Year Group/Phase- Year 10					
Term	**Topic**	**Knowledge /skills**	**TfW link**	**Link to curriculum intent**	**Link to evidence for learning/specification framework as applicable** (*indicative not exclusive)*
1 and 2	Mystery stories Develop pathway skills through literature: **Holes**	Identify and interpret explicit and implicit information and ideas. Select and synthesise information from a text. Produce a mystery story with appropriate structure and grammatical features	Mystery: ***Holes, Louis Sachar***	S6: To discover a joy in books To use language to share feelings and thoughts S7. To understand the meaning and purpose behind the written word	N/A the focus for year 10 is to develop pathway skills in preparation for year 11 Functional skills entry level OCR
3	Stories from a significant author Develop pathway skills through literature: **Friend or Foe, Michael** Morpurgo and Out of the Ashes Micheal Morpurgo	Evaluate texts critically and support this with appropriate textual references Produce a narrative using appropriate structure and grammatical features	Stories from a significant author: ***Out of the Ashes, Friend or Foe, Michael Morpurgo*** *Comedy Writing**:*** ***Boy called Hope, Lara Williamson.***	S7. To understand the meaning and purpose behind the written word s10To use language in either spoken or written forms to connect ideas, explain what's happening and anticipate what might happen next. To use language to give shape to thought. S13: To make deliberate lexical choices to affect a change on the environment. S14: To understand and express the feelings of others, to advocate for oneself and others, using whatever linguistic form is appropriate.	
4	Stories with humour Develop pathway skills through literature: humour in narrative, **Boy called Hope,** Lara Williamson	Features of comedic writing, descriptive techniques and use of emotive language. Identify different types of humour using different comedic or emotive techniques to	A selection of editorials-	S11. To communicate with increasing confidence in a range of forms with clarity and in a variety of familiar forms S10. To use language in either spoken or written form to connect ideas, explain what is happening and anticipate what might happen next.	

		enrich narrative writing. Student 'comedy club'	Newspapers The sun / Mirror online and in print versus Telegraph Vogue versus Take a Break etc.		
5 and 6	Current affairs / newspapers amd magazines Develop pathway skills through journalism, media **Newspapers, magazines** and others forms of advertising and propaganda	To compare writers' ideas and perspectives, as well as how these are conveyed. Create own editorial.		S13: To make deliberate lexical choices to affect a change on the environment. S14: To understand and express the feelings of others, to advocate for oneself and others, using whatever linguistic form is appropriate.	
SPAG: • write effectively and coherently using Standard English appropriately • use grammar correctly and punctuate and spell accurately • acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language • listen to and understand spoken language and use spoken Standard English effectively. ***See SOW for Year 10***					