



## Year 10 English - Curriculum Map

2015-16	10A	10B	10C
<h3>Autumn 1</h3>	<p><b>Qualifications: Working towards gaining Edexcel Functional Skills Entry Level 3 then onto F.S. Level 1 in Year 10.</b></p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>Shakespeare play</li> </ul> <p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>Sentences and paragraphs</li> <li>Punctuation</li> <li>Writing a description</li> <li>Using ICT skills to produce writing</li> <li>Spellings connected to our reading book and writing topic</li> <li>Writing about Shakespeare's language</li> </ul> <p><u>Speaking &amp; Listening:</u></p> <ul style="list-style-type: none"> <li>Reading a play</li> <li>Devising own script</li> <li>Performing a script to others</li> </ul>	<p><b>Qualifications: Working towards Edexcel Functional Skills Entry Level 2 and 3 in Year 10</b></p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>The Iron Man by Ted Hughes</li> </ul> <p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>Sentences</li> <li>Punctuation</li> <li>Connecting words</li> <li>Describing words</li> <li>Writing for a given purpose</li> <li>Ideas and planning</li> <li>Writing a report</li> <li>Practising Entry 2 skills</li> <li>Spellings connected to our reading book</li> </ul> <p><u>Speaking &amp; Listening:</u></p> <ul style="list-style-type: none"> <li>Reading aloud from The Iron Man</li> <li>Producing a short News Report &amp; Interview</li> <li>Answering questions about a text.</li> </ul>	<p><b>Qualifications: Working towards: OCR Entry Level English</b></p> <ul style="list-style-type: none"> <li>Focus on writing/speaking and listening:</li> <li>Forming letters correctly, both lower and upper case.</li> <li>Joining letters in words.</li> <li>Writing neatly and clearly</li> <li>Spelling commonly occurring simple words accurately.</li> <li>Using sentences correctly.</li> <li>Talk to others</li> <li>Talk with others</li> <li>Basic research skills</li> </ul> <p>Tasks:</p> <ul style="list-style-type: none"> <li>Interview a member of your class and write a fact file about them.</li> <li>Write a fact file about them.</li> <li>Create a timeline of key events in their life.</li> <li>Choose a celebrity and find out some basic information about them. Create a ppt/pic collage to present to the class.</li> </ul>

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Autumn 2	<p><u>Reading: non-fiction texts:</u></p> <ul style="list-style-type: none"> <li>• Read and study selected texts (theme: natural disasters)</li> <li>• Identify and compare features</li> <li>• Explore how writers use presentation and language to communicate their ideas and perspectives</li> <li>• Continue with Shakespeare Much Ado About Nothing.</li> <li>• Practise Entry 3 Reading paper</li> </ul> <p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>• Practise different styles of writing</li> <li>• Make choices in their writing that are appropriate to audience and purpose</li> <li>• Ongoing emphasis on exam skills</li> <li>• Practise Entry 3 Writing paper</li> </ul> <p><u>Speaking &amp; Listening:</u></p> <ul style="list-style-type: none"> <li>• 2 x small group discussions, one formal, one informal</li> </ul>	<p><u>Reading: non-fiction texts</u></p> <ul style="list-style-type: none"> <li>• Read and study selected texts (theme: natural disasters)</li> <li>• Identify and compare features</li> <li>• Explore how writers use presentation and language to communicate their ideas and perspectives</li> <li>• Practise Entry 2 and/or 3 Reading paper</li> </ul> <p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>• Practise different styles of writing</li> <li>• Make choices in their writing that are appropriate to audience and purpose</li> <li>• Ongoing emphasis on exam skills</li> <li>• Practise Entry 2 and/or 3 Writing paper</li> </ul> <p><u>Speaking &amp; Listening:</u></p> <ul style="list-style-type: none"> <li>• 2 x small group discussions, one formal, one informal</li> </ul>	<p><u>Malorie Blackman "Hostage"</u></p> <p>Resource pack and copies of short story available in library.</p> <p>Possible tasks: See resource pack</p> <ul style="list-style-type: none"> <li>• Drama activities e.g. freeze frames, thought bubbles linked to images of choice.</li> <li>• Write a review of the book. "What would you do?" discuss scenarios and possible outcomes.</li> <li>• Recounts and descriptive writing.</li> <li>•</li> </ul>
Spring 1	<p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>• Different Cultures prose text: Roll of Thunder, Hear My Cry- Mildred D Taylor</li> </ul> <p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>• About character, setting, plot</li> </ul>	<p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>• Longer modern novel: Stone Cold by Robert Swindells</li> </ul> <p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>• About character and in role as a</li> </ul>	<p>Focus on Speaking and Listening, writing, research skills</p> <ul style="list-style-type: none"> <li>• Research skills to be developed with a focus on developing independent research skills.</li> </ul>

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	<p>and theme</p> <ul style="list-style-type: none"> <li>• In role - diary/letter</li> <li>• Using PEE paragraphs</li> <li>• Using quotations</li> <li>• Non-fiction writing about the themes of the novel eg racism</li> </ul> <p><u>Speaking &amp; Listening:</u></p> <ul style="list-style-type: none"> <li>• Taking on a role- Little Man's first day at school or TJ's report about the Berrys.</li> </ul>	<p>character</p> <ul style="list-style-type: none"> <li>• Comprehension skills - using the text in our writing</li> <li>• Non-fiction research and report about homelessness</li> </ul> <p><u>Speaking &amp; Listening:</u></p> <ul style="list-style-type: none"> <li>• Drama piece about Link, his mum, Vince and Carol</li> <li>• Interviewing Shelter</li> </ul>	<p>Possible tasks:</p> <ul style="list-style-type: none"> <li>• Research animal charities. Choose an animal you would like to adopt. Create a poster to persuade people to choose your animal to adopt as a class mascot.</li> <li>• Research a holiday. Where would you go? What do you need for a holiday? Create a ppt to invite your friend to go on holiday with you.</li> </ul>
<h3>Spring 2</h3>	<p><u>Reading:</u> continue study of Different Cultures prose text</p>	<p><u>Reading:</u> continue study of Different Cultures prose text</p>	<p>Focus on Reading.</p> <ul style="list-style-type: none"> <li>• Locate and reorganise facts, ideas and opinions.</li> <li>• Understand the organisation and structure of Standard English.</li> <li>• Use context to establish sense.</li> <li>• Identify a range of simple vocabulary.</li> <li>• Understand and express an opinion about their reading.</li> <li>• Respond to some literary devices.</li> <li>• Skim reading.</li> <li>• Reading for meaning.</li> <li>• Inference</li> </ul>
<h3>Summer 1</h3>	<p>Practical/Transactional Writing: Identify features of writing:</p> <ul style="list-style-type: none"> <li>• Different forms, e.g. newspaper,</li> </ul>	<ul style="list-style-type: none"> <li>• Note taking and summarising skills.</li> <li>• Identifying key words in text</li> <li>• Accurate summarising techniques</li> </ul>	<p>Focus on Reading Macbeth.</p> <p>Tasks:</p>

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	<p>formal report, article</p> <ul style="list-style-type: none"> <li>• Audience and purpose</li> <li>• Structure and organisation, including open/close techniques</li> <li>• Vocabulary and register</li> <li>• Use of rhetoric</li> <li>• Range and variety of sentences/structures</li> <li>• Paragraphing and cohesive devices</li> <li>• Planning</li> </ul> <p>Practise sample questions under timed conditions.</p>	<ul style="list-style-type: none"> <li>• Vocabulary building/extension activity</li> <li>• Linear notes, web notes</li> </ul>	<ul style="list-style-type: none"> <li>• Read narrative version of play.</li> <li>• Solidify knowledge of characters.</li> <li>• Solidify basic story of play.</li> <li>• Ask pupils to create a plasticine model of a key scene.</li> <li>• Create a comic book version of a key scene.</li> <li>• Watch the play (bbc animated tales if available).</li> <li>• In groups freeze frame key scenes from the play/act out key scenes from the play.</li> </ul>
<h3 style="color: white;">Summer 2</h3>			<p>Focus on re-capping basic skills of writing/reading/ speaking and listening.</p> <p>tasks:</p> <p>Create a community in small groups. Ask pupils what a community is and allow them to plan out and create a community in which they would like to live (create 3D model of community.</p> <p>Advertise your community. How will you persuade people to come and live there?</p> <p>Create a leaflet for your community. Make it look good.</p>