English Stage 4 (Year 7) – teaching and learning program – speeches

Speak the speech – part 2, Phases 3 and 4 (integrated Phase 5)

This resource is the second part of a sample teaching and learning program for Year 7, Term 4. In this program, students will develop their understanding of how spoken word texts provoke a dynamic interaction between composer and responder. Students will trace the evolution of the spoken word from traditional forms of oracy to a contemporary culture of multimodal texts. Students will experiment with writing and delivering a range of spoken forms to deepen their understanding of the reciprocal relationship between composer and responder.

Table 1 provides a cover page for the teacher and class. Update the table based on the class details and contextual details.

Table 1 – class details

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Teacher | Class | Term and duration | Start date | Finish date |
| [Teacher name] | [Class name and code] | [Specify hours and make note of known interruptions to timetabled classes] | [Date, Week and Term] | [Date, Week and Term] |

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**Updating the table of contents**

Want to update the table? Have you added content to the document and noticed the page numbers have changed? As you add content to this report, you can update the table of contents to accurately reflect the page numbers within the resource. To update the table:

* Right click on the table and select ‘Update table of contents’ (in the browser version) or ‘Update field’ (in the desktop app). In the browser version, it will automatically update the entire table.
* In the desktop app, you will then need to select ‘Update entire table’. Your table numbers should then update to reflect your changes.

# About this resource

This sample teaching and learning program has been developed to assist teachers in NSW Department of Education schools to create learning experiences that are contextualised to their students’ needs, interests and abilities. It provides an example of one way to approach programming through a conceptual lens.

## Purpose of resource

This document includes teaching and learning sequences for the speeches – **Core text 2 – student keynote address – English Head Teacher conference 2023** and **Core text 1 – the Legacy Junior Public Speaking Award 2022 NSW State Final – Romanticising Crime**.

It has been organised into the following phases:

* Phase 3 – discovering and engaging analytically with the core texts
* Phase 4 – deepening connections between texts and concepts.
* Phase 5 – engaging critically and creatively with model texts has been integrated into Phases 3 and 4.

This sample is not a standalone resource. The first part of the teaching and learning program for ‘Speak the speech’ outlined the following: the target audience information; an explanation of when and how to use the sample program; the list of outcomes and content groups guiding the program; the core text requirements; the overview of the organisation of the teaching and learning program into phases; the overview of prior and future learning; and the list of recommended pre-reading for teachers. The third part focuses on drama and contains a parallel phases 3 and 4 with integrated phase 5.

It has been designed for use with the following resources:

* Year 7 – sample scope and sequence
* Assessment task
* Sample assessment notification – speak the speech
* Student sample speech – audio file and listening activity (PowerPoint)
* Core formative tasks – speak the speech
* Teaching and learning program – engage and orient – speak the speech – part 1, phases 1, 2 and 6
* Resource booklet – engage and orient – speak the speech – part 1, phases 1, 2 and 6
* Resource booklet – speeches – speak the speech – part 2, phases 3 and 4 (integrated phase 5)
* Teaching and learning program – drama –speak the speech – part 3, phases 3 and 4 (integrated phase 5)
* Resource booklet– drama– speak the speech – part 3, phases 3 and 4 (integrated phase 5).

All documents associated with this resource can be found on the [Planning, programming and assessing English 7–10 webpage](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-7-10).

## Target audience

This sample is intended to support teachers and curriculum leaders as they develop contextually appropriate teaching and learning resources for the [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) (NESA 2022). There are additional support and educative notes for the teacher (blue boxes), specific literacy notes (pink boxes in this program) and notes for the student (pink boxes in the resource booklet).

## When and how to use

This teaching and learning program has been designed for Term 4 of Year 7. It provides opportunities for the teacher to explore a key aspect of subject English and strengthen class rapport in a stimulating and creative way appropriate to the end of the year. By investigating oratory through speeches, drama, performance poetry and storytelling, students explore and understand new texts and concepts, and experience new ways of learning.

This program provides success criteria aligned to each learning sequence. These are suggestions only. While success criteria can be presented to students, evidence-based research suggests that [success criteria should be discussed and agreed with students](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/aspects-of-assessment/actions-to-take#:~:text=Best%20practice%20suggests%20you%20discuss%20and%20agree%20to%20success%20criteria%20with%20the%20students%20in%20advance%20of%20the%20learning%20experiences.) at the beginning of each lesson. The department’s [Teaching and learning](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/assessment/primary-assessment/five-elements-of-effective-assessment-practice/success-criteria) webpage provides a range of links to support the use of success criteria.

The following is an outline of some of the ways this program can be used. The program and associated materials can be used as a basis for the teacher’s own program, assessment or scope and sequence, or be used as an example of how the [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) (NESA 2022) can be implemented. The program and associated resources are not intended to be taught exactly as is presented in their current format. Teachers using this program and the associated materials should adapt these to suit their students’ needs, interests, abilities and the texts selected. The resource should be used with timeframes that are created by the teacher to meet the overall assessment schedules. Teachers can:

* use the teaching and learning program as a model and make modifications reflective of contextual needs
* examine the teaching and learning program, assessment notification, core texts booklet and resource booklet during faculty meetings and planning days and collaboratively refine them based on faculty or school goals
* examine the materials during faculty meetings and planning days and collaboratively plan opportunities for team teaching, collaborative resource development, mentoring, lesson observation and the sharing of student samples
* use the programming, assessment practices, or syllabus planning detailed in the program as an opportunity to backward map Years 10 to 7.

This program aligns with the completed Stage 7 scope and sequence. This ensures all syllabus requirements are met across the stage.

# Speak the speech

The overview provides a concise description of key information about the teaching and learning program and the assessment.

## Overview

In this program, students will develop their understanding of how spoken word texts provoke a dynamic interaction between composer and responder. Students will trace the evolution of the spoken word from traditional forms of oracy to a contemporary culture of multimodal texts. Students will experiment with writing and delivering a range of spoken forms to deepen their understanding of the reciprocal relationship between composer and responder.

**Duration:** this program of lesson sequences is designed to be completed over a period of approximately 10 weeks.

## Guiding questions

The guiding questions below outline the direction of the learning for the program. They are developed in relation to the syllabus aim and rationale, the relevant syllabus outcomes and the evidence base. They can support class discussion and help students monitor their learning.

* Why is performance a powerful tool in bringing stories and words to life?
* How does the spoken word lead to a unique relationship between performer and audience?
* How has the art of speaking, including oracy and rhetoric, evolved over time in response to changing cultures and technology?

### Conceptual programming questions

The conceptual guiding questions are carefully aligned to outcome content points, and they guide teaching and learning. These provide the teacher and students with further opportunities to consider the conceptual direction of learning.

Table 2 – overview of the 6 phases and accompanying conceptual programming questions

|  |
| --- |
| **Phase 1 – engaging with the unit and the learning community** |
| * What are the ways that spoken word texts have been used in different times and cultures, for different purposes? * What makes a spoken word text a powerful way to impact and interact with an audience? |
| **Phase 2 – unpacking and engaging with the conceptual focus** |
| * How do style, mood and tone drive an author’s voice? * How do speakers establish connections with their audience through authority, purpose and appeal? * How does the way a spoken text or performance is received impact its value and importance? |
| **Phase 3 – discovering and engaging analytically with the core text** |
| * What are the distinctive features of texts that provoke audience engagement with the spoken word? * How can a written text be brought to life for a live audience? * How can the spoken word distinctively develop textual elements such as voice, ideas, character or story? |
| **Phase 4 – deepening connections between texts and concepts** |
| * How do the language and textual features of spoken word texts position the audience to the perspectives of the composer? * How and why do composers use and experiment with the conventions of the form to deliver powerful live experiences? * How are spoken word texts valued because of their thematic and stylistic qualities? |
| **Phase 5 – engaging critically and creatively with model texts** |
| * How do composers establish and use argument and authority to position responders? * In what ways can the conventions of spoken word delivery be used to effectively impact the engagement of the responder? * What can we learn from the process of experimenting with model texts to create new and creative compositions? |
| **Phase 6 – preparing the assessment task** |
| * How can the process of preparing for an assessment task be used effectively to craft a refined piece of work? * What are the best strategies for developing effective and sustainable skills and mindsets related to assessment? |

## Assessment overview

**Teacher note:** this is a concise overview of the formal assessment aligned with this program and an outline of the formative assessment practices.

**Formal assessment:** students compose a persuasive speech that would be suitable to present to the audience of the [Junior Secondary Speaking Award](https://artsunit.nsw.edu.au/program/legacy-junior-public-speaking-awards) competition. They deliver the speech to their class. Students submit teacher and peer feedback and submit their revised transcript as evidence of their engagement with the planning, editing and revising process.

**Formative assessment:** there are 5 core formative tasks embedded in this program. They are detailed in the accompanying resource **English Stage 4 (Year 7) – core formative tasks – Speak the speech – Term 4**. The tasks are included as part of:

* Phase 2 (program part 1) – Core formative task 1 – persuasive speech introduction
* Phase 3 (program part 2 – speeches) – Core formative task 2 – persuasive body paragraph
* Phase 4 (program part 2 – speeches) – Core formative task 3 – feedback on speech delivery
* Phase 3 (program part 3 – drama) – Core formative task 4 – monologue or speech in drama
* Phase 4 (program part 3 – drama) – Core formative task 5 – memoir to speech

## Outcomes and content groups

A student:

* **EN4-RVL-01** – uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction
* reading, viewing and listening skills
* reading, viewing and listening for meaning
* **EN4-URB-01** – examines and explains how texts represent ideas, experiences and values
* perspective and context
* argument and authority
* style
* **EN4-URC-01** – identifies and explains ways of valuing texts and the connections between them
* literary value.
* **EN4-ECA-01** – creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas
* writing
* speaking
* text features: persuasive
* sentence-level grammar and punctuation
* **EN4-ECB-01 –** uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts
* planning, monitoring and revising
* reflecting

[English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

## Core texts and text requirements

The texts identified are core texts that have been mapped across the stage and support the delivery of syllabus requirements. The table below contains the information for the speeches explored in these phases. For a list of all the texts explored in this program, please see the program ‘Speak the speech – part 1, Phases 1, 2, and 6’.

Table 3 – core texts and their alignment to the text requirements

|  |  |  |
| --- | --- | --- |
| Text | Text requirement | Annotation and overview |
| NSW Department of Education (2022) ['The Legacy Junior Public Speaking Award 2022 NSW State Final' [video and transcript]](https://artsunit.nsw.edu.au/program/junior-secondary-speaking-award), *The Arts Unit,* The Arts Unit website, accessed 17 January 2024. | This text (speech) is a complex text as per the [(NLLP) (V3)](https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/version-3-of-national-literacy-and-numeracy-learning-progressions/) in that it provides students opportunities to engage with a spoken piece written for a specific audience that contains complex vocabulary, language, structure and content.  **EN4-RVL-01** requires students to read texts that are complex in their ideas and construction. The text helps meet the [Text requirements for English 7–10](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview#course-requirements-k-10-english_k_10_2022): a spoken text by an Australian author which explores social and gender experiences through popular and youth culture perspectives. | The Junior Secondary Speaking Award aims to encourage the use of clear and effective spoken English. The competition began in 1995 as the Legacy Junior Public Speaking Award, and since then has provided an opportunity for NSW junior secondary students to improve their confidence and to develop their speech-writing and public speaking skills.  Rowan Myers, a student from Crestwood High School, was a finalist in the [Legacy Junior Public Speaking Award 2022 NSW State Final](https://artsunit.nsw.edu.au/program/junior-secondary-speaking-award)– Romanticising Crime by Rowan Myers (27:53–34:30). The speech explores the fascination of women with true crime media and its exaggerated representation of the facts at the expense of women’s societal indoctrination to fear for their personal safety.  A study of this text will support the development of writing and delivering a spoken text to a live audience. Students will study both the recorded text as well as the speech transcript. As contestants must be 14 years or younger at the beginning of the competition year, Rowan Myers provides a relatable perspective as a presenter to students studying the text.  The teacher may need to consolidate understanding of vocabulary and social understanding to aid student access. Alternate speeches can be accessed via the link if this text is unsuitable for individual school context. |
| Department of Education) (2023) ‘[Olivia Wright student keynote address – English Head Teacher Conference' [video and transcript]](https://players.brightcove.net/6197335233001/default_default/index.html?videoId=6345839777112), Brightcove website, accessed 17 January 2024. | This text (speech) is a complex text as per the [National Literacy Learning Progression (NLLP) (V3)](https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/version-3-of-national-literacy-and-numeracy-learning-progressions/) in that it provides students opportunities to engage with a spoken piece written for a specific audience that contains complex vocabulary, language, structure and content.  **EN4-RVL-01** requires students to read texts that are complex in their ideas and construction. The text helps meet the [Text requirements for English 7–10](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview#course-requirements-k-10-english_k_10_2022): a visual and spoken text type by an Australian author which explores youth culture perspectives. | This speech was presented at the [English Head Teacher Conference 2023](https://players.brightcove.net/6197335233001/default_default/index.html?videoId=6345839777112) in Sydney, Australia by Olivia Wright, a Year 10 student from Hurlstone Agricultural High School, located in south-west Sydney. She is an avid lover of humanities and language arts, having competed at state level at both debating and public speaking competitions over the years. She was a co-host and ambassador for the 2023 Schools Spectacular. Olivia’s address as student keynote speaker is about her experience as a growing student, and the importance of student voice in shaping the education system going forward. It is both a recorded text as well as a speech transcript.  A study of this text will support a development of authority and ‘winning the audience over’ through style, tone and perspective. |

In this part of the ‘Speak the speech’ program, students explore the **Core text 1 – The Legacy Junior Public Speaking Award 2022 NSW State Final – Romanticising Crime** by Rowan Myers. They engage with the **Core text 2 – student keynote address – English Head Teacher conference 2023** by Olivia Wright. Phases 3 and 5 have been incorporated to assist students to gain a deep understanding of the core texts, as have Phases 4 and 5. This understanding contributes to their study of the ways oral storytelling and the spoken word have developed over time. Their study of speeches will be supplemented by their study of a drama text included in part 3 of this teaching program and of the learning undertaken in Phases 1, 2 and 6.

# Phase 3 – discovering and engaging analytically with the core text

In this phase, students will engage personally with a core text during their first encounter with it. The ways in which students approach the core text will impact strongly on their enjoyment of the program, engagement with the learning and their potential for success.

Through a focus on argument and authority, students deepen their understanding of how composers use and manipulate language, form and stylistic features. As they continue to read the text, students will analyse how the composer uses the codes and conventions of spoken texts. They begin investigating the ways language forms and features are used by composers to drive voice, ideas, character or story in a text.

Students are guided to respond analytically and creatively, and experiment with the application of known and new knowledge and skills, especially as they develop their speaking skills. This phase includes the integrated phase 5 ‘engaging critically and creatively with model texts', where students respond to the core texts in critical and creative ways. Students reflect on the form, language and stylistic features of the speeches to inform their own compositions.

**Expected duration:** this phase should take approximately 10 hour-long lessons.

**Conceptual programming question(s)** – (sub-questions that drive the choice of strategies in this phase):

* What are the distinctive features of texts that provoke audience engagement with the spoken word?
* How can a written text be brought to life for a live audience?
* How can the spoken word distinctively develop textual elements such as voice, ideas, character or story?
* How do composers establish and use argument and authority to position responders? (Phase 5)
* What can we learn from the process of experimenting with model texts to create new and creative composition? (Phase 5)

Table 4 – discovering and engaging analytically with the core text

|  |  |  |
| --- | --- | --- |
| Outcome and content | Teaching and learning sequence | Evidence of learning and evaluation |
| EN4-URA-01  Code and convention  **Use appropriate metalanguage to describe how meaning is constructed through linguistic and stylistic elements in texts**  EN4-URB-01  Argument and authority  **Select and sequence appropriate evidence from texts and reliable sources to support arguments and build authority**  EN4-RVL-01  Reading, viewing and listening skills  **Apply reading pathways to determine form, purpose and meaning**  **Revisit texts to develop a clear understanding of the themes, ideas and attitudes they express** | **Exploring the art of persuasion within a core text**  **Learning intentions**  By the end of this sequence, students will:   * develop their understanding of persuasive rhetoric * identify and annotate linguistic elements of persuasive texts.   **Building the field on persuasive elements**   * **Activating prior knowledge –** students brainstorm prior knowledge of persuasive elements d**eveloped in earlier units.** Students use **Phase 3, activity 1 – persuasive elements** to match language features with their definitions as revision. Answers have been included in **Phase 3, resource 1 – persuasive elements answers**. * **Reviewing the art of rhetoric appeal – students are split into pairs to complete a Frayer diagram using Phase 3, activity 2 – etymology of rhetoric and appeal. The terms ‘rhetoric’ and ‘appeal’ are alternated between each pair. Pairs share their findings with another pair to explain the meaning of each word.** * **Building understanding –** students read **Phase 3, resource 2 – ethos, pathos and logos and** highlight the **main** ideas. They * **discuss their findings in a** [Think, Pair, Share](https://pz.harvard.edu/resources/think-pair-share) **with their peer, then contribute to class discussion about which they personally find most effective** * **view** [Pathos: The Most Emotional Rhetorical Appeal (2:47)](https://www.youtube.com/watch?v=GzB-Tkcd-X8) **and attempt the final activity in pairs to sell a piece of broccoli using as much pathos as possible** * **present their persuasive pieces to the class and vote for the one that uses the most pathos** * **discuss how pathos has been used and why its use made the voted persuasive piece the ‘best’. Consider whether a combination of ethos and logos was used to increase the pathos of the speech.**   **Teacher note: a v**ocabulary **activity could be completed at this point to explore the etymology of the words: ethical, empathy, sympathy and logical. Students could explore and discuss the Greek origins of ethos, pathos and logos using the** [*Online Etymology Dictionary*](https://www.etymonline.com/).Then they could suggest (or look for) other words connected to the same base words, for example ‘pathological’. **Some students may require scaffolding to assist them in the process of exploring vocabulary.**  **Identifying stylistic and linguistic features of a text**   * **Developing contextual understanding – class discussion about the purpose of the English Head Teacher conference. Students review language by completing Phase 3, activity 3 – developing contextual understanding in preparation to read the text**. **Phase 3, resource 3 – developing contextual understanding answers has been provided as support.** * **Engaging with the text – students read Core text 2 – student keynote address – English Head Teacher conference 2023 in its entirety.** They * highlight any conjunctions used to start sentences and discuss with a partner the effect of these kinds of sentences to prepare for class discussion * contribute to class discussion about the ways this speech is more ‘conversational’ (for example starting with conjunctions), why a composer would do this, and what we can learn about being more or less formal in different kinds of speeches * identify and annotate places on the transcript where they think speech delivery features could be used. For example, pause, intonation, pace and so on. * **Responding to the text** – students complete the activities using **Phase 3, activity 4 – responding to Core text 2**. They * explore new vocabulary, identify the main idea and the target audience * identify and annotate persuasive language features on the speech transcript * make predictions about tone and style of delivery * justify the effectiveness of the speech. Suggested responses have been provided in **Phase 3, resource 4 – responding to Core text 2 – suggested responses**. * **Identifying rhetoric – students identify whether extracts from Core text 2 – student keynote address – English Head Teacher conference 2023 use ethos, logos or pathos in Phase 3, activity 5 – identifying ethos, pathos and logos.** Suggested responses have been included in **Phase 3, resource 5 – identifying ethos, pathos and logos suggested responses**. * **Class discussion** – how does rhetorical appeal assist this composer’s argument? How is the audience invited to engage with the speaker? | **Success criteria**  To demonstrate their learning, students can:   * match persuasive elements with their definitions * explore the rhetoric triangle and identify key ideas * apply knowledge of rhetoric to identify ethos, pathos and logos in extracts from a core text * analyse a core text to identify vocabulary, meaning, tone and style * discuss how an audience is invited to engage with a speech.   **Evaluation and registration:**  [Record evaluation and registration information] |
| EN4-URB-01  Perspective and context  **Examine how elements of personal and social contexts can inform the perspective and purpose of texts and influence creative decisions**  EN4-RVL-01  Reading, viewing and listening skills  **Apply a range of strategies to develop fluency in reading aloud, including an understanding of pace, tone and voice** | **Experimenting with perspective (including integrated Phase 5 – responding critically)**  **Learning intentions**  By the end of this sequence, students will:   * understand how changing key words in a text can change the author’s perspective * understand how elements of personal and social contexts can inform the perspective and purpose of texts.   **Engaging creatively to experiment with the perspective of the text**   * **Changing the composer’s perspective – students use Phase 3, resource 6 – changing perspective to experiment with sections from Core text 2 – student keynote address – English Head Teacher conference 2023. Students** * **are split into pairs and given a section of the speech and a perspective to change it to** * **identify any key words and ideas that need to be altered to change the perspective** * **rewrite the speech section.** * **Making connections to perspective – pairs are asked to deliver their rewritten speech section to the class. The class** * **identify the perspective of each presented section** * **discuss how elements of personal and social contexts can inform the perspective and purpose of texts** * **ask each pair questions (in an informal ‘hotseat’ type activity) about how their personal and social contexts influenced their creative decisions in their rewritten sections.** * **Responding critically** – students use the ideas from the class discussion to write a paragraph response to the following prompt: perspective changes the way a person thinks about a topic. | **Success criteria**  **To demonstrate their learning, students can:**   * identify and experiment with language used to demonstrate perspective * rewrite a script to change perspective * deliver a news report.   **Evaluation and registration:**  [Record evaluation and registration information] |
| EN4-RVL-01  Reading, viewing and listening for meaning  Engage with the ways texts contain layers of meaning, or multiple meanings  Explain personal responses to characters, situations and issues in texts, recognising the role of written, oral or visual language in influencing these personal responses  EN4-ECA-01  Text features: informative and analytical  Embed textual evidence within sentences to support the articulation of a personal perspective of a text  Compose informative texts that summarise conceptual information | **Exploring the conventions of the speech form to deliver powerful live experiences**  **Learning intention**  By the end of this learning sequence, students will:   * understand that the way a speech is delivered impacts the way it is received.   **Identifying speech conventions**   * **Identifying features of speech delivery** – students view the recorded version of [Core text 2 – student keynote address – English Head Teacher conference 2023](https://players.brightcove.net/6197335233001/default_default/index.html?videoId=6345839777112). They note down anything they notice about the way the speech is delivered in the categories of vocal elements, facial expressions, body language and other aspects in **Phase 3, activity 6 – identifying speech delivery elements.** * **Reviewing** – students return to **Phase 3, activity 4 – responding to Core text 2** and consider whether their responses have changed after viewing the speech presentation and annotate any changes on the document. The class discuss the best strategies used by the speaker. * **Exploring delivery elements – students view the YouTube video** [How to Deliver Engaging Oral Presentations at School (8:27)](https://www.youtube.com/watch?v=WufMj1xHX30)**. They** * **record notes in their book about important elements** * **discuss the presented ideas as a class** * **read Phase 3, resource 7 – delivering a speech and identify** the delivery feature you think you need to work on the most. You may like to ask a buddy for their opinion.   **Teacher note:** you may like to break students up into small groups to complete some of the speaking activities. You could have stations around the room with a different exercise on each with which students can experiment.   * **Consolidating understanding** – students write a 50 to 100-word reflection: in your experience, how successful have student speakers been in connecting with their audience in different events? Refer to Core text 2 and any speeches that you have seen delivered on assembly, for school or sport captain nominations, or at community events. Refer to **Phase 1, activity 6 – storytelling and community for ideas.** | **Success criteria**  To demonstrate their learning, students can:   * identify stylistic features of the speech delivery * reflect on how delivery can impact meaning * explore elements of speech delivery.   **Evaluation and registration:**  [Record evaluation and registration information] |
| EN4-RVL-01  Reading, viewing and listening for meaning  **Explore the main ideas and thematic concerns posed by a text for meaning**  EN4-URB-01  Argument and authority  **Understand how argument in text is constructed through specific language forms, features and structures, and apply this understanding in own texts**  **Understand how the authority of a text is constructed by the author’s choices in content and style, and use this knowledge to influence the composition of own texts**  Style  **Describe the distinctive rhetorical and aesthetic qualities of a text that contribute to its textual style, and reflect on these qualities in own texts** | **Deepening an understanding with a core text**  **Learning intentions**  By the end of this sequence, students will:   * assess how language forms and features have been used to construct an effective speech * be able to identify effective features and conventions of speech delivery.   **Analysing features of** **Core text 1 – the Legacy Junior Public Speaking Award 2022 NSW State Final – Romanticising Crime**   * **Activating prior knowledge – students complete Phase 3, activity 7 – revisiting the text about their earlier experiences with Core text 1 – the Legacy Junior Public Speaking Award 2022 NSW State Final – Romanticising Crime speech.** * **Responding to the text** – students complete **Phase 3, activity 8 – responding to Core text 1. They** * explore new vocabulary, identify the main idea and the target audience * identify and annotate persuasive language features on the speech transcript * make predictions about tone and style of delivery * justify the effectiveness of the speech. Suggested responses have been provided in **Phase 3, resource 8 – responding to Core text 1 – suggested responses**. * **Identifying elements of speech delivery – students** view the live recording of the speech and complete **Phase 3, activity 9 – identifying speech delivery elements.**   **Comparing stylistic and linguistic features of both speeches**   * **Making comparisons** – students are instructed to work in pairs to compare both speech transcripts and recorded deliveries (**Core text 2 – student keynote address – English Head Teacher conference 2023 and Core text 1 – the Legacy Junior Public Speaking Award 2022 NSW State Final – Romanticising Crime)** in a Venn diagram. They may like to draw their own diagram or use adigital [graphic organiser](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599). **Phase 3, resource 9 – Venn diagrams provides information on Venn diagrams.** * **Comparing effectiveness** – students choose one speech and discuss why it is their favourite based on how the speaker has created authority through their content and delivery style. The class can then vote for their favourite speech. | **Success criteria**  To demonstrate their learning, students can:   * identify stylistic and linguistic features of the speech delivery * make comparisons between the 2 core texts.   **Evaluation and registration:**  [Record evaluation and registration information] |
| EN4-ECA-01  Representing  **Apply codes and conventions of written, spoken, visual and multimodal texts to enhance meaning and create tone, atmosphere and mood**  EN4-ECA-01  Speaking  **Deliver spoken, signed or communicated texts with effective control of intonation, emphasis, volume, pace and timing** | **Experimenting with spoken argument**  **Learning intentions**  By the end of this sequence, students will:   * understand how to use the codes and conventions of debating to enhance meaning * be able to experiment with the delivery of spoken texts to engage an audience * be able to deliver an argument using a range of rhetorical devices.   **Debating a point of view**   * **Consulting a resource to develop debating skills** – in groups of 3, students engage with the video resource as an introduction to debating or refinement of their skills. They * view the Art Bites video [Exploring a useful framework for quickly writing and explaining an argument (13:34)](https://artsunit.nsw.edu.au/art-bites/high-school-debate-club) (stop at 11:47) and take notes of how to create an argument * read **Phase 3, resource 10 – debating** to extend their understanding of debating * are assigned a topic and a position – either for (affirmative) or against (negative) * use **Phase 3, resource 11 – debating scaffolding** to write their arguments and prepare for the debate * take turns to debate their assigned topics. The teacher should appoint a chairperson, timekeeper and 3 adjudicators for each debate.   **Teacher note:** this is a good opportunity to identify strong debaters for the following year. You may like to enter students into [The Premier's Debating Challenge](https://artsunit.nsw.edu.au/program/the-premiers-debating-challenge) for an extracurricular activity. | **Success criteria**  To demonstrate their learning, students can:   * explore debating strategies * apply debating skills to debate a topic.   **Evaluation and registration:**  [Record evaluation and registration information] |
| Teacher note: the syllabus content points addressed through Core formative task 2 are outlined in the Core formative tasks document.  EN4-ECB-01  Planning, monitoring ****and revising****  **Seek and respond to verbal and written feedback to improve clarity, meaning and effect** | **Developing skills in persuasive writing**  **Learning intentions**  **By the end of this sequence, students will:**   * **understand how argument in text is constructed** * **use rhetorical language to express a perspective or argument.**   **Completing Core formative task 2 – persuasive body paragraph**   * **Reviewing** **Core formative task 1 – persuasive speech introduction – students return to their research and introduction and re-read it to familiarise themselves with the topic. They add in one appeal (ethos, logos, pathos) to reflect their learning.** * **Completing the task** – students use **Phase 3, activity 10 – core formative task 2 scaffolding** to guide the development of Core formative task 2. They * **brainstorm arguments that support their perspective on their topic** * select the best argument and identify the explicit evidence that supports it * **identify suitable persuasive devices and transitional phrases to use in their body paragraph** * write a body paragraph that supports their introduction for **Core formative task 1 – persuasive speech introduction** * **identify and annotate** persuasive devices and transitional phrases **on their** body paragraph * **submit their work to the teacher for feedback** * **act on teacher feedback to refine work.** | **Success criteria**  To demonstrate their learning, students can:   * develop arguments for a topic * select evidence to justify arguments * use language and stylistic devices to write a persuasive body paragraph.   **Evaluation and registration:**  [Record evaluation and registration information] |

# Phase 4 – deepening connections between texts and concepts

In this phase students continue their close study of their core text, focusing on the ways that the spoken word can establish perspective and literary value, then position the responder in relation to them. The ‘deepening connections between texts and concepts’ phase aims to extend the informed personal response of students by exploring how composers and presenters use a variety of devices to appeal directly to their audience.

Students will examine the distinctive qualities and literary value of the core text in order to refine their understanding of the ways in which perspectives in spoken word texts are constructed and received.

In the integrated Phase 5 'engaging critically and creatively with model texts' sequences, students respond to the core texts in critical and creative ways. They reflect on the form, language and stylistic features of the texts to inform their own compositions. Students collaboratively experiment with delivering spoken texts to demonstrate their understanding and build skills in preparation for the summative assessment task.

**Expected duration:** this phase should take approximately 7 hour-long lessons.

**Conceptual programming question(s)** – (sub-questions that drive the choice of strategies in this phase):

* How do the language and textual features of spoken word texts position the audience to the perspectives of the composer?
* How and why do composers use and experiment with the conventions of the form to deliver powerful live experiences?
* How are spoken word texts valued because of their thematic and stylistic qualities?
* In what ways can the conventions of spoken word delivery be used to effectively impact the engagement of the responder? (Phase 5)
* What can we learn from the process of experimenting with model texts to create new and creative compositions? (Phase 5)

Table 5 – deepening connections between texts and concepts

|  |  |  |
| --- | --- | --- |
| Outcome and content | Teaching and learning sequence | Evidence of learning and evaluation |
| ****EN4-URB-01****  ****Perspective and context****  **Understand how perspectives are shaped by language and text**  **Explore how the perspectives of audiences shape engagement with, and response to, texts**  ****EN4-ECA-01****  ****Sentence-level grammar and punctuation****  **Use a range of verb forms, tenses and modifiers to express aspects of modality**  ****EN4-ECB-01****  ****Reflecting****  **Consider how purposeful compositional choices are influenced by specific elements of model texts** | **Investigating the impact of audience and composer**  **Learning intentions**  By the end of this sequence, students will:   * understand that perspectives are shaped by language * be able to reflect on how texts are constructed to appeal to particular audiences * be able to interpret how style impacts audience.   **Exploring the textual concept of audience**   * **Identifying meaning – students explore the label of ‘audience’** and how to analyse an audience. They * read **Phase 4, resource 1 – what is audience? to build understanding of the textual concept** * view [Audience Analysis (6:56)](https://www.youtube.com/watch?v=Hfue7l-WuJ4) (stop at 3:44) and make notes on **Phase 4, activity 1 – extending knowledge on audience** * **Applying understanding** – students complete **Phase 4, activity 2 – audience analysis of a book cover** to identify the audience of a text based on its front cover. They * examine the book covers and identify the visual elements that appeal to the individual audiences for each (students should reflect on prior learning from the teaching and learning **program Year 7 Term 2 – Seeing through a text**) * reflect on how texts are constructed to appeal to particular audiences. * **Class discussion – how do different kinds of composers effectively** construct **their texts to suit different audiences?**   **Deepening connections with the core texts**   * **Identifying audience in the core texts –** teacher divides the class **into groups of 3 to 4 and each group is assigned one of the speeches** (**Core text 2 – student keynote address – English Head Teacher conference 2023 and Core text 1 – the Legacy Junior Public Speaking Award 2022 NSW State Final – Romanticising Crime). Each group should** * **brainstorm who they think the intended audience is – use the questions from Phase 4, resource 1 – what is audience? to assist their decision** * **re-read the transcript and identify and annotate evidence that justifies its audience** * **annotate specific language use (quotes) that influences the responder.** * **Class discussion – what did you learn about audience and style from the comparison of these speeches? What language features were used to support the composer’s style? Were they the same in both speeches?**   **Applying knowledge to refine a text**   * **Identifying audience – students identify the intended audience of their formal assessment task. They** * **refer to English Stage 4 (Year 7) – sample assessment notification – Speak the speech – speech – Term 4and ensure that their speech is written for the audience of the Junior Secondary Speaking Award competition** * experiment with including language features identified in the core text and seek peer or teacher feedback on their effectiveness in the student’s draft * **refine their work or continue working on the composition of the speech.**   **Teacher note: each sequence in this phase will assist students to workshop and refine their formal assessment task. Depending on student progress on assessment, they should explore the ideas of each sequence and apply these to either their draft writing or refine their speech. Students should be provided with time to apply their understanding to their work.** | **Success criteria**  To demonstrate their learning, students can:   * identify the characteristics of an audience * apply understanding of audience to a book cover * use evidence to support claims * **experiment with style and language features to change the intended audience** * **apply knowledge to refine a text.**   **Evaluation and registration:**  [Record evaluation and registration information] |
| ****EN4-URB-01****  ****Perspective and context****  **Understand how perspectives are shaped by language and text**  ****EN4-URA-01****  ****Code and convention****  **Understand how language forms, features and structures, in a variety of texts, vary according to context, purpose and audience, and demonstrate this understanding through written, spoken, visual and multimodal responses**  ****EN4-ECA-01****  ****Speaking****  **Create a range of spoken, signed or communicated texts that express ideas and show an understanding of audience** | **Refining perspectives for the audience (including integrated Phase 5 – experimenting with audience)**  **Learning intentions**  By the end of this sequence, students will:   * understand how collective nouns can change meaning * experiment with language and style to change the intended audience.   **Expressing complex ideas in spoken word texts**   * **Exploring the use of nouns in** **Core text 1 – the Legacy Junior Public Speaking Award 2022 NSW State Final – Romanticising Crime –** students develop understanding of different types of nouns and their use in spoken word texts through **Phase 4, activity 3 – collective nouns and complex ideas.** Note that suggested responses for all parts of this activity are provided in **Phase 4, resource 2 – collective nouns suggested responses.** Teacher support for collective nouns is provided in **Phase 4, resource 3 – subject-verb agreement for collective nouns.** Students * identify examples of proper nouns, collective nouns, or noun groups for conceptual ideas in the core text * **revise and extend their grammatical knowledge by** completing the activities with the word bank of collective nouns. * **Analysing how nouns develop perspective –** students examine the sample sentences from Core text 1 to develop their understanding of the ways nouns and noun groups interact within persuasive sentences to develop the writer’s perspectives. They complete the steps within **Phase 4, activity 4 – nouns and perspective (with teacher support and answers in Phase 4, resource 4 – nouns and perspective suggested responses). They** * classify sentences from Core text 1 to identify the use of nouns and noun groups * **work with a partner to answer questions about the model sentences, focusing on the use of adjective plus noun combinations to set up a clear perspective** * **rewrite a section of Core text 1 or Core text 2 in Phase 4, activity 5 – changing the target audience, focusing on experimenting with the choice of nouns and noun groups, to make it more suitable for a different audience (integrated Phase 5)** * **reflect on their work, read to peers and discuss how the perspective was changed to suit the new audience.**   **Applying knowledge to refine a text**   * **Identifying perspective –** students identify and refine the perspective they are developing in the draft for their formal assessment task**. They** * **refer to English Stage 4 (Year 7) – sample assessment notification – Speak the speech – speech – Term 4 and ensure that their speech has a clear perspective set up in the introduction, and that it is consistent throughout the transcript** * experiment with including abstract and collective nouns to clarify their perspective * experiment with including noun phrases in combination with emotive verbs that intensify the perspective and clearly position the audience to the speaker’s perspective. | **Success criteria**  **To demonstrate their learning, students can:**   * **identify audience in a core text** * **apply knowledge of subject-verb agreement to sentences** * **experiment with style and language features to change** and intensify perspectives in a text**.**   **Evaluation and registration:**  [Record evaluation and registration information] |
| ****EN4-RVL-01****  Reading, viewing and listening skills  **Apply reading pathways to determine form, purpose and meaning**  ****EN4-URB-01****  ****Perspective and context****  **Understand how perspectives are shaped by language and text**  ****EN4-ECA-01****  ****Writing****  **Demonstrate control of structural and grammatical components to produce texts that are appropriate to topic, purpose and audience**  ****EN4-URC-01****  Literary value  **Understand how texts from all modes and media can serve different personal, social and cultural purposes according to their form and context** | **Exploring and experimenting with purpose**  **Learning intentions**  By the end of this sequence, students will:   * extend their understanding of the composer’s purpose * **understand how to experiment with the purpose of a text.**   **Exploring the purpose of a speech**   * **Activating prior knowledge** –students view the YouTube video [Determining the General Purpose of Your Speech (2:48)](https://www.youtube.com/watch?v=19VOPJmqBmw) and complete the missing information in **Phase 4, activity 6 – purpose. Answers are provided in Phase 4, resource 5 – purpose suggested responses.** * **Identifying the purpose** **of the core texts** – students read one of the assigned core texts and identify its purpose. They * use instructions from **Phase 4, activity 7 – write with purpose for an audience** to rewrite an extract to change its purpose * share their reworked texts with each other and consider **how the changes impact the flow and purpose of the text.**   **Experimenting with text**   * **Changing context, mode and media or form** – in pairs, students are provided with a different category to work with. They * explore the meaning of the category and write a student-friendly definition of what it is * select one of the speeches and rewrite it using the same ideas but for its new context, mode and media or form. Suggestions are included in **Phase 4, resource 6 – experimenting with text.** * **Class discussion** – how has the change in context, mode and media, or form changed the purpose of the text? * **Consolidating knowledge** – students reflect on the texts explored in **Part 1, Phase 1** and this section and consider the purpose of those texts. They * complete a class brainstorm of different purposes of texts they have studied * discuss: What can we learn from the process of experimenting with purpose?   **Applying knowledge to refine a text**   * **Identifying purpose – students identify the purpose of their formal assessment task. They** * **refer to** **English Stage 4 (Year 7) – sample assessment notification – Speak the speech – speech – Term 4 and ensure that their speech has a clear purpose for its delivery at the** Junior Secondary Speaking Award * **refine their work or continue working on the composition of the speech.**   **Teacher note: students should continue to construct or refine their speech as they progress through the sequences. Students should be provided with time to apply their understanding to their work.** | **Success criteria**  To demonstrate their learning, students can:   * identify different purpose types * rewrite text to change its purpose * experiment with context, mode and media and form to change meaning * consider the implications of purpose on a text.   **Evaluation and registration:**  [Record evaluation and registration information] |
| ****EN4-ECA-01****  ****Text features: persuasive****  **Incorporate subjective and objective evidence to enhance and support elaboration of arguments**  **Use rhetorical language to shape ideas and express a perspective or argument**  ****Sentence-level grammar and punctuation****  **Use a range of linking devices to create cohesion between ideas**  ****EN4-ECB-01****  ****Planning, monitoring and revising****  **Engage with the features and structures of model texts to plan and consider implications for own text creation**  **Monitor word choice, spelling, grammar and punctuation for accuracy and purpose** | **Preparing the formal task transcript**  **Learning intentions**  By the end of this sequence, students will:   * understand how to use prior learning developed in the core formative tasks to support their formal assessment requirements * be able to construct an effective conclusion * be able to complete a first draft of their persuasive speech.   **Teacher note: the Phase 6 resources support the teacher in preparing students for the assessment components of this program. They should be used where relevant and could be iterative and adapted as needed.**  **Refining the speech transcript**   * **Reflecting on the model speeches –** students reflect on the core texts to develop their own writing. They consider * **the use of audience, purpose and style to create authority** * **how the model speeches progressively develop their ideas and conclude their point of view** * **how they can demonstrate something similar** in their own writing. * **Using prior learning – students use knowledge built from completing Core formative task 1 – persuasive speech introduction and Core formative task 2 – persuasive body paragraph to refine their formal assessment transcript. They** * **ensure they have created authority by determining the audience, purpose and style of the speech** * **compose an opening or thesis to provide a definition and** position on their topic * **structure and sequence body paragraphs using a range of persuasive features to elaborate on ideas** * **apply understanding to their speech transcript.** * **Constructing a conclusion – discuss the purpose of a conclusion. Why do we need to have a thorough conclusion rather than just a sentence or 2? Students** * **read Phase 4, resource 7 – writing a conclusion to develop their understanding and a structure for writing a conclusion** * **read the conclusions for Core text 2 – student keynote address – English Head Teacher conference 2023 and Core text 1 – the Legacy Junior Public Speaking Award 2022 NSW State Final – Romanticising Crime and identify structural components** * **discuss: Do both speeches use the structural components of a speech? Which is more effective and why?** * **develop a conclusion for their speech that synthesises ideas, restates a position or makes a conclusion or recommendation.** * **Engaging in the editing process – students should proofread their work for literacy errors (for example spelling, punctuation and sentence structure), persuasive language features (for example ethos, pathos, logos, inclusive language and so on), and structural features (introduction, body and conclusion). They refine their work to improve any errors.** | **Success criteria**  **To demonstrate their learning, students can:**   * **reflect on the core texts for inspiration** * **use prior learning to draft a speech** * **explore the components of an effective conclusion** * **engage in the editing and refining process.**   **Evaluation and registration:**  [Record evaluation and registration information] |
| ****EN4-RVL-01****  ****Reading, viewing and listening for meaning****  **Explain personal responses to characters, situations and issues in texts, recognising the role of written, oral or visual language in influencing these personal responses**  Teacher note: the syllabus content points addressed through Core formative task 3 are outlined in the Core formative tasks document. | **Core formative task 3 – feedback on speech delivery**  **Learning intentions**  By the end of this sequence, students will:   * apply delivery skills to presenting a speech * seek and respond to verbal and written feedback to improve clarity, meaning and effect.   **Teacher note**: the formal assessment task requires students to create and present a 5-minute speech which explores one of the provided topic prompts. This content should be used for this core formative task. Students should refer to the **Core formative task 3 – feedback on speech delivery and the Student sample speech – audio file and listening activity (PowerPoint) for further information**.  **Preparing for the task**   * **Rehearsing the speech** – students rehearse their speech for presentation to a peer. They use **Phase 6, resource 9 – rehearsal strategies and Student sample speech – audio file and listening activity (PowerPoint)** to assist this preparation**.** * **Presenting speech for peer feedback** – s**tudents present their speech to a peer who will provide specific feedback on their delivery (Phase 4, activity 8 – feedback templates).** * **Applying feedback – students reflect on the provided peer feedback and annotate revisions to their speech transcript. This task will provide evidence of reflecting on and implementing feedback as required for the formal assessment.**   **Teacher note:** according to Rasinski (2006:704) one of the 3 key gateways to reading comprehension is the ‘appropriate use of prosody or meaningful oral expression while reading.’ Moreover, reading with expression is most effectively taught in conjunction with the other 2 gateways: word accuracy and automaticity. The strategy used here to support this understanding (repeated reading to rehearse a piece and then perform it for peers) is drawn from this short but highly informative article that is available in the department’s research toolkit webpage ‘[Reading fluency](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/leading-english-k-12/leading-english-k-6/k-2-english-research-tool-kit/reading-fluency)’. | **Success criteria**  To demonstrate their learning, students can:   * rehearse a speech for delivery * deliver a speech to a peer * provide critical feedback to a peer * apply feedback to own speech.   **Evaluation and registration:**  [Record evaluation and registration information] |

# Program/unit evaluation

Evaluation and reflection are ongoing practices and teachers will evaluate the extent to which the planning of the program/unit has remained focused on the syllabus outcomes. During teaching, utilise the ‘Evaluation and registration’ section in the ‘Evidence of learning and evaluation’ column to record observations. At the conclusion of the program/unit, teachers and students should be given the opportunity to ‘reflect on and evaluate the degree to which students have progressed as a result of their experiences, and what should be done next to assist them in their learning’ as outlined in [NESA’s advice on units](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/advice-on-units). This information should be used to improve the next iteration of the program and inform the following learning experiences for the students.

Use the [English teaching and learning evaluation tool](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-7-10) as part of the evaluation process.

# The English curriculum 7–12 team

The English curriculum 7–12 team provides support for the delivery of the English curriculum 7–12 in NSW Department of Education high schools. If you have any questions regarding the use of material available or would like additional support, please contact the English curriculum team by emailing [English.curriculum@det.nsw.edu.au](mailto:English.curriculum@det.nsw.edu.au).

## Share your experiences

If you use the sample program in your faculty and school context, reach out to the English curriculum team. We would love English teams from across NSW to share snapshots of their practice and how this resource has been used in their unique context as part of our ‘Voices from the Classroom’ section of the English 7–12 newsletter. Send submissions to [English.curriculum@det.nsw.edu.au](mailto:Englishcurriculum@det.nsw.edu.au).

## Support and alignment

The NSW Department of Education publishes a range of curriculum support materials. The samples are not exhaustive and do not represent the only way to complete or engage in the programming process. Curriculum design and implementation is a dynamic and contextually specific process. While the mandatory components of syllabus implementation must be met by all schools, it is important that the approach taken by teachers is reflective of the needs of their students.

**Alignment to system priorities and/or needs**: [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468)

**Alignment to the School Excellence Framework**: this resource supports the [School Excellence Framework](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468) elements of curriculum (curriculum provision, differentiation), assessment (formative assessment) and effective classroom practice (explicit teaching).

**Alignment to Australian Professional Teaching Standards**: this resource supports teachers to address [Australian Professional Teaching Standards](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 3.1.2, 3.2.2, 3.3.2. 3.4.2, 5.1.2.

**Consulted with:** subject matter experts from Curriculum and Reform; Strategic Delivery; Literacy and Numeracy teams; Aboriginal Outcomes and Partnerships

**NSW Syllabus:** [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

**Syllabus outcomes:** EN4-RVL-01, EN4-URB-01, EN4-URC-01, EN4-ECA-01, EN4-ECB-01

**Author:** English curriculum 7–12 team, NSW Department of Education

**Publisher:** State of NSW, Department of Education

**Resource:** sample teaching and learning program

**Related resources:** there is an assessment task, teaching and learning program Parts 1, 2 and 3, and resource booklets Parts 1, 2 and 3, aligned with this program. Further resources to support English Stage 4 can be found on the NSW Department of Education [English K–12 curriculum page](https://education.nsw.gov.au/teaching-and-learning/curriculum/english) and the Stage 4 [Teaching and learning support](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/teaching-and-learning) section in the [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) from the NSW Education Standards Authority.

**Professional learning:** relevant Professional learning is available on the [English statewide staffroom](https://teams.microsoft.com/l/team/19%3a88aaff1954984b3d821940244a27a355%40thread.skype/conversations?groupId=7cace238-04f1-4f87-a5dc-d823e51c9765&tenantId=05a0e69a-418a-47c1-9c25-9387261bf991) and through the [English curriculum professional learning calendar](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/professional-learning-english-k-12).

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# References

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