

KESTEVEN AND SLEAFORD HIGH SCHOOL

English Scheme of Learning

Year 7 – Term 2 Non-Fiction Persuasive Texts

Intent – Rationale

Study Focus – This study focus will enable students to develop their ability to express their thoughts and perspectives in a clear and compelling manner. It will provide a variety of opportunities for students to examine how people have used rhetorical skills to persuade others since the time of Aristotle. Students will consider the effects of the persuasive devices used and how they might affect a reader or listener. Pupils will learn how to think critically in order to generate ideas and perspectives on issues relevant to society today. Pupils will learn how to organise and structure their opinions and ideas to deliberately and consciously aim to influence the views of their audience. Students will develop their ability to: write accurately, fluently and with clarity, using discourse markers to structure their writing clearly ---use Standard English confidently in a range of formal and informal contexts ---Consolidate and build on their knowledge of grammar and vocabulary through drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects. Alongside this focus, students will continue to study chapters of Gerald Durrell's 'Animal Farm', challenging their reading and comprehension skills and building on learning covered in Term 1.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<p>Year 7 – Term 1 Writing skills – development of writing skills from the autobiography and biography unit; developing the ability to write for a wide range of purposes and audiences. Development of inferential readings skills – from Term 1 – reading to infer authorial perspective. The ability to consider the effect of writer's techniques on the audience and deduce authorial intentions.</p>	<p>Year 8 - Term 1- The creation of a persuasive speech based on a key issue identified in Shakespeare's MAAN or Macbeth and Term 3 – analysing and comparing the effects of persuasive advertisements</p> <p>Year 9 - Term 1- The creation of a persuasive speech based on a key issue identified in Educating Rita and Term 4 – Language Paper 2 – both section A and section B</p> <p>Year 10 - Term 5 - Language Paper 2 – both section A and section B</p> <p>Year 11- Term 4 - Language Paper 2 – both section A and section B Mocks</p> <p>KS5 – Components in English A level Language (EDQUAS) – Language and Power Component 1 & creative writing -Component 3</p>
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> History /Aristotle – understanding of the Aristotelian origins of rhetoric and rhetorical devices for persuasive writing and speaking. Geography – Greece – historical influence of Hellenistic empire. Continued from term 1 – travel, cultural diversity EP – sense of debate 	<p>SMSC</p> <ul style="list-style-type: none"> SP1 & 4 Cultural 4 Social 4 <p>BV</p> <ul style="list-style-type: none"> individual liberty to express their opinions and ideas mutual respect for the opinions and ideas of others even when different from one's own tolerance of those with different faiths and beliefs. <p>Careers - skills for journalism/ advertising/ photo journalism/any careers where clarity of expression both written and oral is required.</p>
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?

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<p>Students will continue to regularly visit the library to explore and borrow from the fiction and non-fiction collections. Students will be introduced to the eBook App which offers additional collections.</p>	
<ul style="list-style-type: none"> Extended reading of Gerald Durrell's 'My Family and Other Animals' continued from Term 1; class reading and independent study Private reading regularly in class – Students continue to develop the depth and variety in their reading by engaging in the Reading Passport scheme which provides a variety of reading tasks albeit ones which can be combined with a personal interests and passions. <p>FROM THE LIBRARY Students will continue to regularly visit the library to explore and borrow from the fiction and non-fiction collections. Students will be introduced to the eBook App which offers additional collections.</p> <p><i>Horrible Histories- Groovy Greeks (History 900)</i> <i>Oxford School of Spelling & Grammar Dictionary</i> <i>Oxford School Thesaurus</i> <i>Children's Book of Philosophy</i> <i>The Week Junior- Magazine.</i> <i>Sleaford Standard -Newspaper</i> <i>Percy Jackson series by Rick Riordan. (R-Fiction)</i></p>	<ul style="list-style-type: none"> Understanding of data and statistics in articles Chronological understanding of relevant historical dates e.g. study of Aristotle

English Scheme of Learning Year 4 – Term 3+4 Reading and writing

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?
<p style="text-align: center;"><u>Know</u></p> <p>How to match their writing to purpose (Inform Purpose Argue Describe Explain), form and audience To know the role of Aristotle in defining rhetorical skills To know a range of persuasive devices including figurative techniques, repetition, opinion as fact, personal pronouns, superlatives To know the various sentences types: simple compound and complex. How to paragraph extended pieces of writing To know basic spelling rules and strategies</p>

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Apply

The skills of paragraphing, spelling, demarking sentences
 The skills of organising a piece of Point of View writing
 The skills of creating figurative language
 The skills of using a number of persuasive devices

Extend

How combine the use of a variety of persuasive devices in their work
 Linking persuasive skills to other real-life circumstances – advertisements on TV/ Facebook? Etc. to contemporary and local issues
 To consider the effects and consequences of persuasive techniques being used on them
 Aristotelian logic

What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<ul style="list-style-type: none"> • Aristotle • Repetition • Opinion as fact • Personal pronouns • Superlatives • Figurative language: Simile metaphor personification hyperbole alliteration • Rhetorical questions • Evidence; data, statistics • Idiom • Pathos • Logos • Ethos / Ethics • Discourse markers 	<p>Week two – PETER paragraph on persuasive techniques in X Factor letter (AO1, AO2, AO3) Week three – peer assessing persuasive letters against success criteria (AO5, AO6) Week five – assignment analysing Churchill's speech (AO1, AO2, AO3)</p>

Intent – Concepts

	Lesson title	Non-negotiable content	Suggested activities and resources
Week 1	Homophone Holidays	Homophones	PowerPoint: 1 Homophone Holidays
	Persuasive PAF	Purpose, audience, format FOURSPADES persuasive skills	PowerPoint: 2 PAF

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			Resources: Persuasive Techniques Matching Worksheet and Answers sheet FOURSPADES A5 Handout Sheet
	Task 1	Develop persuasive skills	PowerPoint: 3 Letter Task 1
Week 2	Writing a letter	Writing a letter	PowerPoint: 4 Writing a letter Resources: X Factor persuasive letter
	Aristotle and Rhetoric	Aristotle and rhetoric	Resources: Aristotle 3 Poster – Aristotle A5 sheets for books
	Task 1 Draft		
Week 3	Task 1 Completion		
	Task 1 Peer Assessment		Resources: Peer assessment speech for letter
	Task 1 Improvements Reading Chapter 5 MFAOA		
Week 4	Persuasive speeches – MFAOA - Education debate	Speaking and listening skills	
	Persuasive speeches – Severn Suzuki 1		Resources: Severn Suzuki Speech and Example Analytical Paragraph
	Suzuki 2		
Week 5	Winston Churchill 1		Resources: Winston Churchill Speech A4
	Winston Churchill 2		
	Assignment: analysing Churchill		
Week 6	Assignment completion/MFAOA		
	Spare lesson for lost time		