

Year 11 English Unit 2: Spoken language masters: refining spoken language skills

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Expected Outcomes Learners will: - Research a topic of their choice and select and record relevant information. - Plan and deliver a presentation on a topic of their choice. - Improve their use of body language, posture and voice. - Understand how to ask questions about other learners' presentations. - Respond appropriately and effectively to questions about their own presentation.	
Developmental Focus Opportunities - C&L: Structured peer feedback sessions where learners practise active listening and giving feedback. - C&L: Use "listening ladders" or visual prompts to scaffold attention during presentations. - C&L: Scaffold questioning techniques with sentence stems to support comprehension and formulation of appropriate responses. - EAD: Use drama-based warm-ups (e.g. stichomythia or role-play) to develop expressive language and confidence. - PSED: Self-regulation e.g. embed reflection checkpoints where learners assess their own emotional readiness and strategies for managing nerves. Learners could use visual self-assessment tools (e.g. confidence thermometers or emoji scales) before and after presentations. - PSED: Building relationships – learners could have a "presentation buddy" system to offer encouragement and constructive feedback. - UTW: Guide learners to choose topics that connect to real-world issues or personal interests, promoting curiosity and relevance. - UTW: Encourage exploration of diverse perspectives and sources to build cultural awareness and critical thinking. - UTW: Enhance digital literacy by using technology for research. - Mathematics: Encourage learners to find and use statistics to strengthen the arguments within their presentations.	
Key Learning Points	Powerful Knowledge
- I can choose an appropriate topic for my presentation and use research skills to begin developing ideas. - I can generate, refine, and organise ideas for a presentation through structured discussion and debate. - I can use body language and posture to manage my nerves and speak confidently in public. - I can consider how the use of my voice contributes to the effective and confident delivery of a presentation.	Learners will develop their research and presentation skills throughout this unit. They will use everything they have learnt during their time at Woodlands to create and deliver an effective presentation, considering structure, content, body language and voice. Learners will develop their confidence and ability in answering and asking questions, thereby developing their transferable communication skills.

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- I can understand how to ask and respond to questions and use effective preparation techniques for confident delivery.	
Subject-Specific Vocabulary	Reading Opportunities
Credible Reputable Reliable Articulate Discourse markers Rebuttal Testimonial Posture Tone Active listening Concise	TBC depending on learner interests
Possible Misconceptions	Cross-Curricular Links
- When choosing a topic, you should not choose something personal to focus on. - Learners sometimes think they need to write out their whole presentation before they deliver it (this should be learner preference). - Learners believe that it is unusual to feel nervous or scared about public speaking. - I can effectively practise my presentation in my head.	Computing – Use of technology to research. TBC based on the content of the learners' presentations.