

Year 10	Term 1: Sept –Dec Content	Term 2: Jan-April Content	Term 3: April - July Content	Desired end of year outcomes
	<p>Depending on the set each student is in, they read a different text and the learning will vary accordingly. Where there is a film or series, students will watch this alongside the text, to support their understanding.</p> <p><b>FOCUS TEXTS:</b> Stone Cold World, Burn Down Frankenstein Totem Decodable Series</p> <p><b>Learning foci related to text:</b></p> <p><b>Reading:</b> decoding, understanding context, predicting, decoding, inferring, vocabulary, sequencing, retrieval, explanation, and summarising tasks.</p> <p><b>Writing:</b> recounts, narratives, information reports, descriptions, explanations, instructions, poetry, persuasive writing, responses to text.</p> <p><b>Spoken language:</b> participating in discussions, responding to questions, acting in role, reading aloud, retelling simple stories and recounts aloud.</p> <p><b>The spelling, grammar and punctuation programme of study matches the National Curriculum. It is differentiated to match the current attainment of students.</b></p> <p><b>Phonics (following the Twinkl Phonics sequence of learning) is delivered in some sets, depending on the needs of learners.</b></p>	<p>Depending on the set each student is in, they read a different text and the learning will vary accordingly. Where there is a film or series, students will watch this alongside the text, to support their understanding.</p> <p><b>FOCUS TEXTS:</b> Welcome to No-Where Melissa Varjak Paw Macbeth Beowulf</p> <p><b>Learning foci related to text:</b></p> <p><b>Reading:</b> decoding, understanding context, predicting, decoding, inferring, vocabulary, sequencing, retrieval, explanation, and summarising tasks.</p> <p><b>Writing:</b> recounts, narratives, information reports, descriptions, explanations, instructions, poetry, persuasive writing, responses to text.</p> <p><b>Spoken language:</b> participating in discussions, responding to questions, acting in role, reading aloud, retelling simple stories and recounts aloud.</p> <p><b>The spelling, grammar and punctuation programme of study matches the National Curriculum. It is differentiated to match the current attainment of students.</b></p> <p><b>Phonics (following the Twinkl Phonics sequence of learning) is delivered in some sets, depending on the needs of learners.</b></p>	<p>Depending on the set each student is in, they read a different text and the learning will vary accordingly. Where there is a film or series, students will watch this alongside the text, to support their understanding.</p> <p><b>FOCUS TEXTS:</b> Melissa Buddy Stone Cold Calling the Whales</p> <p><b>Learning foci related to text:</b></p> <p><b>Reading:</b> decoding, understanding context, predicting, decoding, inferring, vocabulary, sequencing, retrieval, explanation, and summarising tasks.</p> <p><b>Writing:</b> recounts, narratives, information reports, descriptions, explanations, instructions, poetry, persuasive writing, responses to text.</p> <p><b>Spoken language:</b> participating in discussions, responding to questions, acting in role, reading aloud, retelling simple stories and recounts aloud.</p> <p><b>The spelling, grammar and punctuation programme of study matches the National Curriculum. It is differentiated to match the current attainment of students.</b></p> <p><b>Phonics (following the Twinkl Phonics sequence of learning) is delivered in some sets, depending on the needs of learners.</b></p>	<p><b>Spoken Language</b> (Speaking &amp; Listening)</p> <ul style="list-style-type: none"> <li>• Speak audibly &amp; fluently.</li> <li>• Listen &amp; maintain attention.</li> <li>• Build vocabulary.</li> <li>• Ask &amp; answer questions.</li> <li>• Participate in discussions.</li> <li>• Give well-structured explanations &amp; descriptions.</li> </ul> <p><b>Reading</b> (Word Reading /Comprehension)</p> <ul style="list-style-type: none"> <li>• Use phonic knowledge to decode.</li> <li>• Read common exception words.</li> <li>• Read fluently &amp; accurately.</li> <li>• Develop comprehension skills (vocabulary, inference, prediction, explanation, retrieval, sequencing &amp; summarising).</li> </ul> <p><b>Writing</b> (Transcription/Composition/ Vocab, Grammar &amp; Punctuation)</p> <ul style="list-style-type: none"> <li>• Write sentences.</li> <li>• Demarcate sentences accurately.</li> <li>• Use an increasing range of punctuation.</li> <li>• Organise work into paragraphs.</li> <li>• Proof read work for errors.</li> <li>• Write for different purposes.</li> </ul> <p>All students have access to Bedrock vocabulary, an online programme aimed at developing their Tier 2 and 3 vocabularies.</p> <p>Students have regular access to MyOn, an online library, for reading for pleasure.</p>
<b>Assessment Schedule</b>				<b>Key Contact Name &amp; Email</b>
<p>Writing: one writing assessment is completed each half term in class.</p> <p>Reading: pupils complete the Star Reading assessment (from Accelerated Reader) in September, January and May.</p> <p>Spoken language assessments: November, March, June.</p>				<p>Head of English – Mrs Holly Langridge</p> <p><a href="mailto:hlangridge.305@glebe.bromley.sch.uk">hlangridge.305@glebe.bromley.sch.uk</a></p>