fables, fairy tales and legends for further reading and to support children's comparisons. Children could investigate any stories on page 2 with which they were unfamiliar. **For additional challenge:** Children research further stories about Paul Bunyan and/or make up their own 'tall tales' based on the character.

Additional suggestions

Drama: Improvise mini-plays based on the stories children created during the activity on page 7.

Overview

To identify features of effective story telling and explore the impact of varying pace

Success criteria

Basic: To identify some features of effective story telling

Extended: To identify and explain the impact of different story-telling features

Resources

DVD-ROM

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Ask children what they know about Robin Hood, then listen to the audio featuring a story teller retelling part of the legend of Robin Hood. Discuss the on-screen questions, focusing on what makes the retelling engaging. Generate discussion about how the story teller could engage an audience who were watching, rather than just listening.
- p3** Now watch the video of the same story telling of the legend of Robin Hood. Generate discussion about the video, focusing on non-verbal communication (gesture, eye contact, facial expressions) used to deliver the story in an engaging manner.
- p4** Watch the story telling of Robin Hood again. Use the sorting activity to discuss what techniques the story teller used. Justify decisions with examples from the video. Generate discussion using the key questions as a guide.
- p5** Focus on the impact of varying pace and mood while telling a tale. In pairs, children try reading aloud some or all of the extracts using the three different styles of reading.
- p6** Reveal and discuss the Top tips for effective story telling.
- p7** Use the segmented video matching activity to reinforce features of effective story telling.

Key questions

- *How does the story teller make the story especially interesting?*
- *Why does it help to pause during story telling?*
- *Why is it important to make eye contact with your audience during story telling?*
- *Why isn't it necessary to learn a story word for word?*

Differentiation

For additional support: At page 4, ask children to look out for a smaller number of specified techniques.

For additional challenge: Children read aloud or retell a suitable legend, trying to use as many of the features of effective story telling as possible.

Additional suggestions

History: Find out about the period when Robin Hood was thought to have lived (the reign of Richard I). Children focus on a current or recent historical unit and tell historical tales to an audience. Alternatively, create a bank of digital stories (video/audio recordings) told by the children in role as historical figures.

Overview

To understand how to begin and end a tale effectively, and to practise retelling a legend in pairs

Success criteria

Basic: To identify different ways of beginning and ending a tale

Extended: To retell a tale, incorporating some Top tips and using a strong beginning and ending

Resources

DVD-ROM

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Watch the beginning and ending clips from the *Robin Hood* video. Focus on how the story teller tries to engage and involve the audience at the start, and rounds things off at the end while suggesting there are more tales to come. Ask children to think of other ways that traditional stories begin and end. Generate discussion using the key questions.
- p3** Discuss the different ways of beginning a tale. In pairs, children choose one of the suggested tales and try telling the beginning of the story in each of the ways suggested.
- p4** Listen to the audio examples of different kinds of story endings, then match the descriptions to the correct audio. Discuss children's ideas for alternative endings that match each description.
- p5** Reveal each part of the summary of the William Tell legend. In pairs, children practise retelling the legend. Share retellings and discuss the opening and ending of each. Encourage children to use at least two Top tips to make their retellings effective.

Key questions

- *How does the story teller begin the story? Why?*
- *How does the story teller end the story? Why?*
- *What techniques can you use to grab the audience's attention at the beginning of a story?*
- *What do you want your audience to be thinking about at the end of your story?*

Differentiation

For additional support: Give examples of 'formulaic' phrases for children to use to start or end their retellings.

For additional challenge: Children prepare and present an extension to the Robin Hood tale. What happened next?

Additional suggestions

English: Play a game of 'In your own words'. In pairs, children tell each other a story. Children then swap to another pair and repeat the story they were just told. Then they swap again and do the same thing. Children tell the last story they heard to the whole group. How has it changed from the original telling? Children tell stories to a variety of different audiences (younger children, family members, etc.), adapting their tales accordingly.

Overview

To understand and perform a narrative poem in a group

Success criteria

Basic: To understand the features of a narrative poem

Extended: To perform effectively a narrative poem as part of a group

Resources

DVD-ROM

Teaching ideas

p1 Go over the objectives for this focus.

p2 Explain that you are going to explore a traditional tale in the form of a ballad: a type of narrative poem which, traditionally, was set to music. Explain that just like a traditional tale, a traditional ballad is part of the oral tradition, passed down through the centuries.

After listening to the audio of 'The Highwayman' (a ballad based on the legend of Dick Turpin), recall the main events as a class to make sure that children have followed the story. A printout of the poem is available from the resources button. Generate discussion using the on-screen questions and key questions as a guide.

p3 Use the picture to discuss the role of Tim the ostler in the poem, and explore his motivations. Note the children's suggestions in the thought bubble.

p4 Explain that the children are going to watch a demonstration of the Conscience alley technique, which aims to explore characters and the reasons for their behaviour. Watch the video and use the on-screen questions to generate discussion about the performance.

p5 As a class, choose one of the dilemmas involving two of the main characters in the poem (one is the same dilemma that was used in the video). Then carry out Conscience alley in groups or as a class. One volunteer plays the named character and the other children form two facing lines. As the volunteer passes slowly through, children in one line give arguments in favour of the course of action, and children in the other line give arguments against it. When the character reaches the end of the 'alley', hot-seat them to discuss the decision they will make and their reasons. (**Note:** If the character makes the opposite decision to that taken in the poem, discuss the implications of this.)

p6 Watch the video of children using the Cumulative recital technique to present part of 'The Highwayman'. Open the text version of the Top tips. Generate discussion about the performance and discuss the children's use of the Top tips.

p7 Divide children into groups and provide printouts of 'The Highwayman' (available from the resources button), allocating a different section of the poem to each group. In addition, provide printouts of the Top tips. Children practise their allocated verses as a Cumulative recital. Allow plenty of time for children to practise applying the Top tips while performing the poem. If possible, allow all children to perform their verses for the class and discuss their performance.

Key questions

- Why do you think narrative poems were common in medieval times?
- What techniques could you use to tell a narrative poem?
- Why is it important to vary your pace and volume?

Differentiation

For additional support: Provide children with opportunities to record and review their own performances in order to improve them.

For additional challenge: Children could read other narrative poems based on traditional tales (e.g. 'The Lady of Shalott' by Alfred Tennyson) and practise performing these.

Additional suggestions

English: In groups, children set a narrative poem to music to create a traditional ballad. Link with the Year 5 Additional text-based unit 'The Highwayman': children tell both oral and written stories from the points of view of the different characters.

History: Focusing on a history topic you are studying, children create ballads concerning key figures and events.

Overview

To watch a story teller's performance and identify possible improvements

Success criteria

Basic: To identify strengths and weaknesses in a story-telling performance

Extended: To suggest possible improvements to a story-telling performance

Resources

DVD-ROM, PCM 1

Teaching ideas

- p1** Go over the objective for this focus.
- p2** Explain that you are going to watch a video of a story teller, and identify what they do well and not so well. Watch the video of the story teller telling the legend of Gelert the Hound. Children carry out their evaluation on PCM 1, then compare their responses with a partner.
- p3** As a class, carry out an on-screen evaluation using the arrows and scales, discussing reasons for children's choices. Use the key questions as prompts for discussion.

Key questions

- *What does the story teller do well?*
- *What does the story teller do not so well?*
- *Which of the Top tips does the story teller follow?*
- *Are there any Top tips that the story teller did not follow? How would it have helped to include them?*

Differentiation

For additional support: Provide the children with a list of strengths and weaknesses to look out for in the video.

For additional challenge: Ask children to retell the legend of Gelert the Hound more effectively than the story teller.

Additional suggestions

English/Drama: Children improvise a mini-play based on the legend of Gelert the Hound.

Overview

To retell a well-known traditional tale using a variety of techniques to engage the audience

Success criteria

Basic: To prepare and present a retelling of a well-known traditional tale

Extended: To present it effectively, using techniques learned from previous focuses

Resources

DVD-ROM

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Watch the video of the story teller presenting the legend of Gelert the Hound. Discuss what is effective about this story telling, and in particular the ways in which location, setting and atmosphere are evoked through the use of audio and visual effects.
- p3** Use the map of the United Kingdom to show the location of four well-known traditional tales, highlighting that each is associated with a specific place or landmark. Arrange children in pairs or small groups to choose and prepare one of the four tales. Listen to the audios to remind children of the tales already heard and introduce the two new ones. Share ideas about how each one might be presented in an effective retelling. You may wish to provide printouts of the audio transcripts for the new stories (available from the resources button).
- p4** Emphasise the sense of place in each tale by using the appropriate photo as a backdrop for the children's retelling. Listen to and discuss the audio effects and encourage children to suggest others (these can be generated using their voices or simple percussion instruments and recorded for use as part of their retellings).
Provide ample planning and rehearsal time. Remind children that they should improvise, rather than trying to learn their tale word for word. They may find it helpful to prepare simple cue cards. Provide a printout of the Top tips to help children prepare their tale. Finally, children present their retellings to the class.
- p5** Collect feedback and complete the on-screen peer-assessment chart using the arrows and scales. Reflect on the activity using the key questions.

Key questions

- Which was your favourite tale from the United Kingdom? Why?
- Which aspect of your retelling did you find the easiest? Why?
- Which aspect of your retelling did you find the most challenging? Why?

Differentiation

For additional support: Provide children with a skeleton of events in their chosen tale to build their retelling around.

For additional challenge: Children adapt their retelling for a much younger audience. Alternatively, children could choose and research other traditional tales to use, particularly any based in your school's locality.

Additional suggestions

English/Drama/ICT: Record the children presenting their tales; experiment with alternative backdrops and sound effects. Create a digital library of traditional tales.

Unit overview

To recognise and understand the purpose and features of broadcasts, evaluate existing material and perform original scripted material

National Curriculum objectives

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

Links to *Primary Framework for literacy planning*

Year 5 Narrative: Unit 6 Dramatic conventions

Year 5 Non-fiction: Unit 3 Persuasive writing

Year 5/6 Transition unit: Persuasion

Year 6 Revision: Unit 1 Reading and writing narrative (and plays)

You may find the content more suitable for Year 5.

Primary Framework objectives

Y5 Listening and responding

- Identify some aspects of talk that vary between formal and informal occasions (STS, LFM, LP, LPSM, HDTD, OTY)

Y5 Group discussion and interaction

- Plan and manage a group task over time using different levels of planning (OTY)
- Understand different ways to take the lead and support others in groups (OTY)

Y5 Drama

- Perform a scripted scene making use of dramatic conventions (LP, LPSM, OTY)
- Use and recognise the impact of theatrical effects in drama (LP, LPSM, OTY)

Y5 Understanding and interpreting texts

- Compare different types of narrative and information texts and identify how they are structured (LFM, LP, LPSM)

Y6 Speaking

- Use a range of oral techniques to present persuasive arguments and engaging narratives (STS, LP, OTY)

Y6 Listening and responding

- Make notes when listening for a sustained period and discuss how note-taking varies depending on context and purpose (LFM, LPSM)

- Analyse and evaluate how speakers present points effectively through use of language and gesture (STS, LFM, LP, LPSM, HDTD, OTY)
- Listen for language variation in formal and informal contexts (STS, LFM, LP, LPSM)
- Identify the ways spoken language varies according to differences in the context and purpose of its use (STS, LFM, LP, LPSM, HDTD, OTY)

Y6 Group discussion and interaction

- Understand and use a variety of ways to criticise constructively and respond to criticism (HDTD, OTY)

Y6 Drama

- Consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension (LP)
- Devise a performance considering how to adapt the performance for a specific audience (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

Create a scripted broadcast tied to any current topic, for example: demonstration and advice about specific techniques (PE/D&T/Art and design); information and debate about issues (Geography/History/Science/Citizenship); explanation of processes or phenomena (Geography/Science).

Overview

To identify different types of broadcasts and their purposes

Success criteria

Basic: To understand the purpose of different types of broadcasts

Extended: To identify similarities and differences between different types of broadcasts

Resources

DVD-ROM

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Discuss what a broadcast is and explain that there are many different types. Listen to the example broadcasts and discuss how they differ. Then complete the matching activity and discuss the on-screen questions. Talk about the degree of overlap there can be between non-fiction broadcasts of different types (most are giving information).
- p3** Listen to Broadcast 1 and use the on-screen questions to discuss it. Children identify it as a radio advert about health awareness. Explore any other ideas children may have about how to promote health awareness through a broadcast. Begin to explore how the broadcast may have been made (e.g. the use of actors, a script).
- p4** Watch Broadcast 2 and use the on-screen questions to discuss it. Children identify it as a news report about Antarctic sea life. Highlight the use of an interview. Discuss what kind of planning would be required to film a broadcast like this.
- p5** Use the sorting activity to reinforce the purpose(s) and topics of each broadcast. Discuss the on-screen questions and key questions, and highlight that a broadcast can have multiple purposes.
- p6** Use the random generator to improvise brief broadcasts for different combinations of purpose and topic (four purposes and nine topics are available). Encourage children to use their own knowledge of different types of broadcasts, including those aimed at, or made by, children.

Key questions

- *What is a broadcast?*
- *What types of things might people want to say in a broadcast?*
- *What types of things might people want to see or hear in a broadcast?*
- *An advertisement is a type of broadcast. What do advertisements often try to do that other types of broadcasts do not?*
- *Why might someone want to make their broadcast both informative and entertaining?*

Differentiation

For additional support: At page 6, provide children with one or two pre-chosen purpose and topic combinations instead of using the random generator activity, allowing time for them to note ideas.

For additional challenge: Children generate their own purpose and topic for improvised broadcasts.

Additional suggestions

Find and discuss examples of broadcasts relating to any curriculum area you have studied (e.g. historical events, books, science topics). Discuss the purposes and features of these broadcasts.

Overview

To explore the features of effective non-fiction broadcasts and the role of the script

Success criteria

Basic: To be aware of some features of scripted broadcasts

Extended: To begin to understand how particular features are appropriate for particular types of broadcasts

Resources

DVD-ROM

Teaching ideas

p1 Go over the objectives for this focus.

p2 Listen again to Broadcast 1, asking children to make notes about the different features. Collate the notes on screen. Your notes might include:

Voices: one speaker (young woman); voiceover alternates with sound effects.

Language: brief and informal; clear information in last sentence.

Music/sound effects: prominent sound effects (e.g. treadmill, vacuum cleaner).

Scripted/unscripted material: entirely scripted.

Use the on-screen questions to discuss children's response to the advert.

p3 Watch Broadcast 2 again, asking children to make notes about the different features. Collate the notes on screen. Your notes might include:

Voices: three: commentator (unseen); interviewee; studio presenter. Enthusiastic tone.

Language: enticing language to attract interest (e.g. 'huge diversity', 'far exceeding any of our expectations', 'really spectacular').

Music/sound effects: none.

Visual features: underwater footage (diver's eye view) alternating with interview; animated map.

Scripted/unscripted: part scripted (commentary), part unscripted (interview with Dr Martin Riddle).

Use the on-screen question to discuss children's response to the news report.

p4 Use the sorting activity to reinforce features of each broadcast.

p5 Explain that children will be asked to give advice to the people making the broadcasts so that their broadcasts meet their purpose and engage the audience. Listen to each audio clip, then allow time for pairs to discuss their ideas, before sharing as a class.

p6 Look at the on-screen extract from the script of Broadcast 1, pointing out its similarities to a playscript. Listen to the clip and add the missing information about the sound effects, and style or tone of the voice-over. Use the on-screen question to discuss how far it is possible to script a broadcast which includes interviews.

p7 Ask children if they can predict what the Top tips might be, based on what they have learnt so far about broadcasts. Reveal and discuss the Top tips for a scripted broadcast.

p8 Use the matching activity to reinforce the Top tips. Highlight the different ways in which the clips from the audio and video broadcasts can illustrate these tips. Use the key questions as the basis for review and for further discussion.

Key questions

- Which is the most effective broadcast? Why?
- Are there any Top tips that each broadcast does not use? How might the broadcasts have been improved by following these?
- Why is it important to capture an audience's attention with a broadcast? What techniques might you use to do this?
- Why might broadcasts be formal or informal?
- How do people know what to say in a broadcast?

Differentiation

For additional support: Help children to compile a glossary of terms used so far that relate to broadcasts (e.g. 'voiceover', 'script', 'interview'). Add to the glossary as appropriate throughout the unit (later terms might include 'footage' and 'close up').

For additional challenge: Ask children to find another broadcast which features some or all of the Top tips.

Additional suggestions

Ask children to relate the Top tips to any educational broadcast that you might have used in other curriculum areas (e.g. a science or history video).

Overview

To identify ways of capturing and holding interest in a broadcast

Success criteria

Basic: To identify ways of capturing and holding audience interest in a broadcast

Extended: To begin to understand how to build tension and drama, or fun and excitement, into a performance of a script

Resources

DVD-ROM, PCMs 2 and 3

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Listen to Radio broadcast 1 and discuss using the on-screen questions as a guide. Children identify it as a weather news broadcast.
- p3** Listen to Radio broadcast 2 and discuss using the on-screen questions as a guide. Children identify it as a local radio broadcast. Compare Radio broadcasts 1 and 2, focusing on the different purposes, levels of formality and informality, degree of scripted and unscripted material, and the impact of having more than one presenter and location. Use the key questions to support discussion.
- p4** As a class, discuss the advantages of using several different presenters or only one. Then reveal the text to reinforce the different reasons for using single or multiple presenters/voices.
- p5** As a class, read the on-screen script. In pairs, children take turns to read the script individually, then as two presenters. Share some of the children's performances, focusing on appropriate expression and tone.
- p6** As a class, read the excerpt from the 'radio guide' and discuss what sort of broadcast this might be and who might be the intended audience. Open the text version of the script and look at the first few lines together on screen. Discuss how these lines might be annotated to show how the script should be read, and the use of any sound effects or music, etc. Give out copies of PCM 2 and allow children time to continue this activity in pairs. Listen to the audio and compare the recorded version with the children's own ideas. What do they think are the strengths/weaknesses of each?
- p7** Repeat the activity on page 6 using a different excerpt, PCM 3 and the audio on this screen.

Additional suggestions

English: Listen to a range of clips from local and national radio broadcasts. Children order these on different scales according to criteria such as formality, number of voices, use of effects, degree of scripting, etc.

History: Children draft the script for another episode of *Bringing history alive* based on a topic you have recently studied in history.

Key questions

- What do you think the people who made the snowy weather broadcast want you to do as a result of listening to it?
- What do you think the people who made the Fun Day broadcast want you to do as a result of listening to it?
- How can you tell the difference between the parts of the broadcast which are scripted and unscripted?

Differentiation

For additional support: Mark up the first part of the PCMs to match the actual audio, to serve as a demonstration for the children and set them off on the right track.

For additional challenge: Challenge children to incorporate a mini-playscript into the script for *The eruption of Vesuvius* (e.g. a conversation between a Roman couple on the morning of the eruption).

Overview

To learn about the 'pseudo-documentary' form and to practise using different presentation techniques

Success criteria

Basic: To identify the features and purpose of a pseudo-documentary

Extended: To use a range of techniques in planning a pseudo-documentary

Resources

DVD-ROM

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Watch the video about the spaghetti harvest. Discuss the broadcast, including background information about its origins and date: it is a spoof, or pseudo-documentary, made by the BBC in 1957, for an April Fool's Day edition of the serious television documentary series, *Panorama*. Generate discussion using the on-screen questions as a guide.
- p3** Watch the video again, asking children to make notes about the different features, which you can then collate on screen. Your notes might include:
Voices: one speaker; serious, well-spoken older male voice.
Language: quite formal and factual.
Music/sound effects: in the background throughout; light-hearted, Alpine folk music.
Scripted/unscripted: entirely scripted.
Visual features: film of different stages in growing/harvesting spaghetti; close-ups and more distant shots.
 Highlight that the language and level of formality relate in part to the period in which the programme was made. Discuss how convincing the broadcast is and explore children's opinions using the on-screen question.
- p4** In groups, children draw on their knowledge of different presentation techniques and plan how they would make the 'spaghetti' broadcast even more convincing. If you wish, provide printouts of the transcript for children to annotate. Share and discuss ideas from groups. Use the key questions as the basis for reviewing and extending understanding of the pseudo-documentary.
- p5** As a class, read and discuss the ideas, using the on-screen questions. In pairs, children plan and give a fun performance of a pseudo-documentary in response to the ideas on screen. Share some performances and draw out that treating the material 'seriously' by replicating formal styles of broadcasting, helps to make the items more convincing.

Key questions

- *What does 'pseudo' mean?*
- *Why can a pseudo-documentary be a particularly entertaining kind of broadcast?*
- *How might a pseudo-documentary be used to make a serious point?*

Differentiation

For additional support: Give prompts to help children recognise elements of the pseudo-documentary (e.g. the fact that spaghetti is made from wheat).

For additional challenge: Challenge children to script a pseudo-documentary which also makes a serious point (e.g. explaining how wasting energy is good for the planet or dropping litter is good for wildlife).

Additional suggestions

History/Science: Look closely at part of a formal broadcast relating to a current topic and explore how it could be adapted for a false or nonsensical idea (e.g. adapting a video about the water cycle so that it explains why clouds like to cry).

Overview

To evaluate a scripted broadcast

Success criteria

Basic: To identify weaknesses in a scripted broadcast

Extended: To offer suggestions about how to improve a scripted broadcast

Resources

DVD-ROM, PCM 4

Teaching ideas

- p1** Go over the objective for this focus.
- p2** Explain that you are going to evaluate a scripted broadcast to identify what works well and not so well. Hand out PCM 4 and explain the three elements of the activity – children watch the video, do the evaluation on the PCM, then compare responses with a partner. Watch the video of a children’s broadcast about dinosaurs. Allow time for children to evaluate the video and discuss their views.
- p3** As a class, use the arrows and scales to carry out an on-screen evaluation, discussing reasons for children’s choices. Encourage the children to find evidence and examples. Use the key questions as prompts for discussion.

Key questions

- *What was good about this broadcast? What improvements can you suggest?*
- *Would you make any changes to match the needs of the intended audience?*
- *Did you agree with your partner in your evaluation? What, if anything, did you disagree about?*

Differentiation

For additional support: Offer a list of strong and weak points to look out for in the broadcast.

For additional challenge: Ask children to improvise an improved remake of the broadcast.

Additional suggestions

Use PCM 4 to constructively evaluate a scripted broadcast for a current topic in any curriculum area.

Overview

To research, plan, write and present a scripted broadcast

Success criteria

Basic: To plan and present a scripted broadcast

Extended: To constructively evaluate a scripted broadcast presented by others

Resources

DVD-ROM

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Introduce the children to the task (to plan, research, write and present a non-fiction scripted broadcast). Divide children into groups. Remind children that they should work as a group, actively making sure that everyone is included and involved. It may be helpful to nominate one person as 'leader', and to discuss after the completion of the task how they feel they worked as a group and whether/how the leader could have been more supportive.
- Allow each group to click on a card to select a type of broadcast. Then allow a few minutes for the children to discuss the purpose, medium and audience for their broadcast (remind them that there can be more than one purpose). You may also wish to discuss the means by which users/viewers would access the broadcast, such as podcast, webcast, mp3 technology or video recording. If necessary, allocate additional time to demonstrate in more detail how to write a script, reminding the children of their knowledge of the conventions of playscripts.
- p3** Discuss the different techniques children could use in their broadcast, and open the text version of the Top tips to remind children of the features of an effective broadcast. Children record or perform their broadcasts for other groups.
- p4** As a class, use the arrows and scales to evaluate each broadcast, drawing out the ways in which children meet the purpose of the broadcast and cater for their audience. Use the key questions as the basis for a review of the unit.

Key questions

- *What different ways of broadcasting are there? What are the differences between them?*
- *What different reasons for broadcasting are there?*
- *Are some ways of broadcasting more suited for particular purposes? What purposes? Why?*

Differentiation

For additional support: Provide a short list of key techniques children should try to include in their broadcast.

For additional challenge: Give children a running time to adhere to for their broadcast, such as two minutes.

Additional suggestions

Discuss what forms of presentations or types of scripted broadcasts are best suited to different curriculum areas. **English/Citizenship/ CT:** Plan and record broadcasts that explore issues, give advice or advertise events within your school. These could be made available on your school website.

Unit overview

To identify and analyse the features of persuasive argument and to use them in creating effective persuasive speeches

National Curriculum objectives

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

Links to *Primary Framework for literacy planning*

Year 5 Non-fiction: Unit 3 Persuasive writing

Year 5/6 Transition unit: Persuasion

Year 6 Non-fiction: Unit 3 Argument

You may find the content more suitable for Year 5.

Primary Framework objectives

Y5 Speaking

- Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language (LP, LPSM, OTY)
- Use and explore different question types and different ways words are used, including in formal and informal contexts (STS, LFM, LP, LPSM, OTY)

Y5 Listening and responding

- Identify different question types and evaluate their impact on the audience (STS, LFM, LP, LPSM, OTY)
- Identify some aspects of talk that vary between formal and informal occasions (STS, LFM, LP, LPSM, HDTD, OTY)
- Analyse the use of persuasive language (STS, LFM, LP, LPSM, HDTD, OTY)

Y6 Speaking

- Use a range of oral techniques to present persuasive arguments and engaging narratives (LP, LPSM, OTY)

Y6 Listening and responding

- Analyse and evaluate how speakers present points effectively through use of language and gesture (STS, LFM, LP, LPSM, HDTD, OTY)
- Listen for language variation in formal and informal contexts (STS, LFM, LPSM, HDTD, OTY)
- Identify the ways spoken language varies according to differences in the context and purpose of its use (STS, LP, LPSM, HDTD)

Y6 Group discussion and interaction

- Understand and use a variety of ways to criticise constructively and respond to criticism (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 20 (Local traffic – an environmental issue) Simulate a public meeting and present a persuasive speech on a local issue.

Citizenship: QCA Scheme of Work, Unit 10 (Local democracy for young citizens) Simulate a council meeting and present a case for or against an issue and vote on it.

Overview

To begin to analyse the use of persuasive language and use improvisation to practise persuading others

Success criteria

Basic: To identify some features of persuasive language

Extended: To use persuasive language to support an argument

Resources

DVD-ROM

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Listen to the audio clips of a market trader, a politician and a film trailer. Generate initial discussion about the purpose of each clip (to persuade). Identify how and why the language used varies between each clip (different contexts and persuasive purposes; formal and informal registers).
- p3** Match the persuasive devices with phrases taken from the market trader audio clip. Listen again to the clip, asking children to find further ways in which the speaker tries to persuade his audience. Discuss the importance of tone of voice, including volume and degree of seriousness.
- p4** Repeat the activity from page 3 for the politician audio clip. Compare the use of voice with that in the market trader audio.
- p5** Repeat the activity from page 3 for the film trailer audio clip. Compare the use of voice with that in the previous audio clips, including use of emphasis.
If you wish, print out the transcripts of the three audios and give children copies to practise reading aloud, adapting their voices as appropriate.
- p6** Arrange children in A and B pairs. As a class, select an 'A' card and ask 'A' children to try to persuade their partner to agree to what is asked. Do the same with a 'B' card. Take feedback and discuss techniques used. Generate discussion using the on-screen question.
- p7** In different pairs, children try to persuade each other to agree with a point of view. Take feedback and discuss techniques, using the key questions as a guide.

Key questions

- *What kinds of things do you find persuasive? Why?*
- *How could you try to persuade someone?*
- *Is it easier to persuade somebody about something if you believe it yourself? Explain why.*

Differentiation

For additional support: Provide ideas for potential arguments children can use in their paired work.

For additional challenge: Children think of other topics about which they can explain and justify their opinions.

Additional suggestions

English: Children review fiction texts and find examples in which one character persuades others to adopt a point of view, identifying how the character does this.

Children look for further examples of persuasive speech in different contexts, including advertisements, trailers and political broadcasts.

Overview

To understand what makes a good persuasive speech and explore some persuasive techniques

Success criteria

Basic: To identify some techniques used in a persuasive speech

Extended: To identify the impact of some persuasive techniques

Resources

DVD-ROM, PCM 5

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Watch the video clips of Bob Geldof and an imaginary charity representative, focusing on the differences between them (e.g. their tone of voice, posture, enthusiasm and the degree of emotive language).
- p3** Watch the Bob Geldof clip again and use the on-screen text and question to discuss the key persuasive techniques used. Discuss the way the context influences the persuasive techniques used (e.g. bringing the girl, Birhan, on stage is a kind of visual technique suited to the large stage and audience).
- p4** Children use PCM 5 to note down examples of the persuasive techniques used, as they listen to the audio of the Geldof speech. Reveal and discuss the examples on the screen, comparing these with the children's own notes. Open the transcript of the speech to allow children to read and identify the techniques used. Children could also annotate a printout of the text.
- p5** In pairs, children read each appeal aloud and suggest more persuasive versions. Reveal and discuss the examples of more persuasive appeals and use the on-screen question to focus on the impact of shorter, more assertive phrases (e.g. including imperatives).
- p6** Reveal the Top tips for presenting an argument and use the key questions as a basis for discussion.

Additional suggestions

History/Geography: Children select a suitable issue from topics currently or previously studied, and present a persuasive speech.

Key questions

- *What techniques might you find used in a persuasive speech? What makes them persuasive?*
- *How and why would body language and gesture be important in a persuasive speech?*
- *Why is it important for the speaker to show enthusiasm in a persuasive speech?*

Differentiation

For additional support: Provide children with annotated copies of the Geldof speech, showing the persuasive techniques used.

For additional challenge: Children adapt the charity representative speech into a more successful example of persuasion.

Overview

To identify persuasive techniques in a famous speech and practise using them

Success criteria

Basic: To identify persuasive techniques in a famous speech

Extended: To use similar techniques in a speech of their own

Resources

DVD-ROM, PCM 6

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Watch the video *I have a dream ...* – an excerpt from Martin Luther King's historic public speech given in 1963. King, a Baptist minister, delivered his speech to over 250 000 civil rights supporters. He spoke of his dream for a future of racial equality. Use the on-screen questions to guide discussion. Tell the children that, later, they will be producing their own 'dream' speech.
- p3** Watch the video again. Use the matching activity to decide which of the techniques listed are used by King (repetition, well-chosen words, eye contact, emotive language). Open the transcript of the speech and use this to identify examples of the verbal persuasive techniques.
- p4** Listen to the audio clips of an extract from King's speech (the first of which is Martin Luther King himself), spoken in different styles. Discuss the features of each and what makes each one more or less persuasive, emphasising the importance of intonation. Reveal Text B, asking children to read it aloud in an impassioned, persuasive style.
- p5** Use this screen to provoke discussion about global issues and children's opinions about, for example, addressing hunger and poverty, peace, environmental issues and diversity. Children select an on-screen topic or choose one of their own.
- p6** Children use the screen as a 'frame' for creating their own speeches. Give children a copy of the frame on PCM 6, to support their planning. In pairs or small groups, children practise reading aloud their speeches, sounding as impassioned and as persuasive as possible. Use the on-screen questions and key questions as the basis for discussion.

Key questions

- *What does 'emotive language' mean? Why is it important in the context of persuasion?*
- *How did King's speech make you feel? Why?*
- *What makes a 'dream' a powerful idea to use in a persuasive speech?*

Differentiation

For additional support: Provide some facts or evidence to support children's preparation for their own 'dream' speech.

For additional challenge: Children use the transcript of King's speech to plan a more developed version of their 'dream' speech.

Additional suggestions

History: Children research information on the life and work of Martin Luther King. They identify who Lyndon Johnson was, and why he would have been an important person for Martin Luther King to persuade.

History/Geography/Citizenship: Children look for examples of other influential speeches and explore the persuasive techniques used.

Overview

To explore the structure and techniques used in a persuasive speech and use them to plan a speech

Success criteria

Basic: To plan a speech incorporating persuasive techniques

Extended: To use structure and persuasive techniques to plan a successful speech

Resources

DVD-ROM, PCM 7

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Listen to the audio of a formal speech in a village hall about a swimming pool closure. Generate initial discussion using the on-screen questions as a guide. Ask if children can recall any techniques used by the speaker to influence and persuade her listeners. Tell the children that, later, they will be producing their own speeches using some of these techniques.
- p3** Match a technique to each audio clip. Open the transcript of the speech and read it together, using an appropriate persuasive tone. Children could use a printout of the transcript to annotate persuasive features.
- p4** Ask children to comment on the structure of the speech (e.g. what they noticed about the beginning or end). Listen to the audio clips and reveal the purpose of each part of the speech. Point out that persuasive speeches tend to follow a similar structure.
- p5** Use this screen to develop children's ideas for their own speech, opposing proposals to close down their local swimming pool. Children use PCM 7 to plan the structure of their speeches. Allow time for the children to plan, discuss, rehearse and then present their speeches to small groups. Collect group and class feedback on the speeches and use the key questions as the basis for discussion.

Key questions

- *Why is the structure of a persuasive speech important?*
- *What should the opening of the speech do?*
- *What should the main part of the speech do?*
- *What should the ending of the speech do?*

Differentiation

For additional support: Give children some appropriate phrases to include in their persuasive speech.

For additional challenge: Ask the children to write the speech to keep Mill End swimming pool open from another viewpoint, such as a swimming teacher employed at the pool or an elderly swimmer who does not drive.

Additional suggestions

History: Children draft and present a persuasive speech that might have been made by a historical figure from a current or previous topic.

English: Children draft and present a persuasive speech that might have been made by a character from a familiar story.

Overview

To watch a persuasive speech and identify possible improvements

Success criteria

Basic: To identify weaknesses in a persuasive speech

Extended: To suggest possible improvements to a persuasive speech

Resources

DVD-ROM, PCM 8

Teaching ideas

- p1** Go over the objective for this focus.
- p2** Explain that you are going to watch a speech on video, showing a girl from Mill End arguing *against* the closure of Mill End swimming pool. They will be asked to identify what the speaker does well and not so well.
- p3** Give out PCM 8 and allow children time to record their judgements about how the girl in the video followed each Top tip. They then discuss and compare their judgments with a partner, and feed into a class discussion and on-screen evaluation using the arrows and scales. Encourage children to give reasons for their judgements. Use the key questions as prompts for discussion.

Key questions

- Which persuasive features in the speech were well done?
- Which features were less well done?
- Which persuasive features did the speaker leave out?

Differentiation

For additional support: Offer a list of strong and weak points for children to look out for as they watch the video.

For additional challenge: Children rewrite the speech in a more persuasive fashion.

Additional suggestions

English/Geography/Citizenship: Children research a local issue and plan and present their own speech in support of a particular point of view.

Overview

To plan and present an effective persuasive speech, and evaluate the speeches of others

Success criteria

Basic: To present a persuasive speech

Extended: To present a persuasive speech using what has been learned about structure and persuasive techniques

Resources

DVD-ROM, PCM 7 and PCM 8

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Children select a topic for their own persuasive speech. Allow time for discussion before children decide on their preferred topic.
- p3** Revisit key persuasive techniques and the Top tips for presenting an argument. Use PCM 7 to support children's planning, making clear that children can adapt it to suit their own ideas. Provide ample time for planning and rehearsal of children's speeches.
- p4** Children present their speeches to the rest of the class. Distribute copies of PCM 8 and give children time to discuss in groups how well they undertook the task. Then share conclusions and complete the on-screen evaluation. Use the key questions as a basis for discussion.

Key questions

- *What went well in your persuasive speech? What went less well?*
- *Why is it important to be able to speak persuasively?*

Differentiation

For additional support: Provide children with key facts relating to their chosen topic.

For additional challenge: Ask children to make a persuasive speech which is the opposite of what they really think about an issue.

Additional suggestions

English/Drama: Children create their own demonstration video showing dos and don'ts for persuasive speaking.

Unit overview

To identify and analyse ways in which spoken language varies according to audience, purpose and context, exploring differences between standard and non-standard English

National Curriculum objectives

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

Links to *Primary Framework for literacy planning*

This unit can be used with any Year 5 or Year 6 unit; there are particular links with:

Year 6 Non-fiction: Unit 4 Formal/impersonal writing

You may find the content more suitable for Year 6.

Primary Framework objectives

Y5 Speaking

- Use and explore different question types and different ways words are used, including in formal and informal contexts (LFM, LP, OTY)

Y5 Listening and responding

- Identify some aspects of talk that vary between formal and informal occasions (STS, LFM, LPSM, HDTD, OTY)

Y6 Listening and responding

- Listen for language variation in formal and informal contexts (STS, LFM, LP, HDTD, OTY)
- Identify the ways spoken language varies according to differences in the context and purpose of its use (STS, LFM, LP, LPSM, HDTD, OTY)

Y6 Group discussion and interaction

- Understand and use a variety of ways to criticise constructively and respond to criticism (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

MFL: QCA Scheme of work, French, German or Spanish: any unit. Discuss conventions of politeness in different languages and appropriate use of vocabulary in formal and informal contexts; use language appropriate to task.

Overview

To identify and explore ways in which spoken language varies nationally and internationally

Success criteria

Basic: To understand that region or location affects spoken language

Extended: To understand how region or location is linked to accent and dialect

Resources

DVD-ROM

Teaching ideas

- p1** Go over the objective for this focus.
- p2** Listen to the audios of different voices from around the UK. Generate initial discussion about how language varies (e.g. according to age, geographical area, ethnicity, gender).
- p3** Use the map to investigate how language varies according to where you live. Listen to the audios of different accents from around the UK and point out that everyone speaks with an accent of some kind. Use the on-screen questions to discuss how and why language varies.
- p4** Ask children to try to identify the countries highlighted and numbered on the world map. (Answer: 1 USA; 2 Jamaica; 3 South Africa; 4 India; 5 Australia.) Listen to the audio clips of different accents used in other countries where English is spoken. Ask children to have a go at matching each audio to the correct country, then reveal the answers. Talk about how language and pronunciation vary according to location and why English is spoken in these different countries.
- p5** Listen to the reading of the poem *Old Tongue* by Jackie Kay. Read through the on-screen questions to ensure everyone is focused and ready to listen for the required information, then listen to the poem again. Discuss the on-screen questions, introducing the idea of a 'dialect': a version of a language which is distinct in terms of vocabulary, grammar and pronunciation. If you wish to focus on specific dialect words, open the text version of the poem. You might choose the following dialect words: *dreich* = miserable (weather); *wabbit* = worn out; *crabbit* = grumpy; *stummer* = stagger around; *shut yer geggie* = be quiet (*geggie* = mouth); *gie it laldie* = go for it, do it with gusto.
- p6** Reveal the different dialect words used for 'bread roll' in each of the places labelled. Use the on-screen questions and key questions to generate further discussion about accent and dialect.

Key questions

- In what ways does spoken language vary?
- Which accent do you most like to listen to, and why?
- How would you describe accents from different parts of the UK?
- Why do you think different words are used in different parts of the country?

Differentiation

For additional support: Provide a copy of a UK map. Discuss what accents children know and label the areas that they come from.

For additional challenge: Children could research other words which differ according to dialect and region.

Additional suggestions

Drama: Children act out a familiar scene from a play using regional accents.

English: Children read and recite other dialect poetry. Make recordings to celebrate accents and dialects in the school.

History/Geography: Using a world map, children highlight the different places where English is spoken, and find out why it is spoken there. Make links with the unit/period you are studying.

Overview

To analyse how language varies according to audience, purpose and context, and to explore the differences between standard and non-standard English

Success criteria

Basic: To identify ways in which spoken language varies depending on audience, purpose and context

Extended: To understand the difference between standard and non-standard English, and know when each is appropriate

Resources

DVD-ROM

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Watch the video of the café conversation. Use the on-screen questions to discuss the idea that spoken language varies according to audience (who?), purpose (why?) and context (where?). In groups, children improvise a more appropriate conversation. Begin to generalise about how language can be varied according to circumstances.
- p3** Watch the final section of the video again. Use the two examples of non-standard English to discuss the meanings of 'standard' and 'non-standard' English. Emphasise that whether its use is acceptable or not depends on the context.
- p4** Ask if children know non-standard versions of the text in speech bubbles. Click each speech bubble to check. Use the on-screen question to discuss children's own use of non-standard English, and to think of other examples of non-standard usage. (**Note:** Other examples might include: 'I don't know nothing about it' (double negatives); 'She don't care'; 'I was sat there waiting for her'; 'I lent some football boots from my friend'; 'She'll be well happy'.)
- p5** Listen to the audio of a radio broadcast about holidays and the audio of holiday memories. Discuss differences of context and purpose between the two clips. As a class, decide which labels apply to which audio. If you wish, open the transcripts of the audios to look at the features. (Children could also highlight features using printouts of the transcript.)
- p6** In groups, children consider each statement about standard English. Then, as a class, decide if the statements are true or false, generating discussion about the features of standard English.
- p7** Repeat the activity from page 6 for non-standard English.
- p8** Reveal and discuss the Top tips for appropriate language. Use the key questions to revisit key concepts.

Key questions

- *What features would help you to identify standard English?*
- *What features would help you recognise non-standard English?*
- *For what sort of audience would you use standard English? ... non-standard English?*
- *In what sort of context would you use standard English? ... non-standard English?*

Differentiation

For additional support: Produce a glossary of non-standard words and phrases, and their standard equivalents. Ask children to add to it.

For additional challenge: Children transform a text written in non-standard English into standard English or vice versa.

Additional suggestions

Drama: Children act out a script written in non-standard English, changing it into standard English or vice versa.

Overview

To listen for language variation in formal and informal contexts

Success criteria

Basic: To identify variations in language in formal and informal contexts

Extended: To understand why such variations occur

Resources

DVD-ROM

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Listen to the audio of two supermarket managers chatting. Read through the questions as a class, then listen to the audio again, listening for language variation. Discuss answers to the questions and then open the audio transcript and look at language features. (Children could also do this using printouts of the transcript.) Draw out the informality of the talk in what is sometimes a formal context – a workplace.
- p3** In pairs, children improvise conversations using the informal scenarios.
- p4** Listen to the audio of the supermarket job interview and repeat the process of discussing questions and looking at the audio transcript. Focus on the way the supermarket manager's language has changed for this context and purpose.
- p5** In pairs, children improvise conversations using the formal scenarios.
- p6** Use the matching activity to revise features of the informal and formal conversations in the audios. Use the on-screen question to generate discussion about the overlap between speech in both contexts, such as audible accent. Review features of each context using the key questions.
- p7** Use the matching activity to generate discussion about varying degrees of formality. Focus on how speakers adapt their speech and body language according to audience, purpose and context.

Key questions

- *What examples of informal vocabulary can you identify in the discussion between the managers?*
- *What examples of a chatty, informal tone can you identify in the discussion?*
- *Why is this situation informal?*
- *What examples of formal vocabulary can you identify in the interview?*
- *What examples of formal tone can you identify in the discussion?*
- *Why is this situation formal?*

Differentiation

For additional support: List words which indicate informality and ask children to discuss what words could have been used in a formal context.

For additional challenge: Ask children to rework each discussion from informal to formal and vice versa.

Additional suggestions

Drama: Improvise discussions between the new supermarket employee, who passed the interview, and their boss, their friends and a customer.

Overview

To use the technique of 'Think-pair-share' to consider issues relating to language variation

Success criteria

Basic: To express views on issues relating to language variation

Extended: To listen and respond appropriately to the views of others on language variation

Resources

DVD-ROM, PCM 9

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Play the animation to show the children how the Think-pair-share technique works. Read the statement on screen, then provide two minutes of *think* time for children to formulate their own views. Provide *pair* time, in which the children pair up and share their views. Encourage them to modify or change their views, if they wish, in the light of this interaction. Establish *share* time during which the children share/modify/elaborate their views in groups. Bring the groups together to contribute to whole-class discussion. Deal with any misconceptions children may have about the value or status of accents, etc. Use the key questions to extend the discussion of accents.
- p3** Listen to the audio of children discussing the statement, 'You can change the way you speak to give a different impression of yourself.' Encourage the children to reflect on the views they have heard. Repeat the process of Think-pair-share using this statement. Cut out some of the questions and statements on PCM 9 for further Think-pair-share discussion.

Key questions

- *Think about the discussion you have had about accents. What has it made you think about your own accent?*
- *Imagine that someone new, with an unfamiliar accent, came into your class. How would you react?*
- *Why do you think there are different accents? How have they evolved?*

Differentiation

For additional support: Ask children to identify well-known personalities who have strong regional accents and to identify the regions they are from.

For additional challenge: Use one of the statements about speaking style as the focus for a debate, with formal argument and counter-argument, and a concluding vote.

Additional suggestions

All subjects: Use the Think-pair-share technique to generate discussion about issues in topics you are studying.

Overview

To watch a conversation on video, and think about ways in which language could be better matched to audience, purpose and context

Success criteria

Basic: To be able to identify strengths and weaknesses of language use in different contexts

Extended: To identify possible improvements to language use in different contexts

Resources

DVD-ROM, PCM 10

Teaching ideas

- p1** Go over the objective for this focus.
- p2** Explain that you are going to watch three conversations on video, and identify what the boy who is talking does well and not so well. Hand out PCM 10 and explain the three elements of the activity: children watch the video, complete the evaluation on the PCM, then compare responses with a partner. Use the on-screen questions to support children's discussions.
- p3** As a class, use the arrows and scales to carry out an on-screen evaluation, discussing reasons for children's choices. Encourage the children to find evidence and examples. Use the key questions as prompts for discussion.

Key questions

- *In the video, what does Josh do well? What does he do not so well?*
- *How could he better match his language to each audience, purpose and context?*

Differentiation

For additional support: Offer a prompt sheet of strong and weak points to look out for in the video conversations.

For additional challenge: Ask the children to re-enact an improved version of the video conversations.

Additional suggestions

Drama: Children re-enact the video conversations, but change the audience and/or purpose.

History/Geography/Science: Children use PCM 10 to evaluate talk that takes place in topics you are studying.

Overview

To use role-play to vary talk appropriately, according to audience, purpose and context

Success criteria

Basic: To adapt talk appropriately according to audience, purpose and context

Extended: To provide constructive feedback to peers about their talk

Resources

DVD-ROM, PCM 10

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** In pairs, children take turns to improvise conversations which the astronaut might have in each set of circumstances. Share one or two examples as a class. Use the key questions as prompts for discussion.
- p3** Use the matching activity to review the children's understanding of levels of formality in speech contexts.
- p4** Revisit the Top tips and reveal the on-screen text to support children as they prepare two conversations for performance.
- p5** Watch children's conversations and, as a class, use the arrows and scales to carry out an on-screen evaluation, discussing reasons for children's choices. Encourage the children to find evidence and examples. If you wish, hand out copies of PCM 10 for children to carry out their own assessment.

Key questions

- *Why might you adjust the way you talk according to the situation?*
- *What would be the astronaut's purpose for talk in each conversation?*

Differentiation

For additional support: Provide a list of reminders to help children match language to context, such as ways of varying talk according to whether the audience is familiar or unfamiliar.

For additional challenge: Children create conversations that the astronaut might have with other audiences and for various purposes.

Additional suggestions

History: Children improvise conversations involving key figures in history, but incorporate some mismatches between language and context, for example, Winston Churchill using non-standard English in a conversation with the Queen.

Unit overview

To explore different ways of debating and discussing, including dialogic talk and formal structured debates

National Curriculum objectives

English key stage 2 En1: 1a, 1b, 1c, 1d, 1e, 1f, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e, 4a, 4b, 4c, 5, 6a, 7c, 9c, 10b, 10c, 11a, 11c

Links to *Primary Framework for literacy planning*

Year 5 Non-fiction: Unit 3 Persuasive writing

Year 6 Non-fiction: Unit 3 Argument

You may find the content more suitable for Year 6.

Primary Framework objectives

Y5 Speaking

- Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language (STS, LFM, LP, LPSM, OTY)

Y5 Listening and responding

- Identify different question types and evaluate their impact on the audience (LP)
- Identify some aspects of talk that vary between formal and informal occasions (LP, LPSM, HDTD, OTY)
- Analyse the use of persuasive language (LFM, LP, LPSM, HDTD, OTY)

Y6 Speaking

- Use a range of oral techniques to present persuasive arguments and engaging narratives (LP, LPSM, OTY)
- Participate in whole-class debate using the conventions and language of debate, including standard English (LFM, LP, LPSM, OTY)
- Use the techniques of dialogic talk to explore ideas, topics or issues (LFM)

Y6 Listening and responding

- Analyse and evaluate how speakers present points effectively through use of language and gesture (LFM, LP, LPSM, HDTD, OTY)
- Listen for language variation in formal and informal contexts (STS, LP, LPSM, HDTD)
- Identify the ways spoken language varies according to differences in the context and purpose of its use (LP, LPSM, HDTD)

Y6 Group discussion and interaction

- Consider examples of conflict and resolution, exploring the language used (STS, LFM, HDTD, OTY)
- Understand and use a variety of ways to criticise constructively and respond to criticism (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

Citizenship: QCA Scheme of Work, Unit 10 (Local democracy for young citizens) Prepare and present speeches; prepare and present own points of view in discussions and debates; where possible, take part in a debate in the local council chamber on a topic of local interest.

History: QCA Scheme of Work, any unit. Debate in role.

Geography: QCA Scheme of Work, Unit 12 (Should the high street be closed to traffic?); Unit 20 (Local traffic – an environmental issue) Debate a local issue; Unit 23 (Investigating coasts) Hold a mock public enquiry to debate the issues surrounding a proposed coastal development.

Overview

To express opinions and deal with opposing views, and to take part in an informal debate

Success criteria

Basic: To express opinions clearly in an informal debate

Extended: To present opinions effectively and address opposing views in an informal debate

Resources

DVD-ROM

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Listen to the two audios, asking children to note any differences between them. They should notice that in Clip B the children try harder to come up with reasons to support their views, and they *listen* to and *respond* to each other's points. Use the on-screen questions as a basis for discussion.
- p3** As a class, read through the different phrases on screen. Listen to Clip B again to identify which ones are used. Can the children think of any more ways of showing that they have listened, but come up with an opposite point of view?
- p4** Use the two chains of debate to practise dealing politely with opposing views. Discuss the usefulness of this technique in debate, where it is important to focus on persuading and arguing back in response to different ideas.
- p5** In pairs, children conduct an informal debate about one of the topics. Allow each pair five minutes preparation time to think of and note down arguments either for or against. In larger groups or as a class, evaluate the arguments made by each side, using the on-screen questions and key questions as a guide.

Key questions

- *What techniques are useful when speaking in an informal debate?*
- *Why is it important to give examples or evidence to support your points?*
- *Why is it important to find ways of dealing with opposing views?*

Differentiation

For additional support: Provide some suggested arguments for or against the topics on page 5.

For additional challenge: Ask children to argue for the opposite point of view to that which they really believe.

Additional suggestions

Drama: Conduct 'Balloon Debates' in role as different historical/literary characters.

Overview

To use dialogic talk to explore ideas, topics and issues

Success criteria

Basic: To offer ideas and respond to others' points constructively in dialogic discussion

Extended: To identify different types of questions used in formal debate

Resources

DVD-ROM

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Use the photo to discuss the issue of child labour, both in this country and abroad (e.g. the kind of work that children might do, why and whether it is right or wrong).
- p3** Watch the video of children using the technique of dialogic talk. (**Note:** For further information on dialogic talk, see Robin Alexander *Towards Dialogic Teaching* (Dialogos, 2008).) Use the on-screen questions as a basis for discussion.
- p4** Reveal and discuss the Handy hints for good dialogic talk.
- p5** Arrange the class in a horseshoe shape and conduct a dialogic discussion, selecting from the topics on screen.

Key questions

- *What are the main features of dialogic talk?*
- *How does dialogic talk help you to consider and understand the opinions of others?*
- *How can questions be used to support an argument and to persuade others?*

Differentiation

For additional support: Provide a list of ideas to help children discuss the topics in the dialogic discussion activity on page 5.

For additional challenge: Ask children to come up with alternative topics for discussion using dialogic talk.

Additional suggestions

Science/History/Geography/Citizenship: Use dialogic talk to explore a current topic or issue.

Overview

To identify the structure and language of a formal debate, and practise using some rhetorical techniques

Success criteria

Basic: To understand some features of a formal debate

Extended: To use rhetorical techniques to support an argument

Resources

DVD-ROM

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Use the matching activity to begin to understand the roles played in a formal debate and the structure that the debate will take. Explain terms that children may not know: Proposer, Opposer, Second, Summariser and Chair(person).
- p3** Watch the video of children using the technique of formal debate to discuss the issue of advertising on children's television. Use the on-screen questions to generate discussion. (**Note:** There are many other ways of organising a debate; this is one relatively straightforward way.)
- p4** Listen to each audio and decide who are the speakers to reinforce understanding of the different roles taken in a formal debate. Look in more detail at the specific language used and get children to pick out phrases specific to a formal debate (e.g. 'I urge you'; 'This house believes').
- p5** Use this screen to discuss three rhetorical devices used in the debate. Look at each example and explore its impact. Why is it important to include such features in a debate? How might they help the speaker make their case? Use the photos as prompts for the children to make up their own examples – the audio provides an example to start them off.
- p6** Reveal and discuss the Top tips for debating.
- p7** Use the matching activity to label the different parts of the 'case' for putting Humpty Dumpty back together again. Children could try to complete and elaborate on the phrases provided.
- p8** Watch each video clip and match the Top tips to each one. Use the key questions to consolidate learning in the unit.

Key questions

- *What are the three speakers on each side of a debate called? What is the role of each one?*
- *What is a rhetorical technique? Why are rhetorical techniques helpful for speakers in a debate?*
- *If you are speaking in a debate, why is it a good idea to anticipate the arguments that the other side might come up with?*
- *Why does it help to include facts and examples when speaking in a debate?*

Differentiation

For additional support: Provide further examples of the rhetorical techniques to consolidate understanding.

For additional challenge: Ask children to come up with other kinds of rhetorical techniques.

Additional suggestions

History: Think about periods in history that you are studying and identify groups, countries or individuals who might have been on the opposing sides of a debate. What sorts of arguments would they use against each other? Hold a debate in role!

Overview

To take part in a courtroom-style debate and to practise using more rhetorical techniques

Success criteria

Basic: To identify techniques used in a courtroom-style debate

Extended: To use rhetorical techniques in a courtroom-style debate

Resources

DVD-ROM

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Explain to the children that they are going to listen to a specific kind of formal debate – a court case – and discuss what this is. Listen to the audio of the trial of Goldilocks and use the on-screen questions to generate discussion. Clarify any background information about court procedures or conventions.
- p3** Use the sorting activity to reinforce the purpose of the prosecution and defence in a court case.
- p4** Use this screen to check children's understanding of the different roles within the courtroom. Click on each photo to reveal a brief summary of each role.
- p5** Read and listen to the examples of rhetorical techniques taken from the trial of Goldilocks and use the key questions to generate discussion.
- p6** Use the matching activity to identify the rhetorical technique used in each of the three audio clips, which are based on the defence of the giant in *Jack and the Beanstalk*. In pairs, children make up examples of rhetorical techniques for the prosecution.
- p7** Remind children of the main events in the story of *Hansel and Gretel*, using the story outline for support. In pairs or groups, children prepare the case for or against Hansel and Gretel's father. Allocate roles and allow each pair/group sufficient time to make notes and create a case. Have fun creating a small- or large-scale court case.

Key questions

- *In what ways is hyperbole (exaggeration) useful in a debate?*
- *In what ways is emotive language useful in a debate?*
- *In what ways is a list of three useful in a debate?*

Differentiation

For additional support: Suggest points that could be used to defend or attack Hansel and Gretel's father.

For additional challenge: Ask children to improvise courtroom debates based on another familiar story (e.g. *The Pied Piper*).

Additional suggestions

History: Create courtroom debates based on historical topics (e.g. Henry VIII on trial for the death of Anne Boleyn).

Geography: Stage a trial of all 'humankind' for the death of the environment!

Overview

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

Success criteria

Basic: To identify strengths and weaknesses of a formal debate

Extended: To identify possible improvements to a formal debate

Resources

DVD-ROM, PCM 11

Teaching ideas

- p1** Go over the objective for this focus.
- p2** Explain that you are going to watch a formal debate about whether children should be allowed to vote in national general elections, and identify what the children do well and not so well. Hand out PCM 11 and explain the three elements of the activity: children watch the video, do the evaluation on the PCM, then compare responses with a partner. Provide any necessary background information, such as the voting age in the UK is 18. Use the on-screen questions as the basis for discussion.
- p3** As a class, carry out an on-screen evaluation using the arrows and scales, encouraging children to give reasons for their judgements. Use the key questions as prompts for discussion.

Key questions

- *How could each of the speakers make their argument more convincing?*
- *What other arguments could you come up with for and against children being able to vote in elections?*

Differentiation

For additional support: Provide a list of strengths and weaknesses to look out for in the video.

For additional challenge: Ask children to produce a more effective version of the debate in the video.

Additional suggestions

History/Geography/Science: Use PCM 11 to evaluate debates that take place in the context of other curriculum areas.

Overview

To participate effectively in a formal debate

Success criteria

Basic: To put forward arguments and use some rhetorical techniques in a formal debate

Extended: To build an effective case and use a range of rhetorical techniques in a formal debate

Resources

DVD-ROM, PCM 11 and PCM 12

Teaching ideas

- p1** Go over the objective for this focus.
- p2** Explain that the children are going to take part in a formal debate. In teams of three, children choose one of the topics on screen or their own alternative. Allow time to plan points for and against their chosen topic, then reveal the suggested points and ask children to compare them with their own.
- p3** Pair up teams, with each deciding whether to support or oppose the motion and to allocate roles. (If a team has only two members, the Summariser's role can be merged with one of the other two.) Distribute PCM 12, and allow time for the group to expand on their list of points for or against and to plan out who will say what. If possible, allocate the role of Chair to an adult, or to a member of a different team not involved in the debate. Each pair of teams hold their debate, ideally with the rest of the class as the audience.
- p4** Use the on-screen 'ballot counter' to allow children to register their views on the debate. Make it clear to the children that they should be voting according to how well each team convinced them, not according to their own views before the debate began. Alternatively, you could conduct a conventional secret ballot using paper slips. The team debating format could be expanded into a 'championship', with teams progressing through further rounds and into a final debate based on their success in convincing the audience to support their case.
- p5** Distribute copies of PCM 11 and give children time to discuss in groups how well they undertook the task. Then share conclusions and complete the on-screen evaluation. Use the key questions as a basis for discussion.

Key questions

- *What was the most interesting topic of debate? Why?*
- *Which topic created the most lively debate? Why?*

Differentiation

For additional support: Provide additional points for and against the debate topics.

For additional challenge: Ask children to compile a guide to good team debating, drawing on their experiences.

Additional suggestions

English/Citizenship: Organise school debating competitions or take part in regional/national events.

Unit overview

To explore the features of multimodal presentations, and to plan, present and evaluate a multimodal guide

National Curriculum objectives

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

Links to *Primary Framework for literacy planning*

Creating a multimodal presentation can be done for any Year 5 and Year 6 Fiction or Non-fiction unit; there are particular links with:

Year 6 Non-fiction: Unit 4 Formal/impersonal writing

You may find the content more suitable for Year 6.

Primary Framework objectives

Y5 Listening and responding

- Identify some aspects of talk that vary between formal and informal occasions (STS, LFM, HDTD)
- Analyse the use of persuasive language (STS, OTY)

Y5 Group discussion and interaction

- Plan and manage a group task over time using different levels of planning (OTY)
- Understand different ways to take the lead and support others in groups (OTY)
- Understand the process of decision making (OTY)

Y6 Speaking

- Use a range of oral techniques to present persuasive arguments and engaging narratives (STS, LPSM, OTY)

Y6 Listening and responding

- Make notes when listening for a sustained period and discuss how note-taking varies depending on context and purpose (LFM, LPSM)
- Analyse and evaluate how speakers present points effectively through use of language and gesture (LFM, LPSM, HDTD, OTY)
- Listen for language variation in formal and informal contexts (STS, LFM, HDTD, OTY)
- Identify the ways spoken language varies according to differences in the context and purpose of its use (STS, LFM, LPSM, HDTD, OTY)

Y6 Group discussion and interaction

- Understand and use a variety of ways to criticise constructively and respond to criticism (LP, 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 6A (Multimedia presentation)

Create a multimodal presentation in any topic you are currently studying.

Overview

To explore the features of different types of presentations and begin to identify what works well in a guide

Success criteria

Basic: To identify some differences between text, audio and video presentations

Extended: To identify some different purposes for presentations and to understand how to choose the appropriate type of presentation to suit a given purpose

Resources

DVD-ROM

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Use this screen as a warm-up activity, to start children thinking about ways to present a visitor attraction in a persuasive and informative way. Children work in pairs to try to persuade each other to visit an attraction. Share some examples and discuss the techniques children have used. How did their choice of language make a difference? What else, besides words, would be helpful in this task (e.g. tone of voice, body language)?
- p3** Use pages 3 to 6 to compare different ways of presenting information about a tourist destination. The examples are intended to show the kind of information that you can find online: explain to children the terms such as *webcast* and *downloadable*, and it would be helpful to look at some real examples on the internet. Watch the video webcast and use the on-screen questions as prompts for discussion.
- p4** Listen to the audio guide and use the on-screen questions as prompts for discussion.
- p5** Explore the text guidebook and use the on-screen questions as prompts for discussion.
- p6** Explore the virtual 360° guide and use the on-screen questions as prompts for discussion.
- p7** Use this matching activity to discuss the different formats and contexts in which tourist information is available. Listen to the clips of different speakers and identify the format that best meets their needs.

Key questions

- *What are the differences between a video guide, an audio guide, a text guidebook and a 360° virtual tour? What are the similarities?*
- *When would an audio guide be useful?*
- *When would a video guide be useful?*
- *When might you choose to create a video or audio guide rather than a written one? Why?*

Differentiation

For additional support: Provide children with a checklist of key features to look for in the different kinds of guides as they explore them.

For additional challenge: Ask children to consider how they might alter the guides they have explored. What else could they have contained?

Additional suggestions

English: Assemble a selection of print-based guides, such as pamphlets and guidebooks. Note how the language used varies in different contexts. Compare and contrast with appropriately-chosen video or audio versions on the internet. Ideally, tie this in with an actual visit and experience a live/self-guided tour.

Geography: Discuss attractions in the local area about which an audio or video guide might be useful and decide what it might include.

Overview

To explore the features of effective video and multimodal guides

Success criteria

Basic: To identify the key features of a multimodal presentation

Extended: To understand and give examples of effective video and multimodal techniques

Resources

DVD-ROM

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Watch the video guide to the British Museum again and ask children to make notes using the categories shown on screen. Collate notes as a class using the on-screen template and the pen tool. (**Note:** The guide is relatively formal and targets an adult audience.)
- p3** Use the matching activity to identify features of the video guide. If necessary, explain *vox pop(s)* (comments from ‘random’ members of the public). The guide does not include vox pops, a map, directions or opening times. Discuss why this might be (it is taken from a website that includes separate links to this information). Use the on-screen questions as a basis for further discussion: when discussing Question 2, talk about how such information might be presented through an image or a separate ‘hyperlink’ (explain the term if necessary).
- p4** Explore the multimodal guide to Highwood school and allow time for children to discuss their impressions of the content and how it is presented. Introduce the term ‘multimodal’ to describe presentations that incorporate a variety of media, such as images, text, audio and video.
- p5** Continue to explore the guide, using this screen to open the links from the school plan. Discuss how this compares with a video-only guide such as the one children viewed on pages 2 and 3, considering particularly the greater flexibility for the user.
- p6** Ask children to make notes using the categories shown on screen. Collate notes as a class using the on-screen template and the pen tool.
- p7** Use the matching activity to summarise features and purposes of the guide. Discuss key features of the guide and evaluate the effectiveness and impact of each.
- p8** Reveal the Top tips for multimodal presentations, using the key questions as a guide for discussion.

Additional suggestions

Any subject: Children plan out a multimodal presentation for younger children, focusing on a topic you are currently studying. Alternatively, children explore some actual school websites, comparing them with the example in this focus and discussing their pros and cons.

Key questions

- *What does multimodal mean?*
- *What makes a multimodal presentation different from a presentation that uses simply audio or video?*
- *What particular advantages does a multimodal presentation have?*
- *Which do you think is the most important of the Top tips? Why?*
- *Why is it important to match language to audience and purpose within a multimodal presentation?*

Differentiation

For additional support: Provide children with additional time to explore and make their own notes about the multimodal school guide.

For additional challenge: Ask children to plan out additional links for the multimodal school guide (e.g. for the parts of the school which do not currently have a link, i.e. classroom 3, the caretaker’s office and the corridor).

Overview

To explore and practise using techniques to meet different purposes in a multimodal presentation and to explore the structure of a multimodal guide

Success criteria

Basic: To understand how multimodal techniques achieve particular effects

Extended: To evaluate ways of organising a multimodal presentation and suggest improvements

Resources

DVD-ROM

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Use the random generator to discuss different presentation techniques in the context of a school guide. For example, with the combination *football field* and *music*, children might suggest a video of children playing football on the field with an audio of the *Match of the Day* theme music. Encourage children to be inventive. (**Note:** Children might decide that certain combinations simply don't work!)
- p3** Use the sorting activity to discuss how the different purposes could be met through different multimodal techniques.
- p4** Use this screen to illustrate how you might go about planning an interactive, multimodal guide. Point out how you would draw up your menu page and plan hyperlinks to further pieces of information, which might themselves link to more information sources.
- p5** Introduce the plan for a multimodal guide to a town. Discuss the content and organisation, using the on-screen questions as a guide. Some content is inappropriate (e.g. *Recycling bins* is not really needed in a visitor guide) or is in the wrong place (e.g. *Town plan* should be accessed via *Finding your way around*).
- p6** Look at a reorganised version of the town guide. Develop the plan by choosing appropriate techniques and writing them in the blank boxes (e.g. *Finding your way around* might link to a plan of the town; *Market* might link to a video with vox pop interviews). Use the key questions to review learning in this focus.

Key questions

- Who might find a multimodal guide to a school useful?
- Why is a 'menu page' useful in a multimodal guide?
- What kinds of information would work well as video within a multimodal guide?
- What kinds of information would work well as text within a multimodal guide?

Differentiation

For additional support: On page 2, allow children to choose any technique they like for each school feature.

For additional challenge: Children draw up a simple plan for a guide for their own town, suggesting suitable content and techniques.

Additional suggestions

English/History: Plan and create a multimodal guide for a location linked to a history topic you are studying.

Overview

To explore the features of audio description and practise creating an audio guide

Success criteria

Basic: To plan an audio guide

Extended: To plan and present an effective audio guide

Resources

DVD-ROM

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Explain that you are going to listen to an audio clip describing an object in a museum. Children should try to draw and label the object based on the description that they hear (the next page will reveal a picture of the object). Use the on-screen questions as a basis for discussion, listening to the audio a second time if necessary. Discuss the role of such an audio – it is particularly useful for the blind and partially sighted.
- p3** Children look at the photo of the lyre on screen and compare it with their labelled sketches. In pairs, they generate their own descriptions of the instrument.
- p4** Discuss the Handy hints for audio description, relating them to the audio that they listened to on page 2.
- p5** Listen again to the audio tour of Eckersham quayside, then ask children to make notes using the categories shown on screen. Collate notes as a class using the on-screen template and the pen tool.
- p6** Use the matching activity to identify features of the audio guide. The guide does not include interviews and is not spoken by children. Discuss why this might be (it is focusing on historical detail rather than current users' responses and it is not primarily aimed at children). In contrast to the British Museum video guide, it does include directions to help those who are listening while on foot.
- p7** In pairs, children plan and create a brief audio guide to a fantasy location – *Terror Towers*. Children could create the audio by improvising with what is nearby (e.g. using their voices/classroom equipment to create music and sound effects). Share and evaluate some guides (referring, if you wish, to the Handy hints for audio description on page 4). Review learning using the key questions as a guide.

Key questions

- *In what types of places might you find an audio description? Where might it be useful? Why?*
- *What types of people might want to go on an audio description tour? Why?*
- *If you could go on an audio tour of anywhere you like, where would you go? Why?*
- *What types of features would not be helpful in an audio description?*

Differentiation

For additional support: Give specific suggestions for things that could be included in the *Terror Towers* audio (e.g. the haunted hall could contain portraits of ancestors, suits of armour, a table laid for a banquet and be covered in cobwebs ...).

For additional challenge: Ask children to create a verbal picture of an object in the classroom, or make up a museum artefact to describe (or see below under History). Alternatively, when completing the *Terror Towers* task, children could be given a specific audience for their guide (e.g. a blind person).

Additional suggestions

Any subject: Create a verbal picture of a literary character, a historical figure or an event, or a scientific phenomenon that you are studying.

History: Create an audio guide describing a historical scene you have been studying. Alternatively, provide a photo of a museum artefact related to a period that children have been studying and let them prepare a museum audio guide for it.

Overview

To evaluate a multimodal guide

Success criteria

Basic: To identify weaknesses in a multimodal guide

Extended: To offer suggestions to improve a multimodal guide

Resources

DVD-ROM, PCM 13

Teaching ideas

- p1** Go over the objective for this focus.
- p2** Explain that you are going to evaluate a multimodal guide created by some children about their school. Using PCM 13, the children's task will be to identify what works well and not so well. They will then compare responses with a partner.
- Some weaknesses that the children may pick up on include:
- the menu page doesn't include important information (the link to the school plan is hard to find – it is in fact accessed via the photo of a classroom);
 - the name of the school is not provided;
 - the classroom video doesn't really show you round the classroom;
 - the head teacher video is inappropriate for its audience;
 - the lost property video might be better as a photo;
 - the drama trophy and the jungle mural are mentioned but not shown.
- p3** Continue to explore the guide, using this page to explore the links from the school plan.
- p4** As a class, carry out an on-screen evaluation using the arrows and scales, discussing reasons for children's choices. Use the key questions as prompts for discussion.

Key questions

- *What was good in this guide?*
- *What was not so good?*
- *What improvements can you suggest?*
- *Was there anything on which you and your partner disagreed? Why?*

Differentiation

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

For additional challenge: Ask children to plan an improved version of the guide.

Additional suggestions

Any subject: Evaluate an audio, video or multimodal learning resource (e.g. a guide to a museum, gallery or visitor centre, or a video adaptation of a book that you are studying).

Overview

To research, plan and present a multimodal guide and constructively evaluate guides created by others

Success criteria

Basic: Plan and present a multimodal guide

Extended: Evaluate and suggest improvements to a guide prepared by others

Resources

DVD-ROM

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Explain that in groups of four or five, children will be planning and creating a multimodal guide of a school. Remind children that they should work as a group, actively making sure that everyone is included and involved. It may be helpful to nominate one person as 'leader', and to discuss after the completion of the task how they think they worked as a group and whether/how the leader could have been more supportive. Allow time for children to choose one of the options on screen and discuss and explore ideas. Point out that for those guides that have an invented element, children can use actual locations within the school for their images, audio, video, etc., adapting them as necessary with props or sound effects.
- p3** Use this screen to explore ideas and make notes as a class. In their groups, children use the same headings to generate further ideas and to make notes.
- p4** Remind the children how they might wish to plan out their multimodal guides. One fun way of organising information for an interactive, multimodal guide is to use sticky notes or similar, as they can be easily manipulated and re-ordered to create a variety of alternative presentation structures. Remind children of the Top tips for multimodal texts. Allow plenty of time for the children to research and discuss their chosen school and to plan any photographs, video or audio components. Provide opportunities for recording and collecting these different components, and for children to write any text needed. Encourage children to make their guides interesting, varied and interactive. (**Note:** Children will get most benefit from creating their presentations if they are able to make full use of ICT facilities. However, if this is not possible, the outcome could be a combination of paper-based and live presentation.)
- p5** Present each guide and, as a class, collect feedback and complete the on-screen peer-assessment using the arrows and scales. Reflect on the activity using the key questions.

Key questions

- Which part of your multimodal guide did you find easiest to create? Why?
- Which part of your guide did you find most difficult? Why?
- What different place would you like to make a multimodal guide for? Why?
- What advice would you give to someone who wants to make a good multimodal presentation?

Differentiation

For additional support: Suggest information and techniques that could be incorporated into children's guides.

For additional challenge: Provide children with a time limit or a brief for their guide that lists elements they must include.

Additional suggestions

English/History/Geography/Citizenship: Research opportunities to create a multimodal presentation about a location, a historical event or an issue in the local community. Plan and create the presentation and share this with the school and with other local groups or organisations.

Name Date

How well did Josh do?

Write a score to show how well you think the speaker used language.
Then write in evidence and examples of what you noticed.

Top tip	Score (0–10)	Evidence and examples
They involved the audience and made eye contact.		
They varied the pace, pitch and volume of their voice.		
They used some direct speech.		
They paused ... for dramatic effect.		
They used dramatic language, music or sound effects.		
They used facial expression and gesture.		

Predict a script 1

Prepare this script by making notes about:

- Who should read it;
- How it should be read;
- Any special sound effects, music, etc.

Then practise reading it.

It was the year AD 79, a sultry August day in the bustling Roman town of Pompeii. The people of Pompeii were going about their normal daily lives – visiting the baths, at work, spending time with their families. Slaves were buying food in the market. All quite unaware of the catastrophe that was about to strike. The signs were there, but the people of the town did not have our modern knowledge of science and did not see them. Less than 24 hours later, most of them would be dead.

It started with a huge plume of smoke rising from Mount Vesuvius that morning. Nobody took much notice – perhaps they should have done. It wasn't until around midnight, when most families had taken to their beds, that the explosions started. Fireballs began to rain down from the top of the volcano, and streams of boiling hot magma and poisonous gases flowed outwards, straight towards the town, at a speed of up to 100 kilometres per hour. Pandemonium started in the town as people realised what was happening and took to the streets, trying desperately to run away to escape the deadly flow ...

Predict a script 2

Prepare this script by making notes about:

- Who should read it;
- How it should be read;
- Any special sound effects, music, etc.

Then practise reading it.

So I'm sure you've all heard about how important it is to recycle, and we've got some hot tips for you later on how to go recycling crazy!

Yes, here in the studio we've been doing our bit to save the environment – oh yes we have! We've been turning things off when we're not using them, putting our bottles in the bottle bank and eating loads of locally grown food – mmm!

And I even went down to my local jumble sale and bought these fabulous pink and yellow recycled socks!

Name Date

How good was their broadcast?

Write a score to show how well you think the speaker followed the Top tips. Then write in evidence and examples of what you noticed.

Top tip	Score (0–10)	Evidence and examples
They matched the content to the purpose and the audience .		
They made it clear and informative.		
They captured and held the audience's attention.		
They ensured good entertainment value.		
They used different presentation techniques.		
They used voice and body language appropriately.		

A closer look at persuasive language

Listen to Bob Geldof's speech and note down examples of the persuasive features that he uses.

Facts and evidence	
Emotive language	
Appeal to the audience	
Repetition	
Addressing potential objections	

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

I have a dream ...

Add ideas for your own 'dream' speech.

I have a dream that one day ...

I have a dream that one day ...

I have a dream today.

I have a dream that one day ...

I have a dream that one day ...

I have a dream today.

Speech structure

Make notes to help organise your persuasive speech.

<p>Opening statement <i>To gain attention and involve the audience in the issue</i></p>	
<p>Points with elaboration and evidence <i>To show problems that need a solution</i></p>	<ul style="list-style-type: none"> • • •
<p>Propose solution with elaboration and evidence <i>To show that you have the answer</i></p>	
<p>Summary and conclusion <i>To stir up feelings and call for support</i></p>	

Name Date

How well did the speaker do?

Write a score to show how well you think the speaker followed each Top tip.
Then write in evidence and examples of what you noticed.

Top tip	Score (0–10)	Evidence and examples
They used facts and evidence.		
They used language to attract and engage the audience.		
They appealed directly to the audience.		
They used eye contact and gesture.		
They used tone of voice for emphasis and variety.		
They were enthusiastic and passionate.		

Name Date

Think-pair-share

Discuss these questions and statements using Think-pair-share.

What language(s) do you speak?

What influences the way you speak? How do you know?

Are you proud of the way you speak? Why?

Do you ever try to change the way you speak? Why?



What accents have you heard? Where were they spoken?

Analyse each other's accent. What are the similarities and differences between your voices?

You must speak in a posh accent when talking with the Queen.

You can tell how clever someone is by the way they speak.

You have to change the way you speak to be successful.

You won't get some jobs if you don't speak with a particular accent.

Name Date

How well did they do?

Write a score to show how well you think the speaker used language.
Then write in evidence and examples of what you noticed.

Top tip	Score (0–10)	Evidence and examples
They matched their language to the audience .		
They matched their language to the purpose .		
They matched their language to the context.		
They matched their body language to the audience and the purpose .		
They used the appropriate level of formality.		

Name Date

How well did they debate?

Write a score to show how well they debated.
Then write in evidence and examples of what you noticed.

Top tip	Score (0–10)	Evidence and examples
They were enthusiastic and passionate.		
They developed the argument logically.		
They anticipated possible objections.		
They used eye contact and gesture.		
They listened and responded to others' points.		
They supported points with examples and facts.		
They used rhetorical techniques.		

Name Date

Holding a debate

Make notes to support your team's case.

ISSUE:

Proposer



Opposer

Seconder

Seconder

Summariser

Summariser

Name Date

How good was their guide?

Write a score to show how well you think the Willow Lane School guide followed each Top tip. Then write in evidence and examples of what you noticed.

Top tip	Score (0–10)	Evidence and examples
They matched the language to the purpose .		
They matched the language to the audience .		
They integrated words, images, video and sound.		
They made it interactive – used hyperlinks.		
They made it easy for the user to navigate and find information.		
They made it attractive and interesting – varied the layout.		