



# School Radio

Secondary - English

By Heidi Burke

School Radio 2014

The date	The subject English Keystage 3 – A debate		Class		Teacher	
Starter	Levels/Criteria	Whole class input:	Differentiated/ target groups:	Plenary:	AFL:	Class list:
<p>Discuss possible topics and ideas. Use table/pair talk to formulate ideas. *Template attached.</p>	<p><b>Speaking</b> 1. To speak with confidence in a range of contexts, adapting their speech for a range of purposes and audiences, pupils should be taught to: a. use vocabulary and syntax that enables them to communicate more complex meanings b. gain and maintain the interest and response of different audiences [for example, by exaggeration, humour, varying pace and using persuasive language to achieve particular effects] c. choose material that is relevant to the topic and to the listeners d. show clear shape and organisation with an introduction and an ending e. speak audibly and clearly, using spoken standard English in formal contexts f. evaluate their speech and reflect on how it varies.</p> <p><b>Listening</b> 2. To listen, understand and respond appropriately to others, pupils should be taught to: a. identify the gist of an account or key points in a discussion and evaluate what they hear b. ask relevant questions to clarify, extend and follow up ideas c. recall and re-present important features of an argument, talk, reading, radio or television programme, film d. identify features of language used for a specific purpose [for example, to persuade, instruct or entertain] e. respond to others appropriately, taking into account what they say.</p> <p><b>Group discussion and interaction</b> 3. To talk effectively as members of a group, pupils should be taught to: a. make contributions relevant to the topic and take turns in discussion b. vary contributions to suit the activity and purpose, including exploratory and tentative comments where ideas are being collected together, and reasoned, evaluative comments as discussion moves to conclusions or actions c. qualify or justify what they think after listening to others' questions or accounts d. deal politely with opposing points of view and enable discussion to move on e. take up and sustain different roles, adapting them to suit the situation, including chair, scribe and spokesperson f. use different ways to help the group move forward, including summarising the main points, reviewing what has been said, clarifying, drawing others in, reaching agreement, considering alternatives and anticipating consequences.</p> <p>SOURCE: <a href="http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00198874/english/ks2/en1">http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00198874/english/ks2/en1</a></p>	<p>A class debate, any topic can be chosen: School uniform, homework? What to learn at school? Roles and responsibilities of children? Roles and responsibilities of teachers? Share ideas using IWB. First: Organise in groups: Different topics or for/against:</p> <p>Research the issue through: ICT research Table/group/pair share talk/group discussion: Highlighting key points.</p> <p>Assign roles: Either a whole class or through groups: <input type="checkbox"/> A technician <input type="checkbox"/> A presenter (a competent speaker able to structure the talk so each group/person is able to present their case) <input type="checkbox"/> Child/group presenting one view <input type="checkbox"/> Child/group presenting an alternative view <input type="checkbox"/> An audience to ask questions? <input type="checkbox"/> A Director (someone who is able to organise groups, structure time and questions)</p> <p>Using RADIO equipment, record this programme.</p>	<p>SEN: Provide support where appropriate: Drawing ideas with printed labels?</p>	<p>Listen to the programme, asking children to identify any key arguments that were being put forward. Were there any points that were made well? Which argument appeared to be successful? Did the audience agree? Was it clear that key points were spoken and these points were heard and discussed successfully?</p>	<p>Whole class learning?</p>	
<p>Table resources: Sheets attached to make notes.</p>			<p>Lower ability: As above.</p>			
			<p>Middle ability: Some prompting. Key concepts and research discussed. Blank scripts.</p>	<p>What main points were being made? Why is it important to carefully construct your point? Why is it important to make sure you are accurate and objective?</p>		
			<p>Higher ability: Independent work with blank scripts, as above.</p>			

Resources, useful links:	NOTES/RESOURCES	
<p>Useful links: <a href="http://www.noisyclassroom.com/primary/ideas/teacher-resource-implementing-debating-at-upper-KS2.html">http://www.noisyclassroom.com/primary/ideas/teacher-resource-implementing-debating-at-upper-KS2.html</a></p>		
<p>Other ideas to debate: (a chocolate bar debate is on the list)! <a href="http://www.primaryresources.co.uk/english/englishE5.htm">http://www.primaryresources.co.uk/english/englishE5.htm</a></p>		
<p>Further ideas: <a href="http://www.theguardian.com/teacher-network/2011/oct/20/debate-activities-classroom-resources">http://www.theguardian.com/teacher-network/2011/oct/20/debate-activities-classroom-resources</a></p>		

Ideas and topics to discuss

Name:

Date:

Key points