

Subject: Yr10 FS English

Date	Outline of Teaching Focus	Links to Prior Learning/Interleaving	Links to Key Stage 4/ AOs	Pre, Way Point and End Point Assessments	CORE Links Respect Honesty Trust Integrity Kindness	Opportunities for Development in Cultural Capital	Links to Therapeutic Provision
<p>Autumn 1</p> <p>Introduction To Functional Skills (3weeks)</p> <p>Intro to Homelessness</p>	<p>Introduction to the course, expectations and requirements of reading, writing and speaking & listening.</p> <p>SPAG Recap Intro to Writing Tasks Intro to Reading tasks Intro to speaking and listening tasks</p> <p>Introduction to homelessness in the UK.</p>	<p>Pupils will be familiar with expectations and requirements during KS3. Continue to introduce key skills in writing, reading and speaking and listening.</p>	<p>Entry Level 3 S&L E3.1 – E3.7 Reading E3.8 – E3.12 Writing E3.13 – E3.22</p> <p>Level 1 S&L L1.1 – L1.8 Reading L1.9 – L1.8 SPaG L1.9 – L1.21 Writing L1.22 – L1.25</p>	<p>Pre-assessment: Baseline test for level of Spelling, Punctuation and Grammar</p> <p>Way-Point: Comprehension task</p> <p>Endpoint: Written task: email/letter writing/ newspaper article</p>	<p>Developing relationships within class and outlining the expectations of the classroom (Respect, kindness etc.)</p>	<p>Poetry for introduction of homelessness unit: 'Down and Out in Paris and London' (George Orwell)</p> <p>'Am I invisible?' (Jacob Folger)</p>	<p>Developing empathy. Through group discussion we will be developing pupil's confidence in exploring their views and expressing their opinions.</p>
<p>Autumn 2</p> <p>Homelessness Unit (Stone Cold Novel)</p>	<p>Through non-fiction texts (newspaper articles, blogs etc.) and through the vehicle of the novel 'Stone Cold' the students will explore the effects of homelessness on individuals as well as the causes. Learners will gain an understanding of the many challenges faced by homeless people as well as the support available.</p>	<p>Pupils will have explored various texts in KS3 exploring audience, purpose and format features. They will be familiar with newspaper articles, letters and diary entries.</p>		<p>Pre-Assessment: Group discussion: Through discussion assess empathy levels and how pupils are able to express their opinions.</p> <p>Way-Point: Writing a diary entry as the Character Link (Stone Cold)</p>	<p>They will be given the opportunity to develop their empathy skills, kindness and compassion. This unit will encourage pupils to consider their own views and potential biases</p>	<p>Working with Local charities e.g. One Roof. Centre point, Action Homeless, YMCA, Shelter Big Issues</p> <p>Take care packages out to local homeless people</p> <p>Watching/Reading about people's stories</p> <p>Novel: Stone Cold by Robert Swindells</p>	<p>Develop empathy and compassion for those in our communities.</p>

				Endpoint: Writing a formal letter to the council	as well as those of society		
CHRISTMAS HOLIDAYS							
Spring 1 Graffiti Unit	Graffiti: Art or Vandalism? Unit to explore the topic of graffiti. Using non-fiction texts	Continue to develop speaking and listening skills through discussion and forming opinion. Practice writing for purpose.		Pre-assessment: reading-comprehension task Waypoint: Exam question- respond to email about graffiti End Point: Persuasive writing task (letters or speech for the council)	Developing integrity and understanding of respect.	-Visit to GraffHQ -Visit to Tate London -Tour around Leicester- -‘Bring the Paint’ -Banksy research project -Graffiti Workshop	Learners will continue to develop confidence when expressing opinion and writing resilience during the tasks.
Spring 2 Crime Unit	Through non-fiction texts pupils will explore the topic of Crime. Engage with learners and encourage them to take an interest in what is happening in their neighbourhoods/country. Exploration of topics such as knife crime, the history of Capital punishment, and specific cases such as Ruth Eliss, Joesph Christopher Reynolds.	To continue on with theme of ‘crime’ and to continue developing reading and writing. Identify and explore the difference between fact and opinion.		Pre-assessment: Summarise article and identify purpose, audience and format. Waypoint: Past exam question- Write an email/Article to Youth group leader to inform him of young people being blamed for crime in the area End Point: Knife crime debate	Learners are encouraged to engage with their communities in a positive and respectful way.	-Guildhall museum -Leicester Crown Courts	Learners are encouraged to work with others, developing empathy and respect.
EASTER HOLIDAYS							
Summer 1 Social Media Unit	Learners will explore the use of Social media and online communication, looking at why people might use it and what	Expressing opinion, developing writing for purpose and reading comprehension.		Pre-assessment: Identify features of different formats (e.g. blog, newspapers etc.).	Learners are encouraged to be respectful engaging with online	-Guest speaker	To be aware of dangers involved with social media and online communication.

	the benefits may be as well has how to stay safe on-line. The topics we will be exploring throughout this unit include: Cyberbullying, Ghosting, Scams, Sexting, and trolling.	Learners will explore format and structure of blog writing continuing to develop their ability to write for purpose.		Discuss purpose of online communication Waypoint: Formal discussion expressing opinions and respecting the turn-taking rights of others. End Point: Write a blog entry	communications and social media.		
Summer2 Enterprise Unit	Learners will develop their understanding of business and use their creative skills to create their own business pitch	This unit will consolidate a lot of learning from this year, using key skills. Developing speaking and listening skills- making requests and asking relevant questions to obtain information		Pre-assessment: Assess prior understanding through discussion Waypoint: Writing/planning speech End Point: Dragons den activity- present	Develop respect for other people opinions and patience.	-Dragons den -guest speaker	Develop independence and encourage confidence

<p><u>Functional Skills EL3</u></p> <p>Speaking, Listening and Communicating</p> <p>E3.1 Identify and extract relevant information and detail in straightforward explanations</p> <p>E3.2 Make requests and ask concise questions using appropriate language in different contexts</p> <p>E3.3 Communicate information and opinions clearly on a range of topics</p> <p>E3.4 Respond appropriately to questions on a range of straightforward topics</p> <p>E3.5 Follow and understand the main points of discussions</p> <p>E3.6 Make relevant contributions to group discussions about straightforward topics</p> <p>E3.7 Listen to and respond appropriately to other points of view, respecting conventions of turn-taking</p>	<p><u>Functional Skills Level 1</u></p> <p>Speaking and Listening</p> <p>L1.1 Identify relevant information and lines of argument in explanations or presentations</p> <p>L1.2 Make requests and ask relevant questions to obtain specific information in different contexts</p> <p>L1.3 Respond effectively to detailed questions</p> <p>L1.4 Communicate information, ideas and opinions clearly and accurately on a range of topics</p> <p>L1.5 Express opinions and arguments and support them with evidence</p> <p>L1.6 Follow and understand discussions and make contributions relevant to the situation and the subject</p> <p>L1.7 Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium</p> <p>L1.8 Respect the turn-taking rights of others during discussions, using appropriate language for interjection</p>
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Reading

- E3.8 Read correctly words designated for Entry Level 3 (see Annexe D)
- E3.9 Identify, understand and extract the main points and ideas in and from texts
- E3.10 Identify different purposes of straightforward texts
- E3.11 Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; knowledge of different word types)
- E3.12 Understand organisational features and use them to locate relevant

Writing

- E3.13 Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)
- E3.14 Form irregular plurals
- E3.15 Use mostly correct grammar (e.g. subject-verb agreement, consistent use of tense, definite and indefinite articles)
- E3.16 Use the first, second & third place letters to sequence words in alphabetical order
- E3.17 Spell correctly words designated for Entry Level 3 (see Annexe D)
- E3.18 Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task)
- E3.19 Write text of an appropriate level of detail and of appropriate length
- E3.20 Use appropriate format and structure when writing straightforward texts,
- E3.21 Use adjectives and simple linking words in the appropriate way
- E2.22 Use language appropriate for purpose and audience

Reading

- L1.9 Identify and understand the main points, ideas and details in texts
- L1.10 Compare information, ideas and opinions in different texts
- L1.11 Identify meanings in texts and distinguish between fact and opinion
- L1.12 Recognise that language and other textual features can be varied to suit different audiences and purposes
- L1.13 Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words
- L1.14 Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts
- L1.15 Infer from images meanings not explicit in the accompanying text
- L1.16 Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive)
- L1.17 Read and understand a range of specialist words in context
- L1.18 Use knowledge of punctuation to aid understanding of straightforward texts

SPaG

- L1.19 Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes)
- L1.20 Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles)
- L1.21 Spell words used most often in work, study and daily life, including specialist words

Writing

- L1.22 Communicate information, ideas and opinions clearly, coherently and accurately
- L1.23 Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience
- L1.24 Use format, structure and language appropriate for audience and purpose
- L1.25 Write consistently and accurately in complex sentences, using paragraphs where appropriate

