

<b>Topics in this cycle: Modern Issues and Protest</b>	<b>Taught: Summer 1</b>	<b>Year Group: Year 9</b>
<b>Key knowledge/concepts to be learnt ('Tell me about....')</b>		<b>Websites/blogs/YouTube links and further reading to deepen and consolidate learning</b>
<p><b>Why are speeches important in our society?</b></p> <ul style="list-style-type: none"> <li>• Identify what a protest is.</li> <li>• Identify why people protest.</li> <li>• Analyse and understand different speeches e.g. Malala Yousafzai's speech.</li> </ul> <p><b>How can I demonstrate that I am aware of audience and register in my writing?</b></p> <ul style="list-style-type: none"> <li>• Identify how different styles of writing can appeal to different audiences.</li> <li>• Identify how register can impact my writing.</li> </ul> <p><b>How can I structure my speech using discourse markers?</b></p> <ul style="list-style-type: none"> <li>• Identify the different discourse markers I can use to structure my speech.</li> <li>• Implement these discourse markers in your work</li> </ul> <p><b>How can I spot rhetoric in speeches and how can I use it in my own speeches?</b></p> <ul style="list-style-type: none"> <li>• Identify the methods used in speeches</li> <li>• Explore the effect of each of the methods you have identified.</li> <li>• Explore alternative interpretations to specific words/phrases.</li> </ul> <p><b>How can I make my writing emotive and use different sentence structures for effect?</b></p> <ul style="list-style-type: none"> <li>• Identify the difference between simple, compound and complex sentences.</li> <li>• Implement a range of sentence structures into your work.</li> <li>• Use 'because/but/so' to build on your ideas</li> <li>• Use 'not only...but...' sentences to prove a point</li> </ul>		<p>BBC Bitesize: How to write a speech</p> <p><a href="#">How to write a speech for KS3 English students - BBC Bitesize</a></p> <p>BBC Bitesize: Writing Skills</p> <p><a href="#">Writing Skills - sentences - BBC Bitesize</a></p> <p>BBC Bitesize: Connectives and Sentence Types</p> <p><a href="#">What is a compound sentence? - BBC Bitesize</a></p> <p>BBC Bitesize: Oracy</p> <p><a href="#">How to deliver a speech guide for KS3 English students - BBC Bitesize</a></p>

## Home-School Learning Collaboration – ENGLISH

Key Vocabulary and Definitions To Be Learnt		What Will The Assessment Look Like?
<b>Protest</b>	a statement or action expressing disapproval of or objection to something.	Students will sit a Trust-Wide BASE assessment in June where they will be formally assessed on previous knowledge (key terms, inference), gap knowledge (language analysis / comparing pieces of writing) and current knowledge (argument writing.)  This unit of work provides a strong foundation for success in this assessment.
<b>Activist</b>	A person who participates in a protest	
<b>Sexism</b>	The belief that one gender is superior to another	
<b>Anaphora</b>	Repetition of words at the beginning of each sentence.	
<b>Simple sentence</b>	A sentence with a subject and a verb	
<b>Compound sentence</b>	A sentence that connects two independent clauses using a connective	
<b>Complex sentence</b>	A sentence with an independent clause and a dependent clause	
<b>Hook</b>	An engaging way to begin your persuasive argument	
<b>Rhetorical question</b>	A question with an obvious answer	
<b>Tricolon</b>	A technique whereby the writer uses a list of three	
<b>Credible</b>	How believable a person is	<b>Family Learning Opportunities</b>  Create flashcards on key quotations / concepts from key speeches <a href="#">Leitner Flashcard method</a>  Have a debate with your family about which side of topical issues you are on e.g. cost of living crisis/strikes/feminism  Watch famous speeches together to see how talented speakers convey their ideas
<b>Fact</b>	Something that can be proved	
<b>Opinion</b>	The voice of the poem	
<b>Anecdote</b>	A short story from your personal history to prove a point	
<b>Counter argument</b>	The opposite view to yours	
<b>Direct Address</b>	Using terms such as 'you' to address the audience/readers	
<b>Discourse Markers</b>	Terms used to separate or organise paragraphs and ideas	
<b>Motion</b>	A statement in a debate	
<b>Opposition</b>	The opposite party	
<b>Proposition</b>	A suggested idea or plan	