


Learning Plan 3		Subject/Pwnc: English		Year/Blwyddyn: 10	
<p><b><u>The Four Purposes in English:</u></b></p> <p><b>Ambitious, capable learners</b>, who: set themselves high standards; seek and enjoy challenge; are increasingly knowledgeable and skilful; ask questions; enjoy solving problems; communicate effectively; explain ideas and concepts.</p> <p><b>Enterprising, creative contributors</b>, who: connect and apply knowledge and skills to generate ideas; express ideas and emotions through different media; give of their energy and skills so that other people will benefit</p> <p><b>Ethical, informed citizens</b>, who: find, evaluate and use evidence in forming views; know about their culture, community, society and the world.</p> <p><b>Healthy, confident individuals</b>, who: are confident, resilient and empathetic; form positive relationships based upon trust and mutual respect; face and overcome challenge.</p> <p>Knowledge focus/what matters:</p> <ul style="list-style-type: none"> <li>• Languages connect us.</li> <li>• Understanding languages is key to understanding the world around us.</li> <li>• Expressing ourselves through languages is key to communication.</li> <li>• Literature fires imagination and inspires creativity.</li> </ul>					
Learning objective/key question	What will I know and be able to do? I can...	How will I develop my skills? (Success Criteria)	Homework/Gwaith cartref to support progress		
<p><b>Week 1</b> <i>How does understanding the key ideas in the Diversity texts help me prepare for the NEA Group Discussion?</i></p>	<ul style="list-style-type: none"> <li>• Identify the requirements of Unit 3 Task A.</li> <li>• Summarise the key ideas in the Chris Packham interview and the text produced by Talentlyft.</li> <li>• Explain how diversity creates both challenges and opportunities.</li> <li>• Begin forming my own viewpoint using evidence.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Annotate texts to identify key ideas, quotations and viewpoints.</li> <li>• Compare perspectives across two texts.</li> <li>• Practise forming arguments linked to the discussion statement.</li> <li>• Use evidence purposefully to support my viewpoint.</li> </ul>	Wk 1	<p><b>Homework:</b> Revise for the group discussion. <b>Set:</b> W/B 6<sup>th</sup> January <b>Due:</b> W/B 12<sup>th</sup> January</p>	
<p><b>Week 2</b> <i>How can I use multiple texts and structured ideas to prepare for an effective NEA Group Discussion?</i></p>	<ul style="list-style-type: none"> <li>• Compare how different writers present diversity.</li> <li>• Develop arguments and counterarguments supported by evidence.</li> <li>• Explain how the texts influence or challenge my views.</li> <li>• Organise notes appropriately according to NEA rules.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Create NEA-appropriate bullet point notes (no scripts).</li> <li>• Practise responding to and building on others' ideas.</li> <li>• Use questioning, clarifying and challenging techniques.</li> <li>• Refine arguments using quotations and textual evidence.</li> </ul>	Wk 2	<p><b>Homework:</b> Revise for the group discussion. <b>Set:</b> W/B 12<sup>th</sup> January <b>Due:</b> W/B 19<sup>th</sup> January</p>	
<p><b>Week 3</b> <i>How can I communicate my viewpoint clearly and confidently in a formal group discussion?</i></p>	<p>SYL:</p> <ul style="list-style-type: none"> <li>• Contribute confidently without reading from a script.</li> <li>• Use evidence accurately from both anthology texts.</li> <li>• Respond thoughtfully to others' viewpoints.</li> <li>• Demonstrate awareness of influence and power in my spoken language.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Communicate clearly and confidently using language suited to the discussion.</li> <li>• Use a range of techniques and vocabulary to make my ideas clear and engaging.</li> <li>• Refer accurately to the texts to support and develop my points.</li> <li>• Explain how ideas in the texts influence my viewpoint.</li> <li>• Listen carefully and respond thoughtfully to others, building on or challenging ideas.</li> <li>• Adapt my contributions as the discussion develops to keep it focused and purposeful.</li> </ul>	Wk 3	<p><b>Homework:</b> Proofreading. <b>Set:</b> W/B 19<sup>th</sup> January <b>Due:</b> W/B 26<sup>th</sup> January</p>	

<p><b>Week 4</b> <i>How do writers use language and structure to influence an audience, and how can I apply this to my own speech?</i></p>	<p><b>SYL:</b></p> <ul style="list-style-type: none"> <li>• Explain the requirements of Task B (written speech).</li> <li>• Identify persuasive techniques in model speeches.</li> <li>• Understand tone, structure and audience expectations.</li> <li>• Gather research and ideas to support my viewpoint on kindness.</li> <li>• Write a persuasive paragraph (not linked to Task B) to demonstrate control of persuasive techniques.</li> </ul>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>• Structure my writing clearly.</li> <li>• Use a range of sentence types to control emphasis and persuade.</li> <li>• Use punctuation to shape meaning.</li> <li>• Choose vocabulary purposefully, selecting emotive, powerful or precise words to influence the reader.</li> <li>• End the paragraph with a strong concluding line, reinforcing the key message or emotional effect.</li> </ul>	<p><b>Wk 4</b></p>	<p><b>Homework:</b> Annotate a speech. <b>Set:</b> W/B 26<sup>th</sup> January <b>Due:</b> W/B 2<sup>nd</sup> February</p>
<p><b>Week 5</b> <i>How can I craft a persuasive and well-structured speech that communicates my views effectively?</i></p>	<ul style="list-style-type: none"> <li>• Plan a clear introduction, key ideas and memorable conclusion.</li> <li>• Use persuasive and rhetorical devices effectively.</li> <li>• Integrate research smoothly.</li> <li>• Make deliberate language choices suited to a parent/guardian audience.</li> </ul>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>• Draft structured paragraphs for a speech rather than an essay.</li> <li>• Use rhetorical devices such as triads, anecdotes and direct address.</li> <li>• Redraft for clarity, tone and audience impact.</li> <li>• Create NEA appropriate planning notes.</li> </ul>	<p><b>Wk 5</b></p>	<p><b>Homework:</b> Sentence variation. <b>Set:</b> W/B 2<sup>nd</sup> February <b>Due:</b> W/B 9<sup>th</sup> February</p>
<p><b>Week 6</b> <i>How do poets use language and structure to explore ideas, and how can I analyse their techniques effectively?</i></p>	<ul style="list-style-type: none"> <li>• Identify poetic techniques confidently.</li> <li>• Explain what a poem is about and how meaning is created.</li> <li>• Annotate poems using a structured method.</li> </ul>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>• Use annotation to identify imagery, tone, structural features and effects.</li> <li>• Use analytical sentence starters to explain the effect of a technique.</li> <li>• Comment on how a specific word, phrase or technique shapes meaning.</li> <li>• Identify the poet's main idea or message.</li> <li>• Build a clear, focused analytical paragraph exploring one technique.</li> </ul>	<p><b>Wk 6</b></p>	<p><b>Homework:</b> Paragraphs. <b>Set:</b> W/B 9<sup>th</sup> February <b>Due:</b> W/B 23<sup>rd</sup> February</p>